



**MINNESOTA WEST  
COMMUNITY AND TECHNICAL COLLEGE**

**ASSESSMENT SUMMARY REPORT  
DATA SETS**

**2020-2021 ACADEMIC YEAR**

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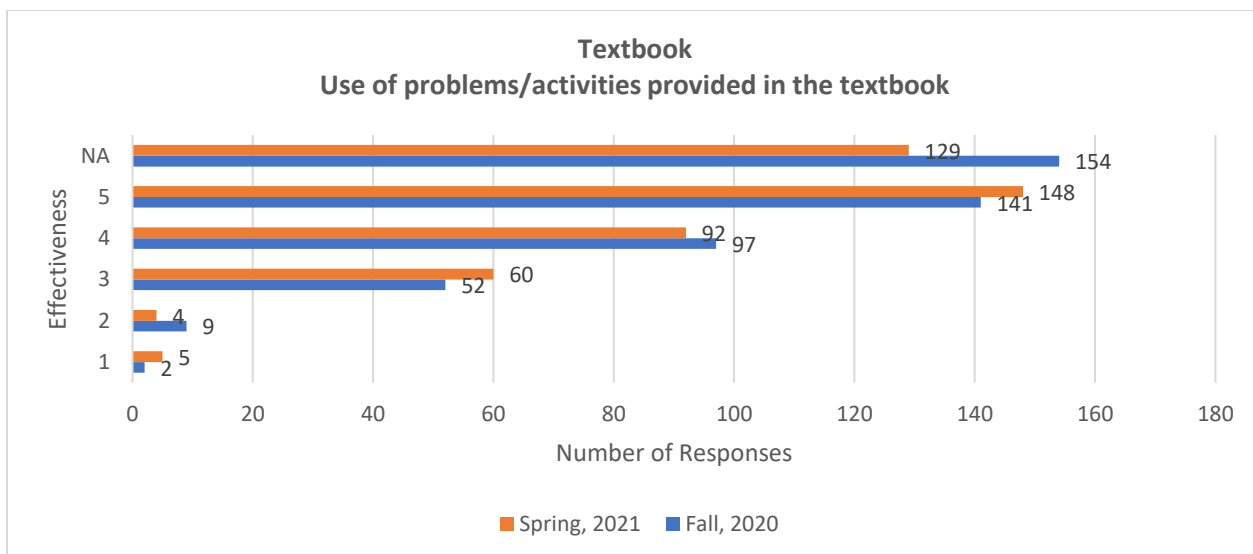
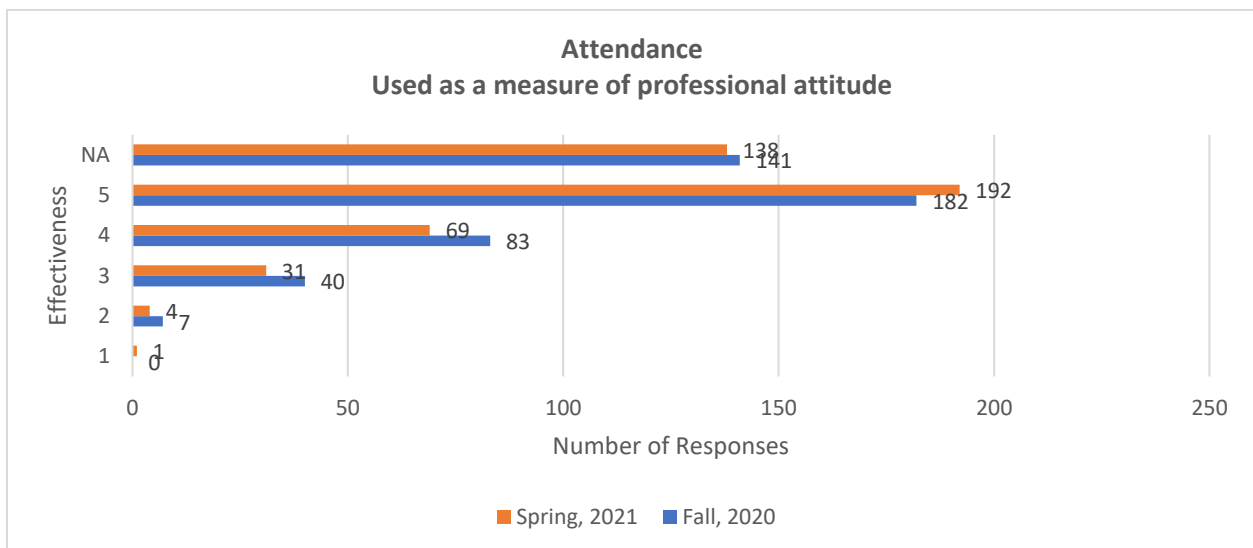
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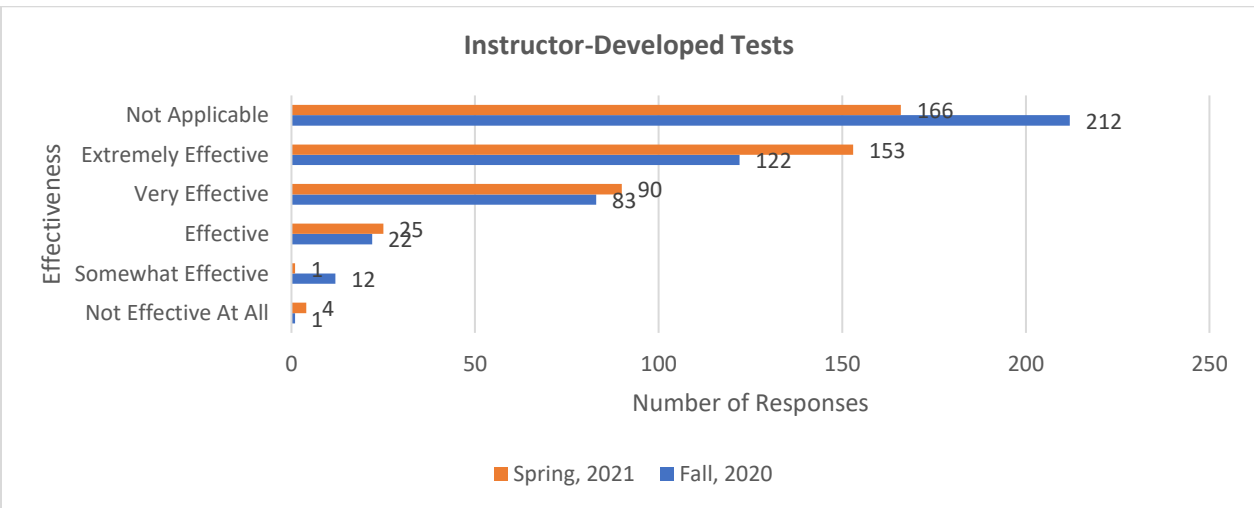
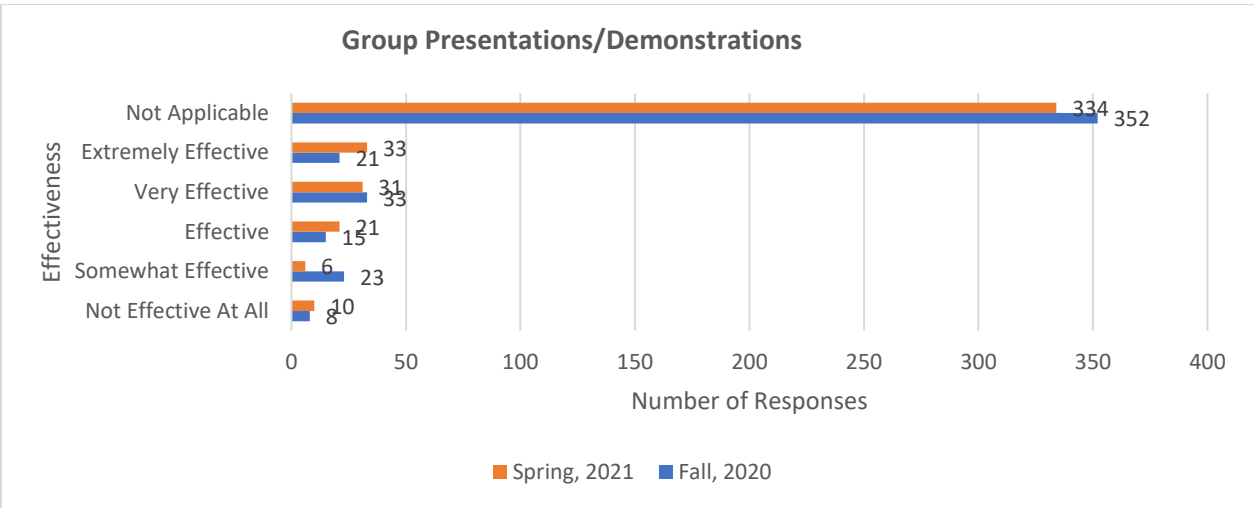
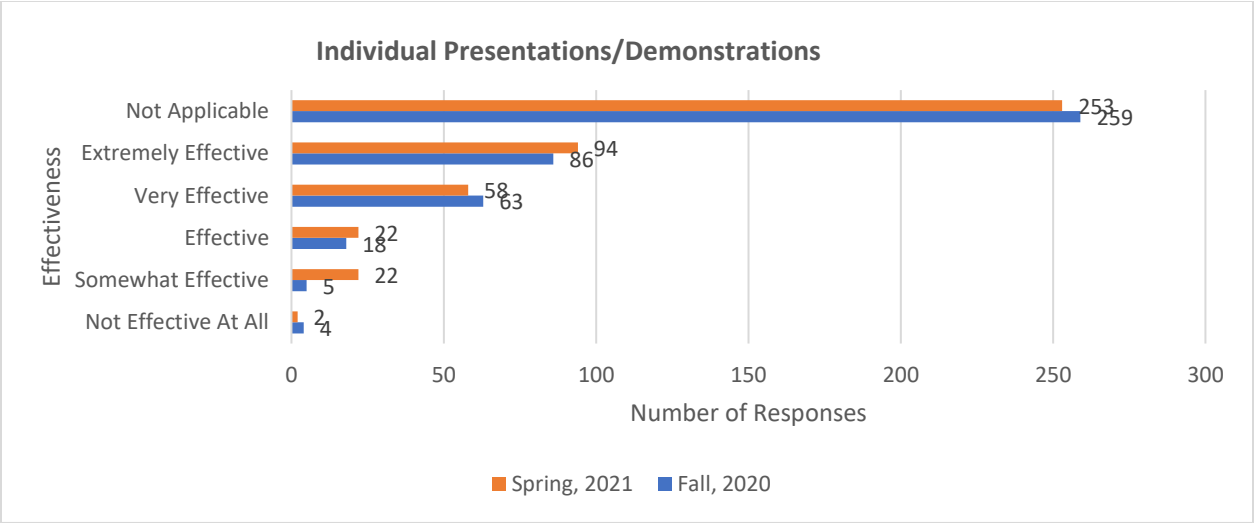
## Course Assessment

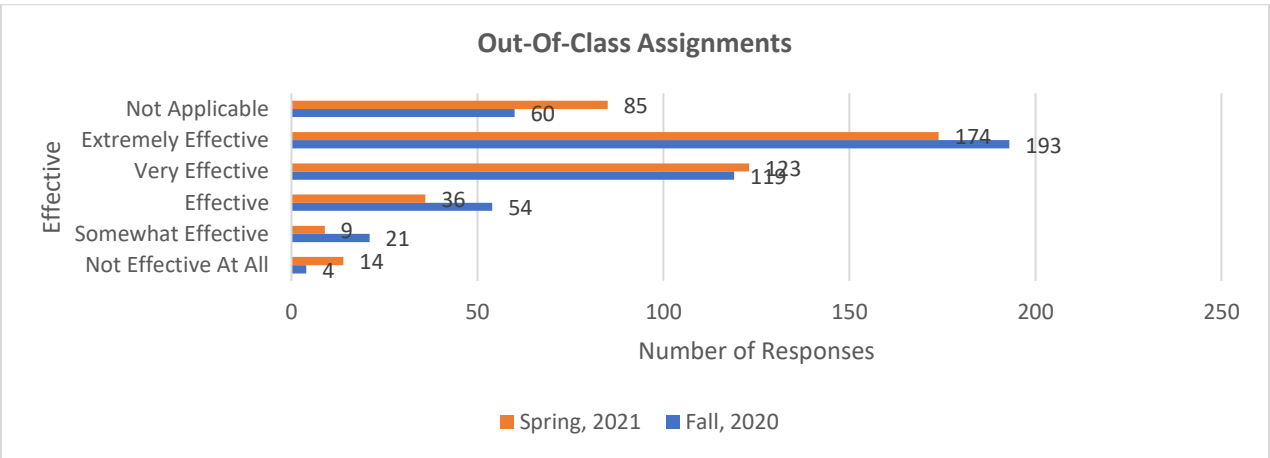
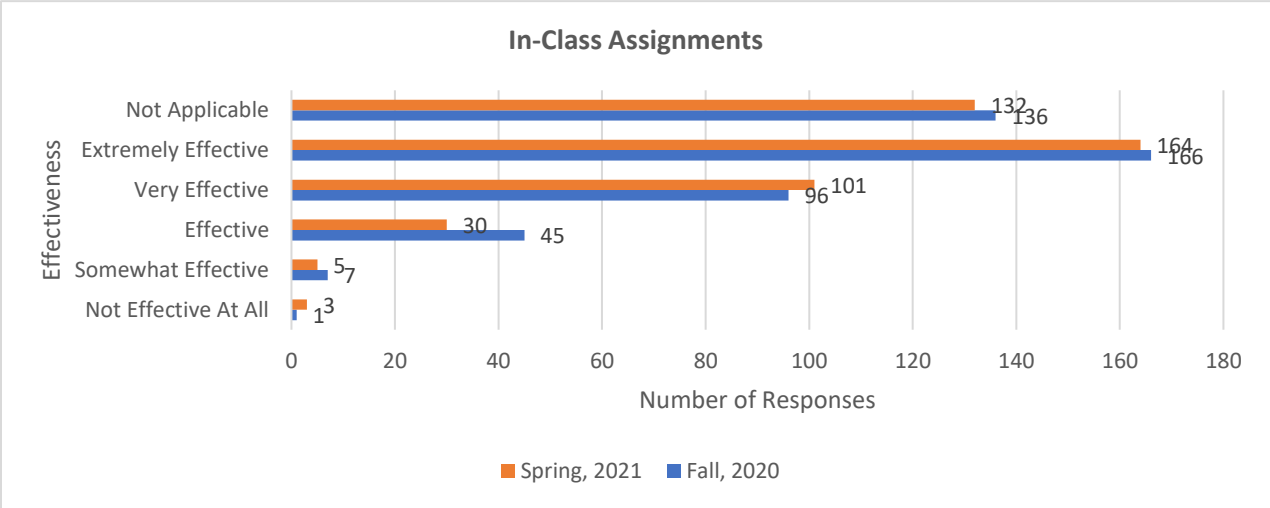
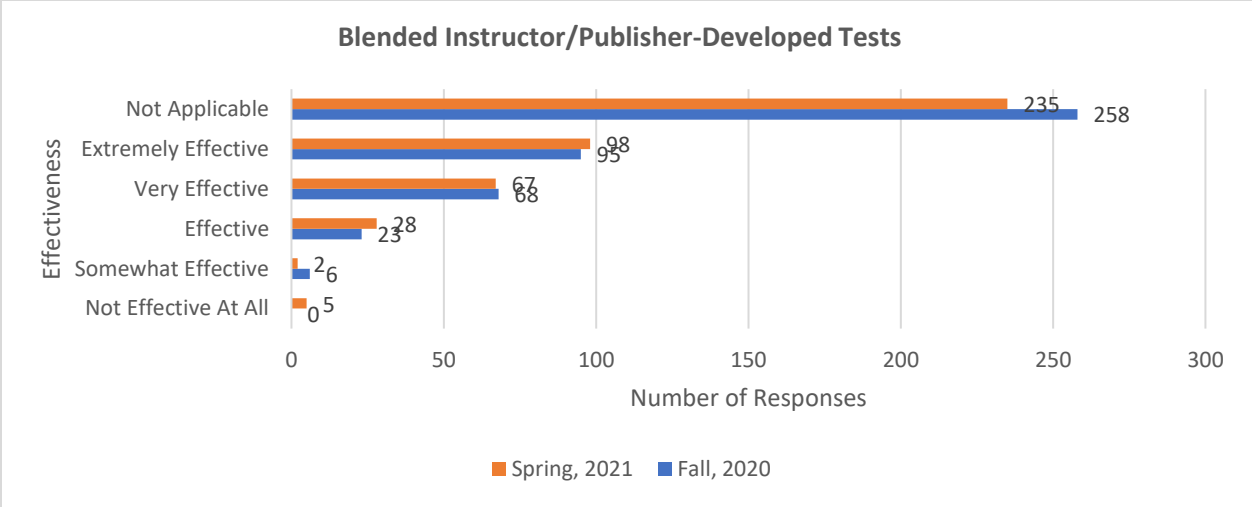
### Effectiveness of Course Assessment Methods Used

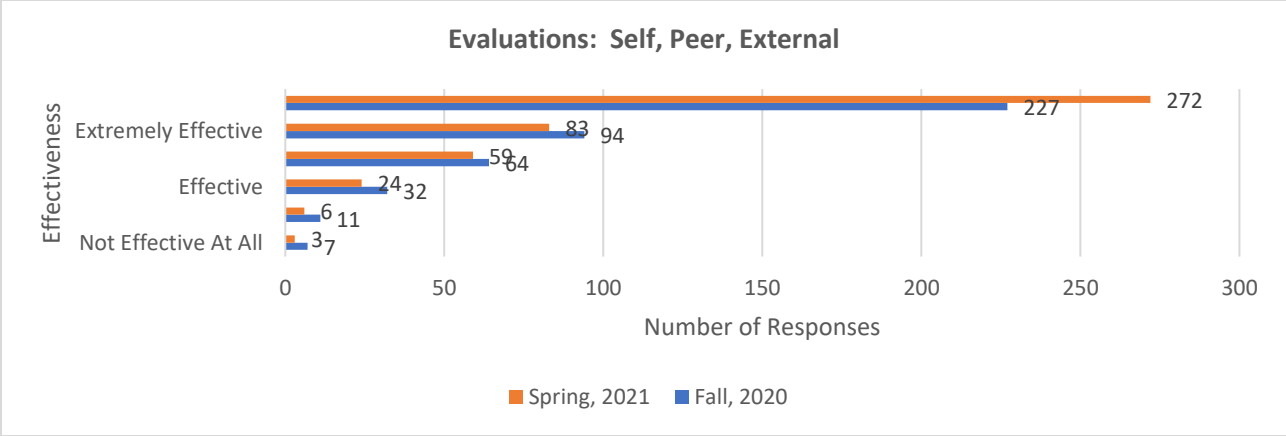
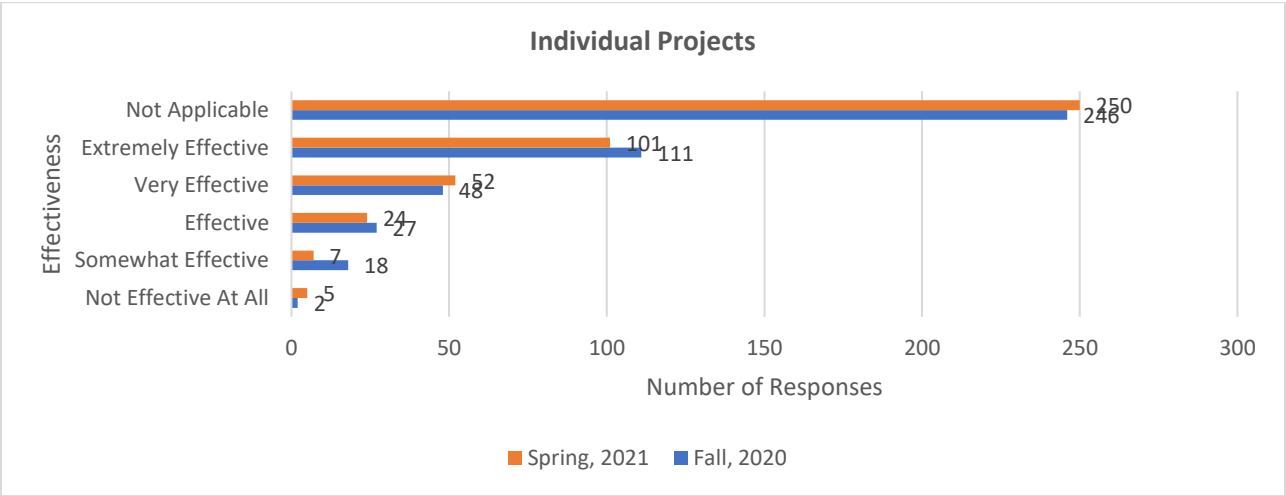
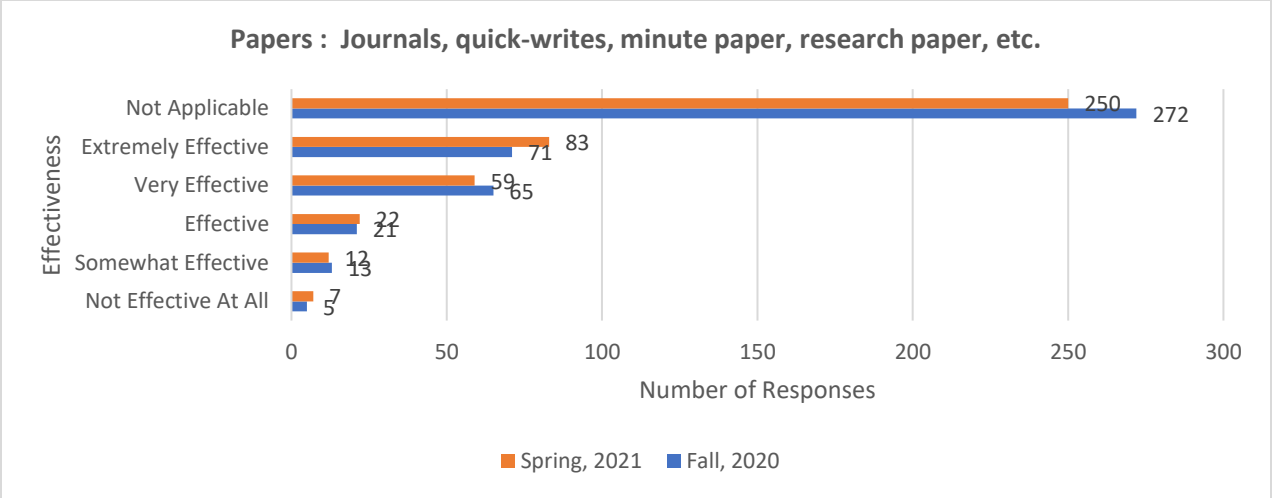
#### Likert Rating Scale

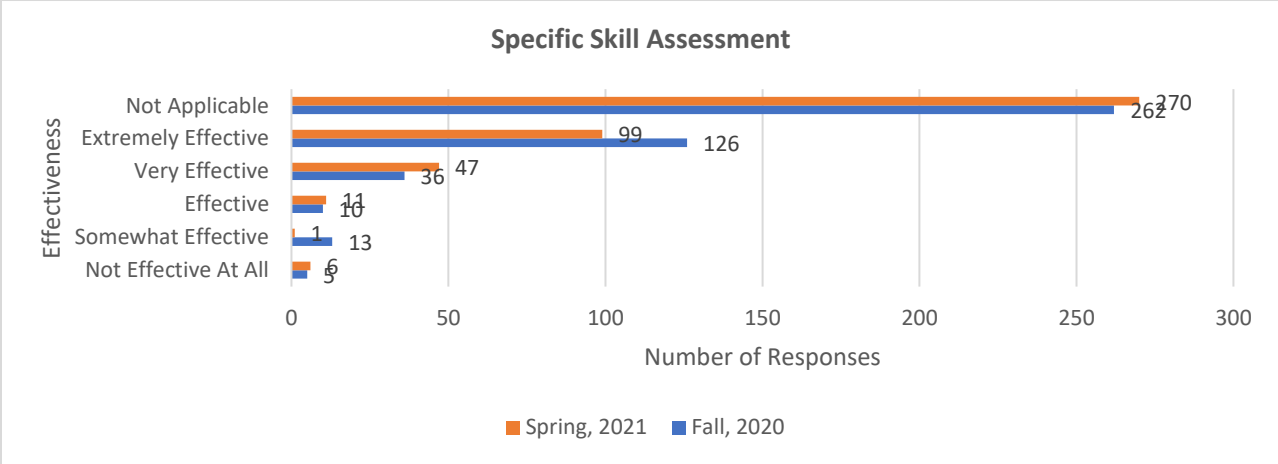
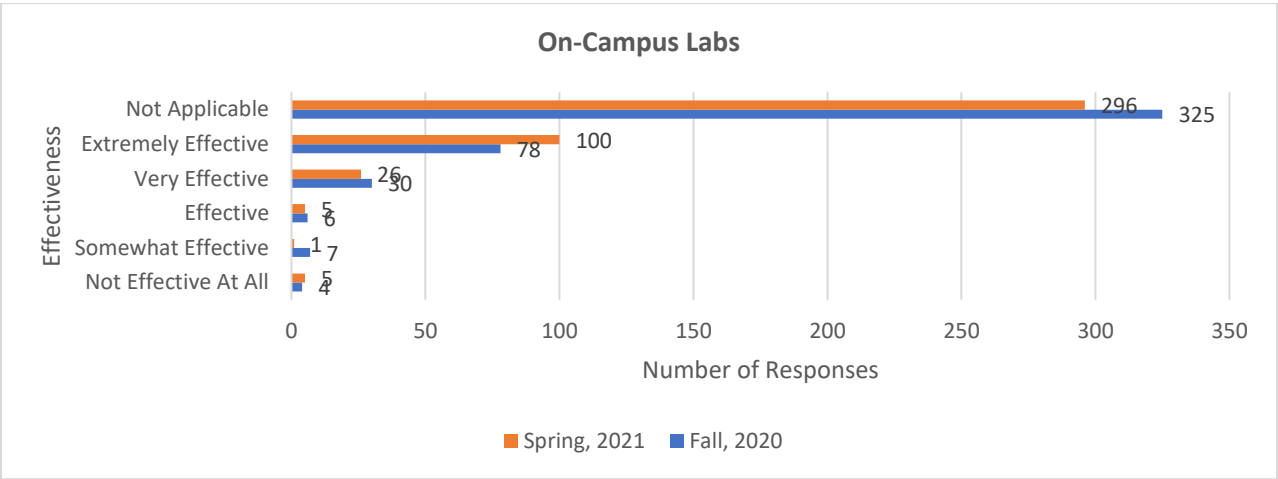
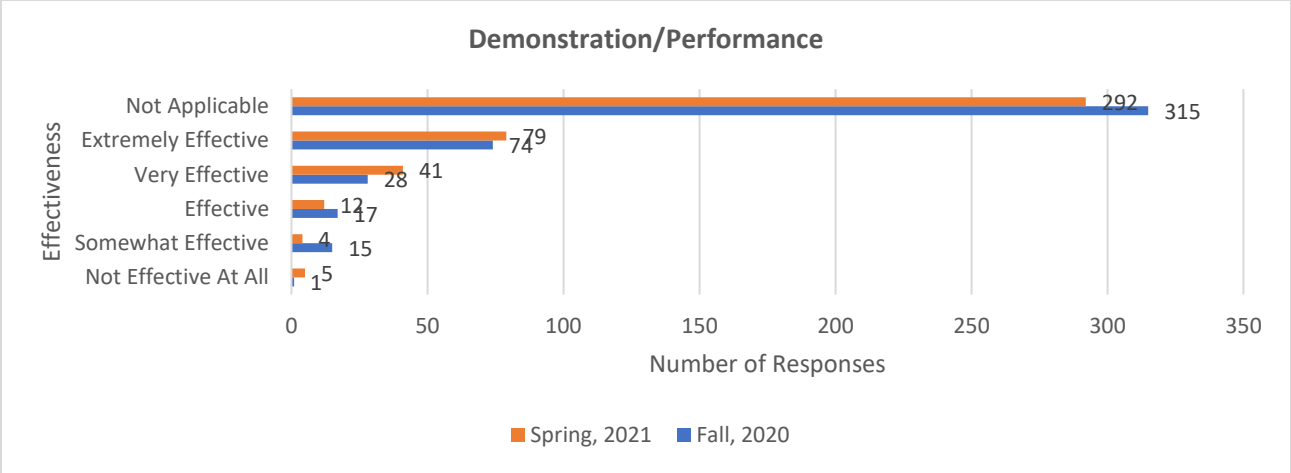
1	Not Effective at all: did not measure Student Learning Outcomes well
2	Somewhat Effective: measured some Student Learning Outcomes adequately and others not adequate enough
3	Effective: measured Student Learning Outcomes adequately
4	4 Very Effective: measured some Student Learning Outcomes adequately and some very well.
5	Extremely Effective: measured all Student Learning Outcomes very well.
NA	Not Applicable

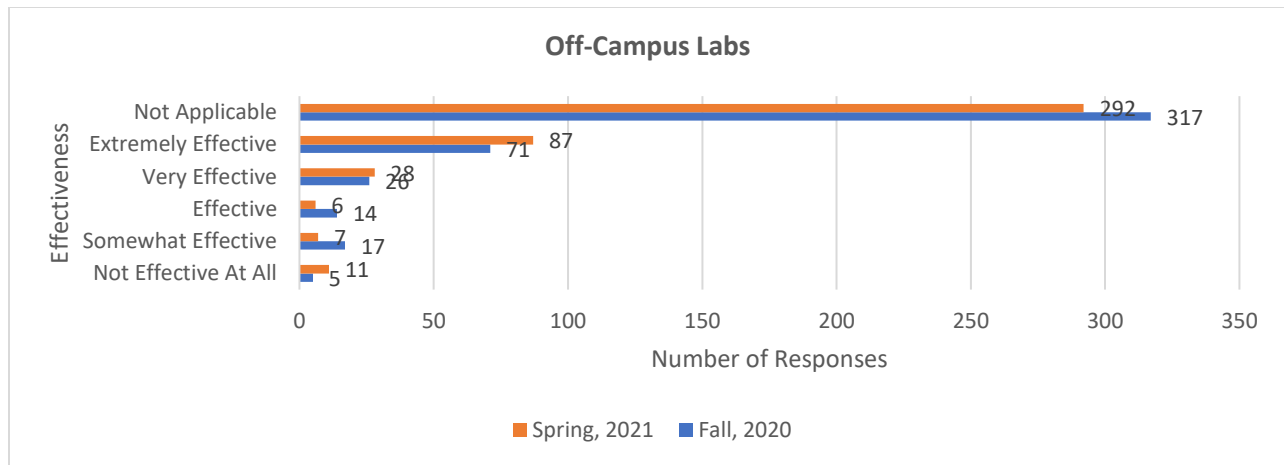












## Changes Made to Course to Improve Student Learning

### *Fall Semester, 2020*

- Updated course content. Added videos on concepts. Revised assessment tools (quizzes, assignments, written assignments).
- Optional Zoom meetings were offered for students to discuss course content and concepts. Attendance was not mandatory.
- This course is written by Advance IT Minnesota & a company called StemFuse. StemFuse did do some updating.
- I did recordings of the virtualization installations for students to be able to follow. Students were able to complete with little to no problems.
- I upgraded to the MindTap - so students had more of an interactive experience.
- CST 1190 Intro to Networking is a CISCO Networking Academy Course. CISCO upgraded from version 6 to version 7. Many updates were made and had added great improvement in the area of IPv6. Students seemed to understand IPv4 and subnetting better than ever before. I did make a few changes myself to how I presented IPv4 and subnetting.
- Re-assess evaluation techniques with survey exams.
- The course was taught similar to the way it was taught the previous semester with no major changes made. I did try adding a Zoom meeting when the course started, thinking I would continue that if students found it beneficial. The intention would be to allow students to ask questions and to clarify difficult content in person. No one attended.
- I implemented more practice time for the performance exams, requiring students to work in pairs or groups to "test-out" one another prior to testing with me.
- I increased the number of Electronic Health Records assignments, giving students more exposure to working within the electronic health record.
- Last year I did not have enough time to cover hemostasis to the depth I wanted. Last year, some of the students were slower test takers and so took up more of lecture time. This year, my students did not go over the lecture time so I could cover more material, thus I had more time for hemostasis. I also did a more in-depth and focused exam review for hemostasis. Due to COVID, I did some lectures on Zoom. The students did not like this and they felt they learn better by being in the classroom. This year, I implemented a post Certification board exam survey. There is a consensus that the hemostasis section was tough. I am thinking that perhaps, I need to split hematology II (3 credits) into 2 credits of Hematology II and 1 lab credit of hemostasis to give me more time for hemostasis.
- More group conversation via zoom.
- Added Review Questions to almost every week and added more ATI.
- Try to get more interaction between the students as this is an online class and see if they can work together more.



- Made changes to the Preparation Form and the Case study to better meet our learning objectives.
- Changed our Clinical Student Evaluation Form to better reflect student clinical reasoning.
- I had more worksheets in class and for homework. Now that I know how to use Zoom, I also offered the students to meet him via Zoom if they had questions or needed help. I did meet with 2 students individually to help them; they were face-to-face meetings.
- Required proof of completion of skills modules and quizzes prior to testing out on the skill.
- Required tutoring if did not meet the dosage test standard.
- More proctored exams were added.
- Added more ATI (virtual simulation, skills modules) to the course.
- Last year I implemented more "flip the class" concept by giving projects where students could work in groups. This year, I continued that and I feel that really helps with student learning. I continued using more demonstration and videos also.
- Added more ATI Nursing Education resources & products. Added more tests during the semester.
- This was my first time using this curriculum. I need to change some of the assignments and allow more time on some assignments
- This year I had new parasite slides for the students to view and identify. I also used a new "beginners parasitology" documentation that I used and made a worksheet to assess their learning.
- I included a new lesson on phishing email protection to help student detect them and not fall victim to phishing email schemes.
- I also incorporated the better use of discussion boards to share topics and also get more student engagement with myself and other students in the course.
- I revised some of the hands-on labs to reflect current hardware and Operating systems.
- I increased the number of hands-on labs. I also made models of blood cells with antigens and antibodies.
- Added some email etiquette and best practices with using email. I also added a phishing scheme lesson to prevent users from getting hacked.
- Included an oral speech.
- With the COVID preventing us from in person classes and the lack of adequate hardware outside of the classroom. I allowed the students to complete the TestOut LabSim software to get the interactive labs
- I am happy with the course materials after changing them 4 times in 4 years.
- Large projects were bumped to the front of the semester in preparation for possible COVID distance learning. Students needed a lot more time to complete these projects because they did not have the experience to do these tasks.
- I continue to work on hands on lab learning experiences to enhance learner outcomes.
- Because of COVID we did a lot of the lab work early in the semester in case we had to go all online.
- I changed some of the essay assignments this term.
- I would like to put more into the discussion areas.
- More interaction between students in the discussion area.
- More lecture on reclosers and protective equipment
- COVID was the major change on how I presented hybrid this semester, it was a major challenge and hopefully I will never have to educate this way again. I used a lot of zoom and found that students do NOT follow, rather its simple equations or new Items to work on students would hardly not engage at all. I needed to bring them into school several times to explain with their full attention so the students would understand! This was very frustrating. So, to do a better job next semester I need them in class Lecture and Lab, especially in theory class.
- The class met by Zoom for the first time this semester.
- Continue to clarify assignments. Move more fully to an online textbook option.
- More discussions and lab training.
- Partially due to COVID but already planned last fall, I split the lab into 2 groups allowing for smaller class size when using the energized x-ray lab. It worked very well and students had more individual attention.

- Improvements to our assignments have increased the test scores in this course. This is directly related to the development knowledge, skills, and behaviors necessary to live balanced and fulfilling lives.
- Timed tests.
- More Discussions and interaction with the class.
- I made changes in some of the lab assignments to expand on the intended outcomes.
- We have moved to offer some theory aspects on line through zoom
- We did more online theory.
- Implemented additional on- and off-campus labs
- Continue to adopt new technologies that are part of the industry.
- Continue to incorporate off campus labs and industry professional presentations.
- Instead of grading each FMX for full points, the students were able to complete three FMX for completion points. This gave the students a more relaxed approach to learning because they weren't worried about "points". Also, the students are required to do 5 Extra Evaluations of FMX. Historically, they completed all 5 of them in Spring semester but they always took a great amount of time. This year I added 3 EE to fall semester and they will do the remaining in Spring semester.
- Continued reviewing quizzes/exams from last semester to remove or re-word questions where the class as a whole did not perform well. Looking at the results, exam 2 still needs work.
- Incorporated additional lab activities.
- More of the theory was taught online via zoom
- Continue to adopt current topics related to environment for discussion
- offered more theory through zoom
- Added more assignments in our ATI which is a learning assessment web sites, and other assignments and learning activity.
- Offered more theory online.
- Require a mock exam at start of semester, to prepare study material and compare results to final mock exam at end of course.
- Added recorded lectures.
- Some of our textbooks are now provided through Cengage All-Access. Having an e-book was new to many students and they expressed they like to have a physical copy. We did give instructions to rent a physical copy, a couple students said they tried to but at the end of the semester they said it was a difficult process and did not end up receiving the book.
- Added video lectures
- Added crossword puzzles - most of students liked this.
- I was able to separate major projects into smaller pieces, and I believe that did show an improvement for engaged students.
- Added video lectures
- I was able to split major projects into smaller parts. I believe this did help engaged students learn those related concepts more easily.
- Switched textbooks.
- Switched student/course learning outcomes.
- Added an additional clinical assignment where students have to keep track of techniques at their clinical site as well as feedback on previous experience.
- Moved 4 hours of lab day to self-study prior to coming to class - to make sure we stayed within the COVID room capacity and distance restriction.
- With COVID 19 going on I talked a lot about self-care and how to "adjust" to be successful academically. I did more hands-on and flexibility.
- I included more online interactive homework than in the past. Students said it helped.
- The questions used, were limited so that the most important concepts were covered. This meant that there were often less options for the student.
- More use of Poll Everywhere
- Added a final exam.

- Encouraged and conducted more phone writing conferences.
- More application problems and allowing students more diverse ways to demonstrate understanding.
- Include more formative assessments to gauge student learning.
- Include more projects and presentations.
- I added an email “best practices” assignments and also a phishing scheme lab to help students protect themselves.
- This class is a programming that builds on the previous lab and I gave more examples to help the student find the coding steps that would help them not get frustrated with the process.
- I had to change lab kit suppliers to a more reliable company. The forced switch was made in middle August which restricted the supply of lab kits that could be ordered due to supply and demand issues caused by COVID.
- I updated some of the website links.
- In agriculture there is always improving technology and production methods, so changes occur as advances dictate the needs
- Added more worksheets and scenario-based questions.
- COVID changed many operations and processes in farming. student learning and management decisions became more fluid and responsive.
- Used more free-writing exercises to get the students involved in in-class discussions about the topics we were covering.
- Updated excel spread sheets to assist in accurate record keeping. Provided access to the newest programs for record keeping available to producers.
- Students are provided with the latest access to modern records and analysis of data through the financial program at the U of M called Finpack.
- Updated spreadsheets with current marketing numbers.
- I am working on preparing PowerPoints with voice over for this course. I will also be adding writing assignments based on child development and current issues.
- I am working on PowerPoints with voice overs.
- This was the first semester that another faculty and I co-taught a section of this course. The next time it is taught, I plan to lecture on Main Ideas, Supporting Details, and Outlining the first 3 weeks so that I can start students with their beginning writing for the other faculty's course.
- Added more Electronics.
- Review assignments of their quizzes to aide in preparation for exams.
- Continued to improve calculations through repetition.
- Placed the capstone project on OneDrive for easier access and allotted more time for the capstone project.
- I changed the final to be a practice tax form.
- I allotted more time in tests, added zoom meetings, spent more time in foundational chapters.
- Added more instructions on the onset of using MindTap.
- More flexibility.
- Made smaller assignments that they could work together on to discuss.
- I switched to a new textbook.
- Made small independent stations for they could work on skills before big project.
- Large projects were bumped to the front of the semester in preparation for possible COVID distance learning. Students needed a lot more time to complete these projects because they did not have the experience to do these tasks.
- Beginning with Fall 2020, the textbook publisher no longer included a printed Word Manual with the boxed kit students purchased. Instead, students were required to access the resource electronically through the online software. As the Word Manual is a necessary resource for students to learn how to complete some of the formatting requirements on document production lessons, I was uncertain how this semester's learning and application of the formatting requirements would go. To help alleviate this issue, I took the time to personally export the Word Manual materials and provided the student a

PDF version of the document within D2L content. Students were then able to print off the document to refer to as they completed their document production assessments.

As the software utilized also updated to Word 2019, I reviewed all lecture materials, formatting guidelines, and assignments over the summer months to ensure the information provided was clear and still appropriate.

- I revamped the chapter questions to enhance comprehension.
- Utilizing Word 2016 software in the course.
- Increased assignments, comprehensive exams.
- I removed some course discussions and added more hands-on learning activities that would help foster more student engagement and also better assess the student learning outcomes and program learning outcomes. A chapter reading guide was implemented to assist with student learning.
- I added access to some textbook publisher supplemental materials - practice quizzes, etc.
- Fall 2020 I had students complete an instructional strategies survey to help gather feedback on what strategies the students like or dislike in the course.
- A new edition of the textbook was used beginning this semester - Fall 2020.
- Made the pre-mastery assignments worth more points.
- Small independent labs for skill enhancement.
- I encouraged student assessment of what was learned in the course outside of the course.
- I adjusted/updated several requirements to better address student learning & application.
- I included more discussions and group work.
- The last assessment of this course took place in person therefore it was much more credible in showing what students actually knew. This is unlike the prior assessment which took place with students at home during a distance learning model, this type of assessment is much less reliable in true relevance for showing what students know as they have access to resources.
- Removed some videos designed to deepen understanding to focus on the core curriculum more in depth as students transitioned to distance learning.
- I edited some of the lectures and included a book with weekly written responses.
- I rewrote the quizzes and tests to a more fundamental dialogue. The results improved 100%.
- Being a course that was moved from a 16-week course to an 8-week course. I needed to make major adjustments. This included how I would grade their assignments. Taking a music technology class with no music experience is difficult. So, after the first exam, I switched to a more fundamental course. Really making it a step-by-step course. This did make for longer lecture videos. But it is what needed to be done.
- The biggest change was the format of the quizzes. Not everyone could download the quizzes in the format needed, so I figured out how to present the quizzes through D2L. This allowed the student easy access to the quizzes, as well as, immediate grading.
- This is my first time teaching the course. The text had no instructor materials so I had to create all materials and tests. I found a lot of videos to enhance the text and felt they were effective teaching/learning tools. Quizzes were short, 10-15 questions. I might change that if teaching the class again. I would probably have more reflective assignments to help measure understanding of the material. I would also add a few more assignments to assess students' understanding.
- Most of the changes made in this course were due to the blended learning that we were participating in. Since this was new to myself as a teacher many changes were made. Those that I found to improve student learning was providing formative assessments to correlate with the reading and then beginning to develop questions that could be transitioned into summative assessments.
- More public observations and documentation attitudes and behaviors as it pertains to social interactions.
- Omitted two books and added one book with regional and local articles/documents that students could personally relate.
- More demonstrations and videos
- Lab mock-ups in the shop. I feel this was huge and I'm hoping to include more in the future.

- More mock-ups in lab.
- More individual and group labs.
- Used a different textbook and workbook, last years was terrible.
- This was my first time teaching an eight-week version of this course. I presented the content as "units" instead of chapters which allowed me to present the course content in the order that made the most sense for the unique needs of my students.
- Prior to moving the course online, I worked with my students on assignments in class more often than in the past. This was especially true for assignments that students in previous versions of the class struggled with. On several occasions, I held class in the computer lab so I could show students how to complete assignments and projects step-by-step.
- Even before this course moved online, I posted supplemental materials on our D2L course page for students who needed extra help.
- Continue to encourage timely bookkeeping to aid in better business analysis.
- Keep Cost of Production and marketing as a topic for each meeting
- Spent more time on the revision process for the last assignment.
- I will change my textbook. Co-Instructor and I will be using the same textbook and assignments.
- I will write my own tests and revise the paper requirements.
- I added evaluative assessments to my course. Amazing change.
- Each class had an assignment. Lots of grading for me, but great student learning. We worked on assignments in class. Wonderful student growth.
- I added rubrics. I feel it helped students learn. I also added more time for revision. I liked that and will find a way to guide revision better.
- I developed tutorials for every week of learning. This helped students. I also added a discussion board element to help students post about movies.
- Added more short quizzes. Also made a study guide for the chapters.
- More organized in when assessments were practiced and completed.
- More quizzes on lecture. Added individual projects (case studies). Had students do chapter worksheets.
- Course D2L structure was changed from units to having modules/sections for each individual chapter, updates to virtual labs to clarify activities and include more videos.
- This semester I assigned more individual assignments and had to revise the traditional pamphlet assignment because the course was fully on-line. This made it difficult to complete group discussion in live time, or group presentations. I am thinking about how these assignments could be reinstated using zoom or some other technology. Instead I added more written assignments and D2L discussions where students could engage one another. This engagement was minimal and perfunctory, however. I retained what has worked from previous semesters--reflections, and quizzes. I moved mid semester from MC TF quizzes and discussions, to just discussions, as students better engaged in a philosophical manner.
- I added additional research checkpoints to ensure students were following all the steps required in preparing a research project and paper. (SLO 4) (G1).  
This included assigning exercises from the research chapters of the textbook, one-on-one meetings with students to discuss their research proposals, requiring a rough draft a week prior to the final paper submission and reviewing these as a class.  
I added an additional week to the argumentation unit prior to the final paper. (SLO5) (G2) –  
This included a section on debates and case studies, which students discussed in small groups with instructor guidance.  
I implemented additional opportunities for students to not only discuss but to also engage with community and social issues at a local and national level. (SLO 4) (G4)  
This included providing students with the option to submit op-eds to their local papers or to national publications.
- I included activities, such as peer reviews, that are more focused on student writing, rather than only discussing the professional writing provided by the textbook.

- I provided additional research checkpoints -- including paper proposals with outlines, early submissions of source annotations, a rough draft synthesis, and a research rough draft -- to ensure students were following all the steps required in preparing a research project and paper.
- Increased time in the laboratory and included more assessments based on the labs
- More laboratory activities were incorporated into the course this semester requiring students to be assessed in additional ways to determine understanding.
- First time teaching this course so have not made any improvements.
- Virtual/online labs were restructured and updated for clarity and to better measure student learning outcomes.
- I incorporated more D2L for the assignments and Cengage learning.
- Changes made included better structured rubrics to communicate instructor's technical assessments of practical skill demonstrations, student lead goal setting, interactive role play and scenario considerations for soft skills coaching, as well as lecture interrupting activities to better engage students in distance learning instruction.
- This semester utilized a new textbook with Mastering, an online platform for studying and homework.
- A new interactive online textbook was implemented for this semester.
- I felt that none were necessary, although I did change up the discussion topics a little. This seemed to engage the students a little more on engineering topics than normal.
- Changes made included better structured rubrics to communicate instructor's technical assessments of practical skill demonstrations, student lead goal setting, interactive role play and scenario considerations for soft skills coaching, as well as lecture interrupting activities to better engage students in distance learning instruction.
- Not any major changes were made. However, I have been brainstorming some ideas on how to improve rubrics that measure certain course learning outcomes.
- I revised a rubric to ensure that the tool was measuring what students should be getting out of the class based on the MnTC Goal Area 1: Communication. Students do a final interpersonal communication presentation which demonstrates to me that not only have they learned key content from the course, but they also know how to properly organize and structure an outline in order to deliver a presentation/speech following the basic speech structure.
- This is the first time I have taught this course online. Certainly, I will be making some revisions to assignments and rubrics based on my own observations and reflection of the course and from the feedback I received from my students.
- Provided more learning instruction thru the use of zoom.
- Moved all the assignments online in D2L.
- I incorporated more D2L for the assignments and used Cengage Learning. (Mindtap)
- To make myself more accessible to students I have used more on-line meetings. Through this process of using zoom I have become more efficient with student's time and developed better record keeping to track student progress. Items that have become very useful in working with my students have been the use of our Microsoft Office suite specifically using email, calendar for scheduling and the notebook function for tracking student progress.
- Added Zoom to the class.
- To make myself more accessible to students I have used more on-line meetings. I have found that on line meetings tend to be shorter but more productive because students have access to records and other materials needed to complete projects that they would not have if they were meeting in person. Through this process of using zoom I have become more efficient with mine & the students time. I have also developed a better record keeping to track student progress. Items that have become very useful in working with my students have been the use of our Microsoft Office suite specifically using email, calendar for scheduling and the notebook function for tracking student progress.
- Changes made included better structured rubrics to communicate instructor's technical assessments of practical skill demonstrations, student lead goal setting, interactive role play and scenario

considerations for soft skills coaching, as well as lecture interrupting activities to better engage students in distance learning instruction.

- I used more zoom meetings to continue meeting with my students
- Changes made included better structured rubrics to communicate instructor's technical assessments of practical skill demonstrations, student lead goal setting, interactive role play and scenario considerations for soft skills coaching, as well as lecture interrupting activities to better engage students in distance learning instruction.
- Changes made included better structured rubrics to communicate instructor's technical assessments of practical skill demonstrations, student lead goal setting, interactive role play and scenario considerations for soft skills coaching, as well as lecture interrupting activities to better engage students in distance learning instruction.
- This is my first year teaching so I did not have facts to go off of from the previous year.
- Revised some assignments to better assess student learning. For example, asked questions on the exam that better aligned with SLOs identified in the course syllabus.
- Assignments were modified to improve student learning, the format/presentation of the course (offering HyFlex), and changing the final exam to a Final Paper
- This is the first time I have offered this course, so cannot answer this question
- Reduced the amount of student work and would like to include more collaboration, especially with all the COVID restrictions.
- I need to find a way to get students to do more outside reading and analysis of primary sources along with critical thinking.
- I mostly had to change because of the pandemic, obviously. I was more relaxed about attendance since often they COULDN'T come, and had to build in some more incentive for their at-home activities when we were in the hybrid learning model.
- I taught a section that was focused on applied ethics. Students led one of the discussions each week. So, they were responsible for coming up with questions for that discussion.
- This year was a tough year to base changes on for improving student learning. I will continue to look for videos that support the skill being taught and share those with students. As far as anything else changing due to the assessment process I was happy with the fact students completed projects with having to be full distance at times.
- Was very different with the year of COVID-Was distant learning/hybrid for portions of the semester.
- I decided to supplement the textbook presentation slides with my own notes to help students better understand them.
- This is the first time I have taught this course at MN West, and the first time ever completely on-line. This course is amenable to on-line, but required much data entry. I utilized Kaltura to record lessons, had weekly assignments, and offered individual tutoring. A few students communicated regularly, but most of the successful students regulated their own learning. I added units on inductive logic and they seem to have been well received. These units should be retained, and maybe a section on truth determination skills and source assessment. Next time teaching the course it would be good to add in opportunities for debates as demonstrating logic and critical thinking skills. Also, it would aid to find a way to duplicate real time face to face practice of logic skills, which I used to make time for each class. The lack of face to face made it difficult to give students practice and ascertain their comprehension. But students' work and family schedules did not allow for any centralized live zoom meetings. Logic can sometimes be boring, so it is always good to look for new ways to add interest, perhaps by gathering actual arguments.
- Looked more at assessment tools from publisher.
- We had to adjust much of our instruction to fit a distance learning model. Thus, I switched many of my former textbook driven assessments to more authentic assessments and demonstrations of learning. This resulted in more subjective and open-ended essay questions for assessments, as well as student developed portfolios to demonstrate achievement.
- I added 3 new assignments, 1 was a video explanation of a workflow observed onsite in a pharmacy, the second was a summary of watching YouTube videos on pharmacy tech roles, the 3rd was a

"scavenger hunt" to seek info on OTC products by going onsite to a pharmacy and included uploading actual pictures taken of products.

- A more individualized learning process was put in place so that each student was learning to the fullest of their abilities in which, some progressed faster than others.
- We allowed more time on clinical work when they were able to be at school. Then Thursday's they did their book work.
- I have created Student Notes with missing information for students to fill in as we go over the material and examples in class. If a student missed class, there was a PowerPoint to view to help them complete the Student Notes. This along with individual and group work (COVID permitting) was implemented to practice the skills.
- Removed portion of the group project related to moderating the discussion forum.
- Modes of teaching and assessment methods remained mostly the same whereas a content item (the unit on Digital Divide) was shortened to emphasize other key concept areas in the course further.
- I added an assignment entitled "College in the News" in which students found articles relevant to aspects of college life.
- More research projects.

### *Spring Semester, 2021*

- Revised content to achieve clarity of materials. Updated method of providing evaluation worksheets.
- Demonstrate appropriate topic selection, audience analysis, organization, and content development in a speaker audience setting. (MNTC Goal 1a). Updated topic selection method based on the audience and the speaker lense.
- Utilized appropriate research strategies to discover and ethically integrate supporting materials from diverse sources and points of view. (MNTC Goal 1c, 1d, 1e) UPDATED Library and Resource Center content to meet student research needs.
- Changed from Test out for curriculum to Mindtap - wonderful Virtual servers for each lab. Live servers to work on a closer to what students will have when on the job.
- This is my 1st assessment of this course
- Changed how course was taught. I chose to use MindTap - students could use Cengage Unlimited and it saved students money. It also was more interactive than just reading from the book.
- I added many assignments teaching PowerShell - since the last I tough this class my advisory committee asked for a title change from Command Line Interface to CLI/PowerShell. That recommendation was implemented.
- I have added many assignments watching video and developing skills in PowerShell and PowerShell Scripting. I need to continue to work on this. While I like the changes, I have made - I believe there is room for improvement.
- I have added many videos walking through how to complete packet tracers. This has helped student understanding. They have been able to do better in understanding terminology and how networks work.
- Updated assignments.
- I have had adjunct teach this course since 2011 so I made many changes to Power Point for Lecture. worksheets, and especially laboratory exercises. I added a lab for Spinal fluid and fecal analysis. I also had a "dry" lab for semen; using YouTube video. I added more labs for complete urinalysis analysis.
- All of my lectures were put into Power Points for both in class and on-line purposes
- Gave students more time to complete practice set
- Shortened assignments with more in-class interaction and discussion.
- I allowed students a longer period to work on their practice set
- I did not make changes to the course content; however, I did incorporate the use of a D2L feature and added due date notations to each specific assignment. This provided an additional opportunity for students to see the due date and assisted with time management organizational skills. The course



layout and blend of assessments are working well. Communications via announcements and e-mails are keeping students engaged.

- I made a couple of changes to the course based on the last course assessment and course survey completed in Spring 2020. First, I changed the tests to be over only one chapter or one topic instead of every two chapters based on student feedback. Second, I changed the format of the course to utilize the QuickBooks Desktop vs. QuickBooks Online software in the course as I had encountered some issues with the textbook last spring due to the online software updating outside of the semester timeframe. I incorporated the use of a D2L feature and added due date notations to each specific assignment. This provided an additional opportunity for students to see the due date and assisted with time management organizational skills.
- I reworked the assignment sheet to make it clearer what was expected in each chapter
- Changed the course from an 8-week course to a full semester course
- I last taught this course in the fall of 2017, based on items I noted at that time I reworked some assignment instructions and revised the grading rubrics to add clarity for students. I added a content item in D2L to assist with APA formatting guidelines required for Final Project assignment.
- We added short answer test questions. There were only 4 proctored tests administered, and 2 of those were on campus. Case studies were incorporated into the course.
- Make a few clarifications on my requirements in assignments
- Added more ATI assignments/activities. Case studies were added. Shortened the testing window, fewer exams, and added short written response.
- Having a clear expectations and schedule for course. Students embraced the learning challenge of the schedule.
- I needed to adjust the quantity of information for this class. I used to teach this class for 5 credits.
- Since there were only 4 students in the class I was able to spend more time with the student in the lab. All the students studied hard and were prepared for class I was able to cover more information in lecture and more details than previously. I could also add more procedures to some of the laboratory exercises. My objective this year was to do more repetition via worksheets and in the laboratory
- This year I gave the student a worksheet on gram negative cocci, rather than an exam, because I thought I would run out of time to cover the topic and due to COVID we wanted to limit amount of time in the classroom. Due to only having 4 students in the class we moved along the material much faster than previous years. So I was able to cover the gram negative cocci and have a lab also. Next time, I will wait until I get closer to the end of the semester to decide about when to give the worksheet. This year I did the first Unknown Bacteria lab with the student so they knew what tests to set up, etc. to identify the bacteria. Then I gave them 2 other unknowns they had to do own their own, with minimal help from me. The students said they really liked that I did the first one with them.
- I added a lab on blood typing using the Gel method to introduce the student to this technique. We will be doing more gel testing in Immunohematology next semester. I incorporated more YouTube videos to show laboratory testing that we would not be able to do at the college lab. I added more worksheets.
- I did allow groups of 4 to share in the lab experience.
- Before the student went to their Clinical site I did a review and also had them demonstrate the different venipunctures for competency.
- Wrote new Student Learning Outcomes.
- Modified course exam tools.
- None right now.
- Exam evaluation methods.
- Students are effectively learning the course material.
- Made lab more flexible by operating multiple labs to allow students to access more equipment.
- I updated some of the drugs on the drug card assignments.

- I again offered a Zoom meeting during the 1st week of the semester (as I had tried last semester). No one attended. Discussion questions were updated and videos related to the discussion topics were reviewed for currency with some changes made.
- Allowed students to access multiple labs each session.
- I implemented more practice time for the performance exams, requiring students to work in pairs or groups to "test-out" one another prior to testing with me. This was very easy to do this semester because I had an unusually small class. They were very motivated and took advantage of this practice time.
- I did not make changes to the course content; however, I did incorporate the use of a D2L feature and added due date notations to each specific assignment. This provided an additional opportunity for students to see the due date and assisted with time management organizational skills.
- We were able to complete all labs face-to-face with COVID restrictions. This improved student learning. Enhanced the Emergency Preparedness Mock Disaster Drill. Obtained a new POC Hemoglobin analyzer for actual practice of dermal puncture and hemoglobin analysis.
- Beginning with Fall 2020, the textbook publisher no longer included a printed Word Manual with the boxed kit students purchased. Spring 2021 is the first term this change impacted the ADSA 1105 students. Students were required to access the resource electronically through the online software. As the Word Manual is a necessary resource for students to learn how to complete some of the formatting requirements on document production lessons. To help alleviate this issue, I took the time to personally export the Word Manual materials and provided the student a PDF version of the document within D2L content. Students were then able to print off the document to refer to as they completed their document production assessments. As the software utilized also updated to Word 2019, I reviewed all lecture materials, formatting guidelines, and assignments to ensure the information provided was clear and still appropriate. I completed a student course survey in Spring 21. I will be able to compare the learning experience and course content of the same group of students from Keyboarding I to Keyboarding II. I did not make changes to the course content; however, I did incorporate the use of a D2L feature and added due date notations to each specific assignment. This provided an additional opportunity for students to see the due date and assisted with time management organizational skills.
- I did not make changes to the course content; however, I did incorporate the use of a D2L feature and added due date notations to each specific assignment. This provided an additional opportunity for students to see the due date and assisted with time management organizational skills. The course layout and blend of assessments are working well. Communications via announcements and e-mails are keeping students engaged.
- We added more ATI activities. We added the case studies. Shortened the testing window, gave fewer tests. We added short answer questions to the test.
- We changed the assessment form, changed the care plan and prep form, and added a seminar day.
- The ATI tests were graded for course points so students would try to do their best. We returned to the Long-Term Care facility for one day and had one virtual day due to COVID.
- I added some content, eliminated some assignments and made a more realistic course experience. Much better than last semester.
- I would like to have more required on-campus activities, which was not possible due to COVID.
- I wrote an OER curriculum that accomplished the goals for this class.
- I have introduced in this course more discussion board activities and also more short quick writing assignments that talk about technology topics of the day and also introduce more interaction with students especially online.
- I needed to come up with more debugging exercises as some of the students were struggling with of the coding concepts
- I included more labs that included more integration of the various software applications so they learn how to use them together. I did not do that last year and I think students liked this a lot more.
- I took out more of the projects that required students to focus on one medical diagnosis/problem and made the learning activities more comprehensive. I feel that that not only required students to get

more in their books but also assisted students in learning content from the whole chapter and not focusing on one piece.

- Continued to accommodate students due to COVID, especially as regards attendance. Used Zoom for every class.
- I completely changed the Final Exam from the last time I offered this course.  
I also completely changed several of the chapter assignments.
- There were no previous assessments of this course, since this is the first time I taught it.
- Students were required to select, read, and review several research articles that related to their disciplines of interest early in the semester. They used these for several research- and writing-related activities, and they could then apply them to the final paper.
- Students had the option to complete a final research project or take the final exam.  
A tiered-level rubric was used to score essays and the final exam.  
A peer review rubric was attached to the group project and students were encouraged to complete it.  
All course learning objectives were attached to the assignments and paired with the CLOs.
- The unit review questions required more application of knowledge. They were not word for word from the book so students were forced to read the chapters rather than just look for the answer. I saw a great improvement in exam scores!
- An online textbook interface (Cengage MindTap) was used for this course. The change resulted in more students engaging with course material and exploring real-life applications of course material.
- I used more relatable and updated information. I also used Zoom more to meet student's needs.
- Use more visual information.
- Use of more relatable and updated information.
- I set up times for students to register for feedback to review papers and make revisions.
- To improve student learning I incorporated additional opportunities to role play, demonstrate skill understanding and mastery in different and innovative ways.
- Much more organized and available to give students strong materials to help them on the hands-on clinical floor. Putting in more time to build lesson plans and activities has paid off.
- Increased feedback and student contact.
- Spent more time with individuals to analyze farm financials, work on achieving goals and benchmark against area financials. Challenged each student to have detailed written goals.
- This is a database course and can be confusing to some students so I added more videos that I created myself to help with some of the common confusion steps and areas of each module and that helped students a lot this semester.
- I added more videos that I created to help do a better job of explaining of assignments so students don't get frustrated and enjoy assignments.
- Decreased the number of tests, added case studies and spread out the content with more review questions,
- We had more discussions.
- The financial analysis was fine-tuned and incorporated many new government programs due to covid-19
- Updated accounting programs addressed changes in Financial Analysis reviews
- new class - new topics
- Commodity markets change by the day so the marketing plan template changes as supply and demand estimates and current basis levels change
- I upgraded the commodity marketing template and expanded the sales target dates and periods.
- The spring of 2021 had additional government programs that needed to be added to the topics of discussion
- The template was redesigned adding in more sales opportunities and more timelines
- More class interaction with increased discussions.
- We have used an electronic App to track the progress of each student.

- Improved bowling skills as the course progressed due to increased knowledge provided about the game of bowling.
- Students had a high success rates in my testing. The assignments provided in this course prepared them for success.
- Changed text. Added worksheets and reflection papers.
- Added two new texts, created new tests. Added worksheet assignments. Eliminated one of the papers the students write. Retooled the discussion questions used.
- Added Open Educational Resource text. Cut down the amount of Forensic File reports created by the students.
- New edition of textbook used. Added more reflection papers. Discussions changed to accommodate changes and issues in law enforcement.
- This was a unique semester with COVID restricting some of my learning strategies. I was used to bringing in professional in our content area to support our goals. I did not want to bring them before my students and they chose not to adapt their delivery methods for the content they were used to delivering.
- More one on one projects
- Keep pressure on student to complete project in a timely way.
- Having small group discussions while working on difficult code questions. Peer to peer interaction with each other.
- Blended in-class assignments and homework assignments for students for flexibility.
- I fast tracked this class due to COVID for students had the chance to learn and wire several different components. I used a new book from Cengage that allowed for students to use an online format.
- I gave students addition time on their end of the semester project
- allowed students more time and to work in teams to complete project
- Added additional assessments in the form of review questions.
- More coding case studies.
- Due to COVID-19, limitations were placed on student activities outside the classroom.
- More case studies and use of encoder.
- was added to reading critiques and discussion questions.
- New assignments and updates.
- Lab space and how to manage and assess students.
- New lab area so students were able to work on labs in a better lit up environment.
- For this course, we had to use a new Electrical math book because the old book was not printed anymore and it was not very effective. This next year a new book is going to be needed that was the biggest draw back on this course.
- Arranging lab time with another course so we were keeping distance safely away from other labs that would have been to close.
- We were to manage student's exposer, example: lab setting this course rotated students each day to minimize exposer to other students. With a change of rotation, we used 3 different lab components 1st component was NIDA next was Festo (Lab-Volt) EMS trainer then the Festo (Lab-Volt) suitcase trainer. Each week students were to rotate so exposer with other students were at a minimum and they excelled better then what I thought by getting all experiments done on time and actually enjoying the trainers this makes instructing enjoyable and to see students excel when we are in a pandemic. Students can adapt!
- Additional virtual delivery based on student wishes. This worked very well and was efficient.
- More video learning and interactive learning.
- Students had a high success rates in my testing. The assignments provided in this course prepared them for success.
- This course was originally scheduled to begin on campus during March of 2020 - we were unable to do this because of COVID. This was the first semester we were able to have this on campus. Having the majority of the lab work done on campus was a huge improvement from the course of learning I had

made last year for it to be online. Some of the same coursework was included, but having face to face hands on coursework was incredibly important to this class.

- Using a computer program now that clinical sites and students have access to 24/7. Students can see their grades anytime and review any evaluations. Also used to track time in clinicals.
- Continue to develop assignments to keep students refreshed from early clinical courses on skills they may be rusty. Unannounced assignments over previously learned exams to see what they can recall.
- I continue to utilize new tools available and new interactive methods to help online student feel engaged in the classroom.
- I utilized some zoom lectures to help improve the learning of students that had to be out of the classroom during a quarantine situation.
- I continued to incorporate more interaction with the group presentations.
- I made better use of the Instructor's Forum in D2L Discussions.
- Wrote my own text for class through OER state class.
- Added in more reality-based training scenarios and assessments
- Will be using a new ethics book
- Add in case studies
- I made many adjustments to in-class materials.
- Spent more time detailing a plan for each individual student for marketing crops.
- Added new and updated videos that relates to today's field.
- To improve student learning I incorporated additional opportunities to role play, demonstrate skill understanding and mastery in different and innovative ways.
- We only talk about facial and waxing due to COVID. We aren't offering facials right now and waxing we keep shields on our face.
- The only change here is that because there is so much info that we put an extra day as so we can make sure that all the information is there for the students and so they can best understand the course of study.
- To improve student learning I incorporated additional opportunities to role play, demonstrate skill understanding and mastery in different and innovative ways.
- More organized and stronger materials that are up to date and fit into the industry standards
- Nothing
- The rubrics changed and are more specified. The rubrics are showed to students and have helped them focus on their signing skills.
- More integrated activities/labs.
- Organized lesson plan. Up-to-date materials. Modern techniques and visual aids
- Provide students more specifics. I gave too much choice and it paralyzed some students because they did not know where to begin.
- I provided more formative feedback (which included adding several new rubrics for our formative assignments) and opportunities for students to self-assess their understanding through non-graded quizzes and exit tickets. The goal was for students to be able to identify any misunderstandings and shortcomings at an earlier stage without waiting for the summative assessment to reveal the gaps in their learning. I also allowed for peer evaluations when applicable, to add in the feedback process for students.
- I implemented more discussion posts and classroom discussions.
- I had my student really focus on the Elementary side of the school for her teacher interviews, etc., since that is where she wants to teach after college. I also am having her do her lesson plan in an actual kindergarten classroom as her final.
- I have created Student Notes with missing information for students to fill in as we go over the material and examples in class. If a student missed class, there was a PowerPoint to view to help them complete the Student Notes. This along with individual and group work (COVID permitting) was implemented to practice the skills.

- Utilized competitive review for test using Kahoot and Quizlet Live. Students were very engaged in this type of review.
- I tried to provide more direct instruction in Composition I. I tried to engage more students in discussion in Intro to Lit.
- I incorporated speech rubrics that students fill out to critique each other.
- I didn't change anything but relooked at requirements for discussion posts and I think I will continue with those. Essays may change a little but not much. I like the requirements of how I do the three main essays.
- Trying to offer more variety of lessons. Making more interaction and group activities where students can exchange ideas with one another and work to come up with the best solution.
- I've taught this class through SMSU and this is my first time with MNWEST and I seem to change my Lit class every year because I look at the students coming in and what the "times" are like and I change my curriculum according to that. Last year I did a unit on slavery and black lives - with everything going on I felt it would be too much this year.
- This semester included a mix of in-person and distance learning because of the pandemic, specifically when students were quarantined and learning from home. To respond to this, I recorded number of lectures and made them available on Google Classroom, which I had not done before this school year. The flexibility of ways in which students could access and return course content was probably the largest change I made this semester.
- They did well on their last assessments. The only improvement would be to give more one on one attention to a couple of students who struggle with retaining information across the semester.
- Not so much due to last year's assessment, but due to COVID, my teaching changed drastically. Since we always had distance learners--even when we were in-person--I need to make all my course content available online. This was a big challenge, but I believe the process made me much more efficient and effective.
- The last assessment that I completed was in the spring of 2020, which was the first time I taught the class. We also spent the last 2 1/2 months of the class in distance learning due to COVID, so this honestly seemed like the first time I taught the class because we were in person the entire semester.
- Will add five additional video assignments;" End of Units" (1-5) Self-Assessments for fall semester 2021.
- I continually strive to improve the feedback I give students on their work. I always mark incorrect work with the correct answer so they can learn from their mistakes quickly. This ensures that they see the correct answer versus me assuming they will look it up later.
- I created spreadsheets for students to use for their final project. This allowed students to focus on the overall project and content while not concerning themselves with reading their numbers incorrectly or putting the numbers into the calculator incorrectly.
- I updated activities to include a broader range of sociological topics/areas, and included additional reflective components to improve student learning & application of material to daily life.
- Added a private discussion tool, to connect with students within the course without all students seeing topic. It does not work well, as there is no external (email) notice when discussion topic is posted by student. Student will only post in discussion and never follow up by email.
- No changes from my previous assessment, but a number of changes were made due to delivery during COVID.
- We added Polaris Bronze training .
- I tried to incorporate more engagement by using active learning strategies. This was complicated by smaller numbers of students in class face-to-face or logged onto Zoom live.
- I did incorporate more active learning activities into the course where ever possible. This was complicated by the fact fewer students chose to attend class live via Zoom or face-to-face. I will continue to look for ways utilize more active learning activities.
- Added a private discussion tool, to connect with students within the course without all students seeing topic. It does not work well, as there is no external (email) notice when discussion topic is posted by student. Student will only post in discussion and never follow up by email.

- I am trying to incorporate different learning activities, such as Kahoots, and games to make learning more fun.
- Polaris Bronze Training
- Alternating the review questions with the Kahoots and the Case Studies. Students enjoyed the rotation and different learning activities. This is a one credit class and most of the students enjoyed the work.
- .
- Continue to clarify instructions and feedback for students.
- Additional review exams and text questions
- Additional ration formulation from student's livestock herds
- Additional Guest lecturers from banking industry
- I tried being more flexible in allowing students to submit work. The idea was to have them add some value to the overall discussions rather than discouraging participation because a deadline was missed.
- Added a private discussion tool, to connect with students within the course without all students seeing topic. It does not work well, as there is no external (email) notice when discussion topic is posted by student. Student will only post in discussion and never follow up by email.
- Continue to update current events
- I changed textbooks that had more "real world" examples and thus my assessments included more application problems and "real world" scenarios than the previous semester.
- First time I taught the course.
- I incorporated more practice prior to high stakes assessments.
- I improved the rubrics and made sure there was a rubric for every assignment. Also, I rewrote and improved the discussion questions to better cover the LO's and added a Muddy Post Forum which encouraged student participation.
- This is a new/newer course, so I feel there are plenty of improvements to be made. Moving forward, I will provide a better variety of both material and types of assignments. We had problems with Pearson access codes, so I need to find a workaround for that because Pearson insisted the codes were correct but some students still had problems. (I had set the course up on the new Pearson platform, so students were at least able to use temporary access enough to complete the labs for this semester.)
- Since the last time this course was taught, I decrease the number of practice full mouth surveys to a number that seemed more manageable. Prior, students would rush to complete the work and not have the time to assess their work. With fewer assessments, they actually took the time to learn the concepts and ask questions.
- Exams are reviewed for questions that reflected <50% success rate. Those questions were either re-worded or withdrawn. Fewer points were credited back this semester opposed to previous semesters.
- Students had an opportunity to re-take quizzes or expand their original essay question answers on exams. 50% of the class took advantage of this and increased their overall GPA.
- Students were offered an extra-credit opportunity at the end of the semester. 40% of the class took advantage of this and increased their over-all GPA at least one letter grade.
- More Focused Commenting & Accountability. This semester, I focused more of my essay commenting on fewer issues and had students keep a list of their issues. I kept a list, too. I checked this list whenever I commented on subsequent writing to remind students that they still need to focus on their particular problems. I could then praise them once I saw students who had demonstrated learning by avoid issues I had previously noted.
- The course was done in hybrid model and the students were so receptive to this. My attendance for in class days was very high. Adjusted technology for speeches that were required.
- Added lab activities
- Reevaluated questions asked, to hone in on what outcomes were lacking in previous student performance.

- I focused my comments to fewer areas (whatever was most needed to improve each student's writing). In addition, I had them keep a list of those problems to consult as they were writing subsequent essays.
- Tried different learning techniques like asking more questions to the students and have them talk among each other for answers.
- I had less students this semester so I had lots more one on one time with each student in the lab setting.
- I have gotten more technical training videos for the students so they get a better understanding of how advanced powertrains function.
- We have gotten newer units in the lab for machine disassembly.
- This is my first time teaching this course. However, based on results of other courses I taught, I decided to provide a lecture for each chapter. I was able to emphasize important information and share additional information that wasn't in the textbook. I believe this enhanced student learning.
- Improved hybrid model
- I was able to adjust the speed of which I took of the materials. Some weeks I overloaded the material due to the similarities with the material. While, other weeks I slowed down; allow students to zoom with me if they needed and to review the video lectures multiple times.
- This was my first semester teaching this course.
- More mock-ups, more equipment so no individual is waiting for a tool.
- Better in-class videos.
- More material samples. Exposing students to the creative designing of this course.
- Gathered more information from the State of Minnesota. Trying to get these students ready for the Laws they will have to follow
- Including more online zoom one to one instructor student meetings
- I added on line student PowerPoint presentations and recorded shorter and longer video lessons.
- I switched the textbook and added more discussion questions to weekly assignments.
- Spent more time with Students analyzing individual farm portfolio's and benchmarking against area financials. Each student was pushed to add detail to financials portfolio and work to reduce interest expenses.
- Added new more modern machines this year.
- I think being more hands on with the students this semester since last semester we weren't able to be more hands on. Asking them for opinions on what they think we need to focus on or go over and review.
- I added more labs for the students to complete from the previous semester. It went very well.
- Incorporated in person and online lectures. This made it very successful to keep the students on track with everything. Even when they fell ill they could still get the lectures.
- I also partnered them in the lab section for some of their labs. So if one got sick they both were quarantined.
- In the online version of this class, I changed my approach to teaching students about the essay writing process. I condensed some units to allow more time to walk through the writing process, step-by-step. I assigned activities that allowed students to prewrite, draft, and revise. I also required students to submit their essays to tutor.com. In the in-person version of this class, I blended lectures with in-class work time. This kept students a lot more engaged and allowed students to get to know one another. Ultimately, this increased student confidence and participation quite a bit. I also used a hands-on approach to walking students through the writing process. We met in the computer lab for several class periods, which also encouraged students to write and receive help in-class. I also decreased the number and grade weight of quizzes and eliminate the midterm and final exam.
- Increased quizzes before lecturing and after lecture. Added a lab to this class. Had lab skill assessments which reinforced lecture.
- More Chapter quizzes. Did a lab session with labeling, receiving and passing medications.
- Added completion of resume and cover letter.



- Self-reflection surveys. Videos for every assignment. Student online notebooks made for every assignment.
- Students loved the online tutorials. I also added a pre-assessment. Every single student made a dramatic improvement on their post-assessment. The tutorials and exams were extremely effective.
- I continuously modify chapter assignments based on student evaluations and performance. For example, if many students struggle on a particular question on an assignment, I rework that question for greater clarity. I also changed the format of the final exam in this course to provide students with greater choice and flexibility in answering exam questions.
- I simplified delivery. I also embedded the textbook reading into the course. I added rubrics to most assignments. I also created a final project rubric. Every assignment was tied to the Student Learning Outcomes.
- We currently have updated the software on our machine for the latest technology.
- The Discussions feature in D2L was used more prominently in the course. Examples of student engagement opportunities included graded, ungraded, and extra credit forums. Students were required to create and post their own review questions and then respond to classmates. Students had the opportunity to ask questions to classmates or the instructor through the Discussions feature, as well.
- BIOL 1110 - Instead of having students learning the material in units (2-3 chapters) with a large unit homework packet and a large exam, each chapter had its own homework assignment and quiz. Student performed better on the assessments due to learning the same concepts in smaller chunks.
- I had the students do several projects that involve testing their welds with size, strength and quality of their assignments.
- One change that I made to this course was how I assess the online discussions. I am using more of the QM approach to grading the discussions. For example, I am using the exceeds standard, meets standard, or improvement is needed in my evaluation of the discussions. I think that this has been very effective feedback for my students to ensure that they are meeting the specific requirements of the online discussions. However, I still need to make some modifications to the discussion rubric after using it for the first time this spring semester. I have also modified the informative and persuasive speech rubrics to use similar QM guidelines when measuring specific components of a student's speech, for example, in their introduction, do they have a clear attention getter, yes, exceeds standard, which is excellent. Meets standard, which is good, etc. I think using this kind of rubric with feedback is very helpful for students, all while communicating with them whether or not a specific grading component is met, which relates back to specific student learning outcomes in the course. Do students have an organized speech? Yes, exceeds standard, a very clear organizational pattern is used, or if not, does not meet the standard, improvement is needed.
- BIOL 1111 - Instructor developed reading guides and test bank questions using the OpenStax Biology 2e text; students performed animal dissections at home with a purchased dissection kit (earthworm, crayfish, grasshopper, starfish, and frog).
- Virtual simulations were added due to the COVID pandemic.
- To continue improving SLOs 3 and 6, I revised the academic essay to build students' argumentative skills; in addition to applying one of the rhetorical modes of writing, this assignment required students to write a counterargument to their final paper's argument.
- Utilized Early Childhood Indicators of Progress more when having students create activity plans and projects.
- Utilized additional resources that addressed current trends.
- An exam re-take policy was implemented this semester where students had the opportunity to re-take one unit exam of their choice. This policy incentivized students to review and master material they struggled with initially and resulted in more students attending office hours for extra help.
- A new online textbook and homework system (Pearson Mastering) was integrated into the course. This system allowed students to receive immediate feedback during homework/studying sessions and presented opportunities for students to strengthen learning by re-doing assignments.

- Added newer machines that gave the students a wider range of setting along with older machines that are still being used.
- For this course I created some new rubrics, specifically for the Public Relations assignment. The rubric helps students know exactly what to include in this specific assignment and what they are being assessed on.
- Required students to break out field experience hours into elementary, secondary, special education, and another area of their choice.

## Proposed Changes to Course

### *Fall Semester, 2020*

- I have taught this course every semester (save 2) for the past 20 years. The Student Learning Outcomes were recently updated. Opportunities for additional impromptu speaking experiences can be added to enhance student learning.
- Additional assessment tools to measure student learning of core concepts. Develop quizzes and one additional case study.
- I need to work on developing better assessments to determine if students are truly learning the topics. The assessments in the course are not as good as they could be. There were written by the StemFuse and I would help to have a better assessment.
- 1st the student learning outcomes need to be updated. That will be completed this week and submitted to AASC for the March 2021 meeting.
- I did have some issues with class startup. Getting students registered in CISCO, I had some issues. I have to try to get students registered before class actually starts, even if it means making phone calls to them.
- There were a couple of the labs in the MindTap that were somewhat outdated. I need delete the labs that are outdated. MindTap was a good decision but a few parts need to be updated.
- Assign more short assignments relate to that particular hour.
- The better use of the discussion boards to increase student interaction and also get them to interact to ask more questions. I can also introduce more topics and time sensitive topics.
- Include more case studies
- I add new hardware and software every year.
- I will continue to add coursework to learn about email etiquette, organization and tips to be more efficient both in the personal and business settings. This seems to be a problem for students and I see the need to provide these curriculum items.
- Include more review of bacteria from medical Microbiology I.
- The materials do a good job of presenting the materials
- Add case studies to improve application of the content.
- I am satisfied with the SLO for this course so at this time I will not make any changes.
- Will add case studies to increase critical thinking and application of the knowledge.
- Increase skills practice time on campus.  
Include documentation with our skills.
- "Demonstrate the skill to calculate and perform dilutions in the laboratory". Next year rather than just 1 dilution lab, I need to do two to enhance student learning. Follow-up: Last year I had mentioned that I would like to change the course to meet 1 hour two times per week; however, that will not work with the overall student schedules.
- Revisions were made to our new forms for spring semester.  
Revising virtual simulation days to include documentation.
- I would assign some additional labs that cover more in depth some of the harder concepts that the book does not cover.
- Add more case studies and/or virtual simulations.
- More group conversation via zoom
- "Recognize normal and abnormal coagulation test results and correlate the data with appropriate pathologic conditions": As mentioned above, perhaps creating a 1 credit lab for just hemostasis.

- Continue to increase both the number of and variety of assignments using the electronic health records subscription.
- As an instructor I try to participate in the discussions, contributing some thoughts and posing questions in an effort to stimulate further discussion. I think I can do better. I would like to participate more often, not taking over the discussion, but facilitating. I would also like to continue to improve the discussion questions to promote more interaction and to look for updated videos as some are becoming dated.
- Include more higher thinking problems to promote critical thinking. Use different software so students can check their work.
- Promote higher order thinking and more critical thinking by adjusting assignments. I feel I accomplished meeting the outcomes, but I feel there is always room to promote more critical thinking.
- More application problems and demonstrations.
- Peer or self-reviews, presentations, group work
- Group work, peer review, presentation
- Need to improve the supporting material. I feel that this class should meet more often the first few weeks of the semester and meet less the last weeks of the semester. This would provide critical skills up front and using the later weeks to support the more complicated concepts.
- Continue to develop assessments that allow students to practice the key skills necessary to be successful in the college class.
- Continue using tools like poll Everywhere
- Still too often, I am letting students off the hook for not reading their textbook. I need to do a better job of "forcing" them to have the text read.
- Increase use of technology for marketing grain.
- Improved access to technology from home.
- There is room for additional interactive activities.
- Enhanced Distance Delivery
- I need to reevaluate the importance of a textbook for the course.
- I would like to go back to the full day of lab and increase instructor demonstration time.
- Continue to evaluate students in new ways that showcase their skills best.
- I would incorporate a semester long project for each individual student.
- Get a newer textbook. I think it would be better to offer the class as synchronous to keep students more engaged.
- Discussions more inclusive.
- Group work, peer review, presentation. Increase course to 3 credits due to content volume of two chapters a week.
- I would love to do more collaborative in-class learning if we can get a large enough core of students both face-to-face and live on Zoom.
- Split course content to separate instructional course for Virtual EHR experiences prior to professional practice experience. Have course only represent SLOs for professional practice experiences.
- Peer or self-reviews, presentations, group work. Increase course to 3 credits due to content volume and to include basic math statistics as required by CAHIIM accreditation body. Commission on Accreditation for Health Informatics and Information Management.
- Self or peer evaluations, group work. Increase course to 3 credits due to volume of content covered.
- Possible addition of discussion question.
- Depending on the needs of the next group of students, I will consider more in class group work assessment.
- Possibly add some technology.
- Split course content to separate instructional content from professional practice experience.
- All SLO's need to be examined and updated.
- more online learning

- Adding more assignments and having the students submit the assignments after due date for no points. Had many students not turn in assignments or the assignments were late.
- We are utilizing zoom and D2L more
- Continue to discuss current topics with environmental issues and policies of elected officials.
- Self or peer evaluations, group work
- Learned how to offer more theory through zoom.
- Continue Industry tours and presentations after COVID.
- Peer or self-review. group work.
- 60% of the class earned an A, 40% a B. With those results, I think these are aligned quite well.
- As we have become a hybrid program, handing in "paper" assignments has become an impossible task. Years prior, the students would have workbook assignments to reinforce learning. I feel that without the extra "workbook" type assignments, the students had more difficulty with the material. I plan to develop D2L Quizzes that will take the place of the workbook assignments.
- Additional on and off campus labs and industry presentations on new technologies.
- Add group projects, presentations, self or peer review evaluations.
- Continue to implement industry presentations and career opportunities.
- I would like to get better at D2L and testing and weighting them
- Need to learn more about D2L and weighting grades
- Lab assignments that require expansion on developing skills.  
Lab assignments that have open expected outcomes instead of something that students could know what the finished project should look before beginning said project. This is to push the creative thought. This has worked very well, I am impressed with the creativity that grew.
- More Video training to enhance learning.
- Increasing film breakdown to increase visual learning. More situation scenarios for the students to learn.
- Improvements to our skill progression that has increased the positive learning of a skill in this course. This is directly related to the development knowledge, skills, and behaviors necessary to live balanced and fulfilling lives
- More discussions and lab training.
- More use of encoder.
- More discussions and lab training.
- CEU's
- Increase discussion.
- We need them in school so all topics can be covered and practice in labs and lectures.
- Possible change of due dates for discussion questions to enhance interaction.
- More lecture on protective equipment
- Updated and newer trainers for protective relay class.
- Improvements to our assignments have increased the test scores in this course. This is directly related to the development knowledge, skills, and behaviors necessary to live balanced and fulfilling lives.
- I just reviewed all of these and mapped out my course, so I do not think I need to change these currently.
- Encouragement was about the only thing I could do short of having individual sessions with each student which wasn't feasible. The unique aspect of the past year has made it a challenge to keep students engaged as being away from the classroom requires an even higher level of discipline to keep moving forward. Startling data from Minnesota school districts that "nearly 40% of grades for high school students were Fs".
- Getting the newer technology for staking line.
- On the fully on-line course, such as this, continued interactive software and class discussions can only benefit the engagement of the students.
- Continue to enhance the learning environment so students can be prepared for future endeavors in the science field.

- Learning outcomes match the standards that are set by NATEF, (which is the accrediting agency for the automotive department.)
- I completed a course survey at the end of the course. I included a question asking preference regarding taking tests over each chapter or over 2 or more chapters at a time. Feedback indicates students prefer a test after each chapter. Currently, a low stake quiz is completed each chapter and then a Unit test is provided which may cover 2-4 chapters. I may leave this as is for at least one more offering of the course and then survey students again. A Unit test requires students to go back and review the concepts previously learned and I see benefit to this format. When asked about changes the students would like to see made to the course, feedback indicated no changes should be made. Students liked the mix of case studies with skill builder assignments. The only recommendation (made by one student) was to remove the group assignment and two long papers. I am not open to making this change.
- If I need to teach this class remotely in the future, I will use the Test out Materials
- I completed a course survey in Fall 2019 and again this semester, Fall 2020. Student feedback indicates they are happy with the course. They would like the navigation of the screens provided in the Publisher's platform CNOWv2 to be a little better. This is something out of my control. Students feel adequate resources including instructor help, Show Me How Videos, and access to tutoring needs are provided. All student learning outcomes are being met with the current assessments in place. I feel it is a good mix of assessment types.
- Online platform with e-book.
- I feel the changes I implemented for Fall 2020 from Fall 2019, have already assisted with enhancing the student learning occurring in the course. The results of the instructional strategies survey (12 of 14 students responded) provided some insight into my thoughts. Students feel the chapter reading assignments, PowerPoints, chapter key term matching assignments and discussion board assignments are liked and effective in regards to facilitating student learning. Student feedback regarding the team assignment utilized in the course indicates a 50/50 split in relation to like/dislike; however, 10 of the 12 students who responded (14 in course) feel the assignment was effective or somewhat effective. Finding a time that works for online learners to connect was noted in a survey comment as a reason for not liking the group assignment. As far as the hands-on learning activities the students feel provided the most relevant and beneficial learning experiences: written communication assignments, Zoom web conferencing meeting, interview paper, telephone verbal communication. Students enjoyed the assignments where they had to research and make choices, and pull together information they found. The following activities were instructional activities the students may like to see integrated into the course: Concept Mapping - 4; Individual Presentations - 3; Journaling - 4; and synchronous meetings 4
- I need to revisit the Student Learning Outcomes. I may need to pull one from the ADSA 1123 course and add it to this course outline as WL2 Chapter 1 content was moved to this course Fall 2020.
- Comprehensive assessments, more assignments.
- I will continue to monitor and update any course lecture notes, videos etc. as necessary. I know changes will be made for the upcoming Spring 21 semester based on new software and students matriculating from ADSA 1100 who don't have the Word Manual. Complete a student course survey in Spring 21. I would be able to compare the learning experience and course content of the same group of students from Keyboarding I to Keyboarding II.
- Need to add activities such as case studies to enhance critical thinking.
- I will continue to monitor and update any course lecture notes, videos etc. as necessary. I completed a course survey this semester. Students feedback indicates the course is well put together with an appropriate amount of workload. One student did indicate some frustration with having to go back and forth to the Word Manual in the system and indicated they printed off the materials I had provided to resolve the issue.
- Learning outcomes match the standards that are set by NATEF, (which is the accrediting agency for the automotive department.)

- Learning outcomes match the standards that are set by NATEF, (which is the accrediting agency for the automotive department.)
- Students met student learning outcomes.
- Make the course a semester long class rather than a half a semester.
- Adding medication templates to more of their assignments.
- Make sure they are physical doing their work orders on time
- Have student demo timing of pump to engine.
- Having the newest data from their own records analyzed in the finpack accounting program provides students with the ability to analyze their own numbers for efficiency and assists in planning for a future success
- Using the newest programs provides access and information breakdowns for the farm that create a better understanding in the whole farm and enterprises settings
- This year the course was held as a once per-week class and met for 3 hours. The course will meet next fall as a M-W-F class to give the students more opportunity to prepare on a more regular basis and not have the class be out of their sight and mind because of it meeting once per week.
- More details in the cash flow by using previous actual detailed records
- Only in reference to space available for training during COVID, it would be helpful to have a larger space in which to train.
- Maintaining accurate information on current issues is required.
- Student performance will improve as business records improve. I am always searching for ways to make the record keeping process easier for everyone.
- More specific instructions.
- I have been forced to use a few virtual labs again due to supply and demand created by the COVID pandemic. However, I have made plans with the supplier to replace all virtual labs with hands-on labs for Fall 2021 and have already put in my order.
- I would assign more programming labs to help student learn more coding steps. Some students need more practice and some get it and don't so it is a fine line.
- More labs to help them see schemes
- An area in livestock that could greatly improve the students experience would be the use of a knowledge of better feed tracking. It would help students to be able to track livestock consumption and gains.
- More Industry Training
- Use new scan tools to aid in teaching.
- Thorough hands on demonstration and skills to show fine tune detail in all aspects of chemical color and texture services. Maybe even guest speakers of the industry.
- The only true impact upon the students has been COVID-19 and having to social distance while working on mannequins or having to attend Zoom meetings verses working on live clientele.
- I believe that finding more structure on learning the theory side of each skill, then allowing them hands-on demonstrations with procedures seems like a more effective approach. Knowledge packed behind a hands-on skill helps them make more sense to why they are doing what they are doing.
- Campuses have great tools and technology to help students with learning and performances. The only area where changes could be made would be more access to technology right within the classroom (laptop or tablets) to keep students engaged within the classroom setting so they don't get side tracked and have supervision of an instructor.
- Hands on learning for the program is where I feel the students get the most education. Most of my students are visual hand on learners. Being able to demonstrate with them watching myself and then helping them when they go to practice I feel like that benefited them the most.
- Continue using zoom meetings and when safe to do so use in person meetings also.
- Working to innovate ways of increasing student interaction and understanding in Minnesota State Board of Cosmetology Rules and Statutes, and increase hands on skill demonstration on live models through a student lead marketing campaign to promote student salon.

- I will continue using zoom when I can.
- Equipment and technology are changing more rapid than older students can grasp and keep current with. Using or exposing students two more tools and technology is always an area that I feel we need to identify and continue changing an improving to better help the students we serve.
- Working to innovate ways of increasing student interaction and understanding in Minnesota State Board of Cosmetology Rules and Statutes, and increase hands on skill demonstration on live models through a student lead marketing campaign to promote student salon.
- I will continue to use zoom meetings and in person when advisable.
- Equipment and technology are changing more rapid than older students can grasp and keep current with. Using or exposing students two more tools and technology is always an area that I feel we need to identify and continue changing an improving to better help the students we serve.
- Working to innovate ways of increasing student interaction and understanding in Minnesota State Board of Cosmetology Rules and Statutes, and increase hands on skill demonstration on live models through a student lead marketing campaign to promote student salon.
- Improved wool harvesting skills  
increased knowledge of wool industry
- Improved production records resulting in improved production efficiencies.
- Check into outside training opportunities.
- It did not change the learning outcomes.
- I think everything went pretty well with the assignments online and in person/zoom lectures.
- Use even more Cengage and D2L.
- I think everything went pretty well with the assignments online and in person/zoom lectures.
- Continue with Zoom and when available in person meetings.
- I think I need to have clearer assignment expectations for the online format of this class. I also need to rely more heavily on student (peer review) evaluations of how all group members are participating in their groups. In the online environment, I have found this to be very difficult. I need to follow-up with some colleagues who teach small group communication online and get some ideas and suggestions from them.
- I think more role-playing activities since this is an interpersonal communication class. I have done more of that in previous sections I have taught of this course, but some of those activities were more challenging to do because of the COVID-19 pandemic and allowing for social distancing in the classroom.
- I believe I need to put more focus on peer-reviewed feedback that assists students in creating and revising outlines to be better prepared to deliver the various types of speeches they are required to give in the class like an informative and persuasive speech.
- Working to innovate ways of increasing student interaction and understanding in Minnesota State Board of Cosmetology Rules and Statutes, and increase hands on skill demonstration on live models through a student lead marketing campaign to promote student salon.
- At this point, I'm pleased with the connection between the assignments and student learning and performance. Both students in the Independent Study met the SLOs. I might consider including films that review the historical era to enhance the course content.
- None, other than getting students to complete assignments in a timely fashion (or at all).
- Further implement the discussion features in D2L to facilitate student interaction and group work.
- I feel that no changes are needed.
- Further integration of the discussion feature of D2L for more effective group work.
- Better employ the discussion features of D2L to facilitate student teamwork.
- Working to innovate ways of increasing student interaction and understanding in Minnesota State Board of Cosmetology Rules and Statutes, and increase hands on skill demonstration on live models through a student lead marketing campaign to promote student salon.
- Use even more Cengage Learning and D2L for the Student Learning Outcomes.

- Discussion boards will be incorporated into the course to help students investigate and research abnormalities in human body systems.
- I think the changes we made this year were positive on student learning and performance. I don't see any areas currently that can additionally be changed in regards to the student learning outcomes.
- Continue to provide a hands-on learning environment and incorporate as many labs that prepare students for their clinical experience.
- Changes that can will enhance student learning and performance include selecting and discussing writing specific to students' fields of interest and disciplines as composition models.
- Areas where changes can be made that will enhance student learning and performance include:  
I'd like to continue building classroom community and students' writing skills by integrating a themed, small-group journaling activity that will lead up to the community writing assignment, option one. Students will be placed into small groups for the semester. Each week, they will journal a response to a writing prompt that they will then share within their groups. After the first few weeks, students will submit writing prompt ideas for the class to respond to. The final prompts will include a reflection on the skills they've gained in the course and areas where they'd like to continue to improve.  
I will also adjust the academic essay to continue to build students' argumentative skills; students will be required to write a counterargument to their final paper's argument.
- These are the SLO on the course outline: Students will learn about the fundamental questions of philosophy, including, what is truth, what is beauty, what is the right way to live, is there a God and can we know anything for certain. Students will also learn that various cultures have different thoughts concerning these questions. I believe that these topics are well covered with the textbook and assignments incorporated into the course. The addition of the Tao te Ching and Confucianism allows for cross cultural comparisons. One way to improve the course is to develop a section on aesthetics to better address the question of "what is beauty". I also think that given the current struggles with the question of "what is truth?" that it would be effective to develop an assignment, following the study of Hume perhaps, that helps students explore this question. The study of Marx would become more relevant to students' study of justice if an assignment were developed asking students to locate and assess a "Marxist" type policy, such as public option health care.
- Doing visit to some small foundry's in the area.
- Added a lab for 1st year students so that students are more prepared for Clinical I.
- Try more videos on different surgical procedures.
- Still need more organization of when skills will be shown, practiced and assessed.
- More demonstrations of instruments/use and supplies/use
- May try more hands on or videos.
- This course needs actual learning outcomes. There are none listed or the one listed is too vague.  
Decrease number of movies and add in more projects. Add in more short films directly available in D2L. Add in movie quizzes. Add in lectures about movies from Films on Demand.
- I will develop my own tests and readings. I found that some students did well on the reading but struggled to translate the reading into their writing work.
- We need a larger emphasis on reading.
- They maybe should be updates to the latest ASCP Board Content Guide
- I think allowing students to practice "best practices" for online discussion prior to assigning or conducting discussion will improve student learning. Providing students with more one on one workshop conferencing will also enhance writing skills.
- New cutting process with automation is becoming more and more popular in industry but having basic knowledge is still very important.
- For the SLO: use reliable evidence-based journals and online databases to find information related to the care of adults with common health and safety issues, I feel as though I can work on implementing this aspect more with students, even during class, discussing how to properly find scholarly articles.
- Consider students showing them following through on plan of action
- Move to more goal oriented individual instruction



- This was a strange semester due to COVID. Initially, I planned to host an essay workshop day for my students to give them an opportunity to read and respond to their classmates' essays. After the course moved online, this workshop was cancelled. This is something I plan to implement in the future to give students the opportunity to "understand and respond to the ideas of others."
- More interaction
- off campus trips to measure different residences and structures for estimating
- More construction materials that can be re-used from year to year. More mock-up structures for students to view to fully understand the constructing process
- More lab projects that we are unable to do, example concrete placement
- More hands-on mock-ups.
- More construction materials for reference
- I will spend more time learning record keeping systems to help students use these systems. I will be able to teach them more options to enhance their learning.
- Using a regional book with regional and local articles allows the students to personally assess issues. Events featured in book provides students with a regional point of view they can assess based on their experiences.
- More public observations with accompanying chapter. Interview the public and private sector for job employment possibilities. Networking with local organizations
- Changes in accompanying reader. More up-to-date articles regarding current and past events, no more than 5 years old.
- I am excited to get a better understanding of the ins and outs of Livetext. This will benefit the students in the long run and my effectiveness as a teacher in the short. I am also excited to have more time with the new curriculum that we received this fall. It is a great resource and I look forward to developing lessons to coincide with it.
- Dedicated training area.
- I think providing a few more assignments, rather than discussion posts and quizzes would help to enhance student learning and performance. Perhaps an assignment directly related to each outcome would help to determine student learning.
- I would add a class presentation where every student is required to teach one subject of Music Fundamentals. I believe that if you can teach the subject, then you have mastered it.
- The biggest thing that I would change is the assigned reading, and outside lecture videos. This knowledge of outside sources could help their overall performance.
- More Listening and Writing assignments. They could explore more music outside of their normal listening albums.
- I would like to incorporate more group work. Even through it's difficult through online, I feel it's important for their education.
- Increase learning of all areas through greater manipulation of the textbook and materials.
- The course needs more visuals. It's text heavy.
- Look to include more examples so that students can see the application of essential ideas in the real world.
- Many things are out of my control at this point as an instructor. The best improvement to enhance student learning and performance is having them in the building for instruction and assessment components.
- I am excited to get back to doing the job shadow experience once COVID will allow it.
- I can continue to update and modify discussions & assignments to include current events to help students better apply the material and understand sociology/society.
- The course is text heavy. I need more visuals for students who learn more effectively that way.
- I think that increase the number of hands-on labs that students do will help, however, with COVID and the different learning formats that have been imposed this year, I have had to substitute hands-on labs with virtual labs.
- Continue to add more technology.

- Additional activities emphasizing diversity and inclusion can be incorporated into the course.
- Student feedback indicated a desire for additional group work and that will be factored into the next occurrence of this course offering that is not hindered by COVID restrictions.
- With the possibility of being in class full-time next year, group work and projects will be more likely to help student achievement. This year was extremely difficult to teach/learn in the "normal" environment we have been used to.
- I can't think of anything i would change.
- Having more students in this particular course would be beneficial.
- Possibly add 2-3 group discussion posts.
- Continue to adjust assessments to fit more authentic learning experiences and assessments for students. Additionally, I can add in more formative assessment, success criteria, and feedback for students to help measure where they are at in the learning process before they are summative assessed.
- Primary SLOs:
  - To be able to identify, outline, and diagram arguments in a sample of writing.
  - b. To be able to distinguish between deductive and inductive arguments.
  - c. To be able to distinguish between sound and unsound arguments.
  - d. To be able to detect fallacies and identify the type of fallacy.
  - e. To be able to use Venn diagrams to determine whether an argument is valid.
  - f. To be able to outline a statement symbolically to determine its truth value.

These areas were well covered and I was satisfied that most students mastered these skills. One area that could be added, given recent proliferation of disinformation, is a focus on truth determination as a measure of soundness in arguments. In the past, I typically had students write a short paper which they presented, using logic skills to make an argument about logic content, and this assignment was always a successful way to demonstrate the relevance of logic. Sometimes I also used debate, and depending on the students' preferences, this was also a "fun" addition. The biggest challenge to improve next time is how to have students be able to write out proofs and Venn diagrams, not just select them from a multiple-choice option. I did try having students draft these and send results as screen shots or photos, but some students did not use/or perhaps have access to this technology. In future sessions I would also like to add more practice videos, especially for Venn diagrams, truth tables, and proofs. Students could also look for arguments on-line to analyze or draft categorical syllogisms, as was done in the "find a fallacy" assignment.
- I would like to still continue more diligence with at home work - completing readings and editing papers, mostly.
- I need to find more ways to have students trace the impact of history on the present and not think that history is static.
- Higher usage rate of enhanced distance learning strategies.
- I am hoping that in years to come, I can do more group work, collaboration, and activities when there are not strict social distancing guidelines that confine students. I would also like to include more PBL to increase student understanding of material.
- Chapter assignments can be changed to enhance student learning. This is the first time I offered this course, so I will continuously improve and modify it in the future as I offer it
- Assignments can continuously be modified and changed to improve student learning
- Exam questions can continuously be changed to better reflect SLOs, as can questions asked on Chapter Assignments
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### *Spring Semester, 2021*

- Looking for skilled Pipe line welders to share their experience with the class and were there their career has provided them.
- More current information on Technology in today's schools.
- Continue to update online/virtual labs to provide meaningful lab experiences to students.

- I need to update the student learning outcomes. But students grew in their appreciation of film. I should add a reflection paper at the end of the course. I will do that.
- I hope add a off campus Lab when we are post COVID.
- I think there are two specific student learning outcomes that I could improve on this course, the first one is: "Examine and analyze the impact of mass media business." As well as, this student learning outcome: "Analyze the fundamentals of media law and ethics." While I cover media ethics, quite well, I think I could create a better assignment and assessment that would help students better understand/analyze the fundamentals of media law. I will continue to brainstorm some possible assignments that I could create where I would be able to measure students understanding of both the impact of mass media business and media law.
- Develop and modify face-to-face laboratory activities to promote collaboration and review important concepts that tie into the course SLOs.
- Better integrate and share web-based simulations and resources to accompany lecture notes and videos in D2L.
- Provide more diverse field experience sites.
- More structured Field Experience when students are able to return to site experiences.
- Most all student will be doing some form of this process in repair weather in the work place or at home.
- To continue honing students' achievement of SLOs 1 and 2, I plan to implement a new facet of the community writing project that will begin earlier in the semester. Students will be placed in journal-style writing groups where they will not only provide feedback for one another and write in a variety of rhetorical situations but also focus more on invention piece of the writing process. To continue honing students' achievement of SLOs 2 and 7, I will require students to complete pre- and post-writing surveys that will ask them to reflect on areas they feel they need improvement in as well as their growth as writers.
- BIOL 1111 - Continue to improve the online/virtual lab components.
- One area that I think I can revisit and improve on is using more specific criteria and feedback to ensure that my students are meeting the following student learning outcome, "Practice effective verbal and nonverbal delivery techniques that are well suited to the occasion and audience." While I do assess a student volume and eye contact while giving a speech, I think I could add on the rubric more specifics such as speaking rate, vocal variation, and use of gestures, just as a few examples.
- Experiment with new online laboratory simulation activities.
- I really like where this course has come from and where it is going. It has shown fantastic strides in technological advances. This course is constantly changing because of new technologies in our field. Not only are the students learning but I am learning as well because of how much this field is changing.
- Met all outcomes. I look forward to teaching this class in person but it worked online.
- Changes include: adding a rubric to every assignment (every assignment must be assessed with a rubric!), adding videos for every assignment, adding 3 self-assessments, adding the Elements of Stylebook and tests to the course.
- Assessments in this class do a good job requiring students to name significant people and places, explain key turning points in Western history, and describing the cultural, intellectual, and artistic achievements of different civilizations. Changes will be made to increase assessment of locating cities and nations on a map and assessing important causes and effects of historical movements.
- Every assignment was connected to the course Student Learning Outcomes. Student grade summative assessments based on the Student Learning Outcomes for the course.
- More could be done to require students to reflect on their own experiences and connect their as well as contemporary experiences to those of the authors and others living during the era being reviewed. For example, this might be more directly included in class discussions and activities through the rubric.
- One area of improvement in this course is regarding the following learning outcome, "Develop and demonstrate skills in managing perception, disclosure, assertiveness, emotions and conflict." I think a

specific assignment that allows students to demonstrate assertive communication in different scenarios would be an added bonus. For example, give a communication scenario, and then have students write down what they would say in that situation that would demonstrate assertive communication. The student should be able to demonstrate that they are able to communicate what they need all while being mindful and respectful of the person they are interacting with.

- Time is the biggest factor. The more time we spend in this area the more proficient the student will become in it.
- More practice with handling medications (opening, delivering, labeling, filling syringes, one-hand technique of capping hypo)
- Would like to do more in class participation projects/tasks to break up the lecture and make class more interesting.
- This is a fully online course, and the students did very well. No changes needed.
- Students indicated that the homework was very heavy at the end of the course. I think spreading the assignments out would help. Regarding retention of the material for state board purposes, it may help to have some review sessions in person at the end of the semester.
- In the online version of this class, I would like to introduce assignments and activities that give students an opportunity to interact with each other. Specifically, I think it would be beneficial for students to read each other's essays and offer constructive feedback. I am also considering eliminating the midterm and final exam (like I did in the in-person version of the class) and focusing more on the writing process. I think there are better ways to assess student learning than exams, especially in developmental classes. I am considering including a group project and/or presentation in the in-person version of this class. However, many of my students are ESL students and presenting their work causes them great anxiety. I will continue to consider solutions for this.
- Create some more labs for the students to complete and revamp some of my previous labs.
- Maybe try some more group work in the future. Could not do this this year due to COVID 19.
- In future versions of this class, I would like to include activities that allow students to interact with one another more. The only interaction my students had were via online discussion board posts. I think it would be beneficial for students to read each other's work and be introduced to the peer revision/feedback process.
- Student engagement h, Ka for myself I could learn to use some online teaching tools better (quizlet, Kahoot, etc.)
- Try to have more group work along with the labs.
- I think we are doing great in this area and if we do think of anything the school really helps us fulfill our needs
- This is a skill that give the student another welding process that can set them apart from others in the job market.
- It would be good to add more opportunities for student exchange of ideas in the on-line class.
- Students could perform debates in discussion forums. Students could research and respond to ethical issues in the news. Students could identify, research, and evaluate virtues/vices, and failures/successes in moral behavior.
- Continue to improve and refine record keeping learning to increase student confidence and success. Increase input needs and purchasing examination to keep enterprise costs in check to assist with profitability.
- Using marketing scenarios for students to practice real life marketing decisions, and increase and refine record keeping instruction to increase student confidence and success
- I will attempt to increase students use of statewide and local data to help make better benchmarking decisions for students as well as improving record keeping lessons to increase students confidence in their recordkeeping skills.
- I will continue to collect and forward more information on statewide/local data to help with more and increased benchmarking in the future as well as increased use of marketing scenarios to help improve student decision making .

- Students becoming more familiar and comfortable with online individual meetings and the amount of information gathering and question answering that can be done using these means when individual in person meetings are not allowed or easily accommodated by student situations.
- Having individuals come into class to discuss real world situations
- More equipment, mock-ups, and materials
- More materials for labs
- More materials, mock-ups. Decking materials are very expensive as is everything else right now.
- More mock-up real world situations. Need to get blower door test equipment.
- Less homework. More quizzes.
- I would add a presentation element. Where the student would have to choose their favorite musical time period, or musical piece and present on the topic, in either a ppt or video format.
- One thing I would change is the ability to figure out how to apply a group presentation/project. It's difficult when all the students are online, and have completely different time schedules.
- Enhanced Distance Learning Delivery
- More in person demonstrations and meetings.  
More guest speakers.
- More in person meetings and tours. More guest speakers.
- on farm demonstrations explaining different health issues and how to treat/fix them. More guest speakers.
- More in person attendance and opportunities for more hands-on learning.
- I will push for more what-if scenarios in commodity marketing and input purchasing to aid in decision making.
- I will continue to send more information on statewide/local data to help with more and better benchmarking in the future.
- I will try to run more what-if scenarios with students on the topic of crop marketing.
- Have a health field day with consulting vets to assist producers in developing a comprehensive herd health program.
- More demonstrations and field trips to see different facility set ups for different types and sizes of sheep operations.
- Explore/visit more facilities with better handling facilities to help producers get ideas on what might work on their farm.
- More face to face interaction to help with developing more discussion among students.
- More in person or face to face teaching to facilitate better discussions and improved learning outcomes
- More in person classes to stimulate more discussion between students.
- There were a lot of glitches with the Field Experience portion of the course due to COVID so it is difficult for me to judge what should be changed. I think in class discussions would have been very beneficial, but not possible this semester since the course was all online.
- Keeping up with technology when it comes out is what is best for our students so when they leave here they can hit the ground running.
- Staying on the cutting edge of powertrains in the industry. When a new model comes out I will try to get as much information on it as possible so the students stay on the cutting edge as well.
- If I could spend more time with each student they will get a better education. I spend lots of time ordering parts and receipting invoices.
- I am always trying to get the students to think about the questions and answer them as technically correct as possible.
- I plan to require the use of the expresso app, which provides instant feedback on lower-level grammar issues (e.g. sentence fragments, using a word too many times). I can then focus on higher-level issues like organization and development. We used it this year, but I plan to make this a more formal, graded assignment.
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like organization and development. We used it this year, but I plan to make this a more formal, graded assignment.

- Student Learning Outcomes: Describe how cultural pluralism has shaped and enriched US history and society: This is something where I want to focus my attention as we continue down the path of trying to understand that our country has been positively impacted by the many cultures that are represented in the U.S. Especially, in an area, like the one I teach in, that has little in the way of cultural diversity.
- My mentor had some suggestions that I will implement next year.
  1. Continue repeating the main concepts that continue to come up throughout the semester when I move into the next lesson (ex: debits equal credits)
  2. At the end of each class, students have a form to fill out for reflection. Some students were not doing it, so my advisor suggested that they only be dismissed after completing it.
  3. One of the lectures will be re-recorded.
- Making students accountable for completing formative assessments versus copying...
- The change can be made by adding videos of other languages that deaf people signs from other countries.
- I continue to refine the labs that we do in the greenhouse, and determine the best way for students to keep observations and complete the final lab reports. This is going to be a point of emphasis for me next year when I teach the class.
- I learned so much this year. Distance Learning forced us to do new things out of necessity, but I believe that many of the things I've learned will help me improve as we move back to "normal." Even when we are able to be together every day, I still plan to make videos available for course materials--including working the exercises that are assigned. Students will have access to the materials anytime and anyplace, so they are not limited to class time for learning.
- Students need more resources to work with maps. The software we used last year was not available for me this year.
- I need to teach better research techniques to the students and how to use primary resources do help build an argument.
- An area in which I could improve on would be better connecting students to possible careers within the field of psychology.
- I felt my "favorite line" for readings were effective but seem to be too much at times. I'm not sure what else to do for discussion starters. I like it when the students have more responsibility with the assigned readings.
- Describing the cultural, intellectual, and artistic achievements of different civilizations. Spending more time on cultures that were not Western Civilization but were influenced by Western Civilization and were cultural items conflicted. Make sure students understand the differences and the conflicts culturally and intellectually.
- I do enjoy the textbook I'm using, but I wish I had the same criteria but only updated. The works cited and citation are old but I give them plenty of online items to show them differently. The textbook does an amazing job of presenting types of essays I do and questions to help them think more critically.
- Offering more prompt feedback to students
- I think I still need to get more students to actively participate in Intro to Lit - it didn't take much to draw their attention away to their phones. I would also like to provide more examples of scholarly writing in Composition I.
- Incorporating more experiential learning activities such as a nutrient analysis lab would enhance learning and performance.
- Student learning depends on the effort the students put into the class. I believe my materials offer them quality opportunities to learn effectively.
- With the possibility of being in class full-time next year, group work and projects will be more likely to help student achievement. This year was extremely difficult to teach/learn in the "normal" environment we have been used to.

- With a smaller class I need to find ways for them to collaborate with other Intro to Ed Students.
- I am excited to be able to return to the job shadow project that I had done prior to COVID. In addition, I feel I need to add more opportunities for hands-on activities.
- Continue to add more emphasis on the development of skills over the regurgitation of knowledge. Many of the SLO's already emphasize this, but it is important to create authentic assessments that can incorporate and emphasize skill evaluation. Adding in things such as more primary source evaluations, historical inquiry, and thesis creation and defense are all skills that are transferable outside of the social studies curriculum and can be valuable for students in several core areas of learning.
- Identify people, places, and events: their background knowledge was so low that what I thought they'd know previously they could not even identify important people, places, and events. I plan to incorporate much more academic vocabulary moving forward.
- every year more updated changes can happen to keep cosmetology up to date. it is a forever changing industry
- Including more group activities.
- I would like to include more labs, specifically hands-on labs next year. COVID limited the amount of labs that were able to do. We still did labs but many of them had to be virtual labs instead of true hands-on labs.
- More individual projects may be helpful
- Assigned more video assignments to the course have helped enhanced students' performances.
- Being busier on the salon floor with live models is and always will be the determining factor of how ready students are to graduate and become stylists in the real world. Once COVID guidelines lighten up, this will be 100% achievable
- Continue to strengthen the online learning component of our hybrid structure
- I am sure that most of the students met the Student Learning Outcomes for this course. This class was an asynchronous online course so my role was more of a mentor. To enhance student learning and performance this course should be offered either fact-to-face or if online, synchronous.
- Probably additional SLOs could be added
- Technology is constantly changing and updating D2L.
- I plan to make the above-mentioned practice more formal, expansive and include a grade for it within the course. For example, I could ask them to add an explanation of their writing issues and how to solve them. I would collect the list with the explanations at the end of the semester for a grade.
- Students met all learning outcomes identified for this course.
- Incorporate active learning into the lecture to better emphasize intended outcomes
- SLO: Understand the role of steam generation and cooling systems in water treatment programs. Students were assigned to draw and explain the process flow for steam generation in a processing plant. This assignment/quiz helped to identify an area that wasn't previously well-defined in the curriculum and allowed me to develop additional curriculum for this area. Comparing the unit exam scores to the past year, the over-all scores improved by 20%.
- Students will be able to identify proper parameters for the distillation, dehydration, and evaporation of ethanol
  - similar to the dehydration and evaporation segments, include a quiz where students draw and explain the distillation process at the end of the unit. The submissions for the other two segments appeared to have a positive effect on overall scores for those units and will likely help improve understanding for this area as well.
- A Late Work folder is available for students to submit late assignments. This has been beneficial for students who fall behind, but have the capability to obtain at least partial credit.
- Need to incorporate more on measurement and geometry.
- I hope to implement more formative assessments.
- More formative assessments to gauge learning as we go.
- Now that I've taught the course once I will be better able to enhance the course in many ways, including lectures and tests. I plan to focus the content into a well laid-out outline to ensure that important content is cohesively presented.

- Pearson SmartFigures are mini-lectures with animation. They are available on the supplemental web site as well as via QR codes in the textbook. I would like to incorporate more mini-lectures and things like that as they are easily accessible and brief enough to maintain student focus. The subject matter also lends itself to using a lot of visual aids.
- I will continue to fine-tune assignments to ensure students are achieving the SLO's. I would also like to continue to improve the discussions.
- Continue to incorporate more applicable problems so that students can easily identify how to use the information.
- Additional off campus lab assignments. Add a field day. Research project on resources
- This course has been increased to 4 credits from 3. Additional simulation activities will be added.
- Implement additional software programs.
- Nutritional testing of feed stuffs
- Due to accreditation, this course will have new SLOs, impacting assignments and structure in F21. Assignments, discussions, and quizzes will be changed. Course will only focus on Professional Practice Experience (PPE) of 40 hours of supervised external experience.
- Clarification of requirements.
- Change the peer review process.
- Even though the case studies covered the spirituality aspect listed in the SLOs, I think that addition of a discussion question is pertinent here.
- If I teach again – incorporate Nursing Drug Handbook or online drug book (Medscape, drugs.com) and the medical dictionary (or in an app disease dictionary/Merck manual) All free to student.
- The student recommendation is to have a crossword for each chapter, instead of every 2 chapters. Also, we have review questions and discussions.
- Push harder into external training and certifications.
- Will be looking for a different book.
- More hands-on training earlier in the class.
- Adding more different learning activities or review and possibly some mini lectures that focus on the SLOs and course outcomes.
- Continued improvement in crop analysis
- Due to the very small size of this course, I need to collect more data before I consider changes.
- Due to accreditation, this course will have a new SLOs, impacting assignments and structure in F21. Assignments, discussions, and quizzes will be changed. New activities like group work will be incorporated.
- Add annual vaccination schedule for successful breeding season
- Added nutritional values for common feed ingredients
- Add annual vaccination schedule for common health concerns
- I will continue to look for ways utilize more active learning activities. In addition, I hope to use more assessment where students use the math skills to formulate, justify and write their findings.
- Non planned at this time. I need to collect more data before I can decide about adjustments. This was a very small class.
- Add annual vaccination schedule for common health concerns
- Provided common nutritional values for common feed ingredients
- Add annual vaccination schedule for common health concerns
- I will increase use of open-ended assessment where students will use their own mathematical thought, justification and writing.
- I will continue to increase active learning strategies and use more open-ended assessment to have students use mathematical thinking to develop, justify and write to explain their work.
- Add annual vaccination schedule for common health concerns
- Polaris Training bronze and silver as a required.
- Add annual vaccination schedule for common health concerns



- I will use more open-ended assessment where students build their own mathematical thought, justification and use it to communicate their work in writing.
- Due to accreditation, this course will have a new SLOs, impacting textbook and structure in F21. Assignments, discussions, and quizzes will be changed. New activities like group work will be incorporated.
- Add annual vaccination schedule for common health concerns
- Develop video of existing lambing and cold housing
- I can continue incorporating sociological topics into current event discussions and reflections to demonstrate relevance and encourage student to apply topics to their own career goals.
- More hands on earlier in the course
- Added information on new technology such as radio frequency identification and use of DNA to improve selection
- Include updated U.S. Sheep Industry Information
- Get up to date metering for this class. AMR/AMI
- Staying up with what is new in industry and technology
- Looking for new technology and getting underground equipment for this class
- Need underground equipment for the underground portion of the class.
- The main issue with this course is that it was taught fully online. This type of course should have a classroom component for more personal help. Most of the students never asked for help, and many skipped assignments because I couldn't hold their feet to the fire properly. I am assured by my colleagues who have taught the course that my students' grades were typical though. I can't assess their learning if they don't do any of the assignments. My assessment numbers above are for the students that actually did the work.
- I plan to introduce more in-class student participation.
- I attempted to help the students gain more knowledge in the identification of tissues and some microscopic procedures.
- Since this class is a hybrid type class - I realize that I need to continue to revamp my online lab situation to ensure that these students are truly learning the dissection similar to what the face to face students learn.
- Due to COVID-19, SLO's were identifiable in the course. However, face-to-face and ITV provides more detailed documentation for SLO's.
- I will continue to emphasize the importance of precision and learning to spell each medical term correctly and continue to give examples where only one letter can change the entire meaning of the term and make a huge difference in the medical world. Too often the students don't pay enough attention to detail and feel that just one "typo" shouldn't matter.
- Moving Image Exams to Digital format
- In conjunction with the feedback from the clinical sites, I will be able to identify what worked well and what could be improved. This was the first year doing this course as a normal face to face course - and the students commented that it went better overall. The most I can see adding to enhance student learning is more samples for more hands-on experience. It was hard to judge exactly how many I needed and how quickly the students would pick up on the work. We had enough to work with, but next year I will be able to expand on what plans I had this year. There is potential for this course length to be adjusted as needed. The 2 weeks seemed like a great length of time for the course. The more samples they can see the better prepared they will be for their jobs in the future.
- I will need to add more discussions for better class interaction.
- More interaction between students in the discussion area.
- Predicting the effects of the current issue to financial management is challenging and will need to be continually monitored as needed.
- Keep equipment updated and ready for student use.

- The challenge is always presenting with technology present. That is why it is so important to me to experience wiring at summer break so I can see what technology is presently like and adjust the next school year.
- We were able to manage student's, example: lab setting this course rotated students each day to minimize exposure to other students. With a change of rotation, it allowed us to effectively teach without exposure but it was a lot of work to manage two courses in a lab setting at the same time. This was successful for the students!
- It is important to train with the book that can help a student through this course using electrical math, the book that we used was not that effective. The listing on the cover was not very clear, this book always wanted to teach general math not Electrical math.
- Students are to work on lab setting without pairing up relying more with themselves then partnering up with another student using their own thinking skills.
- Again it's about the COVID guidelines and how we can get to a normal operation for the trade.
- More timed mock tests.
- I change by adding new assignments each semester.
- Due to Covid-19, limitations were put on what students could do outside of the classroom. Emphasis was added to reading critiques and discussion questions to address SLO's.
- I am switching books and learning systems to an AHIMA book with VLAB encoder.
- I am changing from Cengage to McGraw Hill Learning system and books
- I am changing textbooks from Cengage to McGraw Hill because they have more learning videos for the students to gain knowledge from.
- Will redo quizzes for better student learning
- Make sure to stay current with Cengage project
- More equipment needs to be purchased in order for students do not have to share timers and relays. It also allows them to keep moving on their project due to waiting for and disinfecting the equipment each time.
- Students did exceptionally well with lab work and course material.
- Outcomes seem to match the standards prescribed by Automotive Service Excellence (ASE). ASE is the institution that grants the automotive program its accreditation.
- Continue to strengthen the online learning component of our hybrid structure
- Course Procedures and Policies: STUDENT LEARNING OUTCOMES: Practice effective verbal and nonverbal delivery techniques that are well suited to the occasion and audience. (MNTC Goal 1d, 1f, 1g) 4. Add additional assessment opportunity for impromptu speaking situations. Utilize appropriate research strategies to discover and ethically integrate supporting materials from diverse sources and points of view. (MNTC Goal 1c, 1d, 1e). Revise Online DISCUSSION area to meet student needs as well as convey concepts.
- Revise content to meet reflect current concepts. Add brief video clips to stay current with concepts./student needs.
- SLO #5 - Demonstrate File commands. Students are continually saying "I'm never going to remember these" because of MindTap being completely digital students do not have a reference guide to all the commands they learn. They either need access to an electronic version they can have as a resource or a handy pocket guide printed to refer to. Because I agree they cannot remember the 1000's of commands available to them on all the different flavors of Linux.
- We did not get to the last 2 Student Learning outcomes in this class.
  11. Create Web pages and
  12. Prepare publication for commercial printing. I need to pace the class better. If there is not going to be time to get to these SLO's I need to contact ADSA faculty and ask about having the SLO's deleted.
- I need to use the Jim Grove methodology... Tell them, Show Them, have them show me. I need to have shorter videos giving step by step - explaining what is going to be done. Develop a videos on the how to have them complete assignments of what was demonstrated.

- Insert links to other files and Web page hyperlinks in slides with and without action buttons. I could develop a better assignment explaining how to insert Web page hyperlinks in slides. This SLO was not represented very well this semester.
- Configure an integrated wireless router and wireless client to connect securely to the internet. This SLO needs to have a video demonstrating how to do this. WHEN COVID is over this needs to be a LAB in-person when possible.
- Continue with ZOOM lectures.
- Outcomes seem to match the standards prescribed by Automotive Service Excellence ASE). ASE is the institution that grants the automotive program its accreditation.
- Students can have a difficult time understanding and describing the different languages for programmable logic controls.
- Outcomes seem to match the standards prescribed by Automotive Service Excellence ASE). ASE is the institution that grants the automotive program its accreditation.
- Outcomes will need to be focusing on new automotive standards for refrigerant used in modern cars.
- Limiting attempts for ATI and review questions. Continue case studies, short answer case studies.
- Needs to be more assignments, worksheets, etc., that enhance student learning and demonstrate understanding and critical thinking. Group discussion and work could be considered.
- No changes are planned. I will review the changes I made this semester to see if they worked better. Although the changes I made to the grading rubrics from the last time I taught the course worked better, I will be adjusting the grading rubrics a little bit more before the next offering.
- none at this time
- Update to new software as it becomes available
- I will review the student course evaluations after this semester to see if any changes need to be made. The current textbook which incorporates the use of practice exercises and case problem assignments as well as a self-evaluation and discussion do a nice job.
- One student learning outcome in this course may be moved to ADSA 1122.
- Spend some additional class time on special locations.
- Require students to use tabs in their electrical code book for reference.
- Change Case Analysis Assignments details.
- Keep the newest equipment for the students to learn on.
- Add presentation assignment where students record their presentations verbally and share with other students.
- More training ads.
- Being an independent study class method, regularly scheduled class time with other students may make for greater growth in ceramics and the creative process. I do feel student did a superb job of meeting requirements.
- I will continue to work with the professionals throughout our region to deliver MnWest students the most up to date curriculum content dealing with Agricultural Marketing.
- Will substitute reflection papers instead of quizzes and add other assessment techniques to gauge student understanding.
- Instructor worked out with the class to contribute to their morale.
- Create and offer an OER workbook tailored for this course. No other changes necessary at this time.
- Add reflection papers to be substituted for tests. Add scenario-based questions to worksheets to gauge student understanding.
- Adding in case studies and quick assessments (pre-tests) to gauge student understanding of the material.
- More interaction between students in the discussion area.
- Improvements to our assignments have increased the test scores in this course. This is directly related to the development knowledge, skills, and behaviors necessary to live balanced and fulfilling lives.
- More Discussions and interaction with the class and ore Video presentations to provide visual skill improvement.

- More Video presentations to provide visual skill improvement.
- More video learning and interactive learning.
- There are always some general changes in farm operations from semester to semester. Adding in new topics or taking our outdated topics will always need to be done.
- made the goal setting process easier so it can relate to the sales plan
- The breakeven numbers are used from the previous analysis to generate a positive and profitable commodity plan
- This course reviewed and documented resources for application for COVID relief for livestock producers in the FSA program. if there is another program down the road it will be based on the new rules and regulations
- updating financial goals will better direct cash flow planning
- An updated annual plan will redirect goals and improve financial strategies
- Have each student on a live unit.
- This is a basic course and students have to know operating and performance level concepts.
- I'm thinking more tests worked better. Add review sessions for online students. Take out websites that can be utilized for extra learning.
- I would consider giving the students more advanced assignments so students are exposed to some different concepts of coding world.
- I think some type of bigger end of semester project that would give them some experience of what would be used in the work place. I think a lot of the students still don't understand the big picture of using databases and I want to figure out a way to see the big picture. I am in the process of creating project to be assigned for next semester.
- Chances to face to face classroom activities. Online is challenge to assess students.
- The changes would be to have a day of review and competency before they go to Clinicals.
- I am going to change the way the students upload the dissection pictures to allowing it with the lab review question only and not in a separate file.
- I am changing to of the simulation labs and replacing the virtual labs with hands-on labs that will be more specific to a microbiology laboratory experience. This will also help insure transfer to other colleges.
- "Explain various types of immunoassays and testing in immunology lab". I did use more YouTube videos with questions about PCR testing. The changes that I need to do is to further expand discussion about molecular diagnosis because it is expanding in all areas of the laboratory.
- "Understand antibiotic susceptibility and antibiotic resistant bacteria." In 2019, prior to COVID, I incorporated more information on rising resistant bacteria such as ESBL. I feel that that next year I need to expand on the mutation of bacteria that causes them to become resistant. Additionally, I need to have a short power point and lecture on how the different antibiotics work.
- "Recognize abnormal cells in the differential smear". This seemed to be a struggle this semester. I made worksheet with pictures of the abnormal cells to help them and I also had a few pictures of the abnormal cells on each exam. I found some nice pictures that explained how to differentiate cells based on their nucleus, cytoplasm, and cytoplasmic inclusions. In the lab I would use the differential slides from patients, find a cell, bring it up on the large monitor and explain the details of why it was that particular cell.
- "Evaluate laboratory test outcomes and correlate test results with patient condition". This student outcome is always difficult in urinalysis because of the many diseases associated with the complex physiology of the renal function. Additionally, the student will not experience testing with many of the miscellaneous fluids (amniotic, serous, synovial, BAL). at the MLT level, plus it is hard to perform tests in the student laboratory. I found informative YouTube videos that explained the testing of these fluids. Changes that can be made is to increase exposure to the topics by having more questions on other labs in these topics, more worksheets, and more dry labs.
- Improved SLO.
- Updated SLO

- I am working on a student portfolio that the students collect the work they did throughout the semester and also create some labs that will help them in their academic career. Things such as a resume and cover letter. The combination of using the office suite to its maximum and be able to show an employer what they can do.
- I need to try and help some of the more advanced students that get the assignments and try and see if I can show them some more advanced concepts. It is taught because some students struggle with the basics until the end of the course. That is the fine line in an introductory programming course.
- I believe a change can be made to have more integration of the office suite programs so students will be able to maximize all the features of all the programs. We only do one activity right now and need to develop more of them.
- More in person demonstrations of the labs that were developed
- The some of the students need more supervised hands on experience. Most of the students did well with the materials provided.
- 1. We need to reevaluate the ATI grading rubric and where to include it. 2. We need to reevaluate how total points are distributed in the class. 3. Evaluate effectiveness of clinical experiences and simulation.
- Consider shorter clinical days. Discuss absence policy on our faculty meeting.
- Could consider limiting the attempts on the review questions. For case studies- modify them to be shorter and not as involved.
- I need to revisit the Student Learning Outcomes. I may need to pull one from the ADSA 1123 course and add it to this course outline as WL2 Chapter 1 content was moved to this course.
- I will continue to monitor and update any course lecture notes, videos etc. as necessary
- Hoping to get a POC Hand-held Coagulation Analyzer called a Coag-U-Check to use in next year's lab.
- I will continue to monitor and update any course lecture notes, videos etc. as necessary. Possibly add some content related to differences in academic and business report formatting Lessons 31-35.
- No changes are planned; however, I may review the late assignment policy/deduction taken.
- Continue to increase both the number of and variety of assignments using the electronic health records subscription. Use student feedback given by the small class I had this semester to improve student motivation to master skills. See Question #5.
- Multiple labs allowed students more access to equipment.
- Instructor outlines for each chapter are provided to students. For one chapter (Mental Health Disorders), I used the PowerPoint slides that come with the textbook's instructor resources instead of an outline. Students gave feedback that they would like an outline instead. There are some Films on Demand videos used for Discussion that are on the verge of being outdated. Next semester I will attempt to replace them with more current videos.
- Updating information in this course is important as there is constant change with new drugs being approved and research being done. In addition to updating drugs for the drug card assignments, videos should be reviewed each year with dated ones being replaces with those that are outdated.
- One change could be hybrid class and that way student can talk to classmate
- Continue to vary lab offerings.
- Students learning outcomes are being met.
- Updated assignments.
- Providing students with more "real-life" scenarios in their assignments.
- More hands-on activities. More valuable content that is easier for students to reach
- I am going to reduce the number of story model discussions in favor of additional writing activities. I will revise the writing activities to serve not only as outcome checkpoints but also as pieces that can be integrated into the course's narratives. I am going to rerecord lectures to eliminate in-class questions, streamlining them for online learning.
- Using the strengths and weakness individualized for each student would enhance student learning.
- Improve student understanding of business and non-business inventory.
- Diversity and Inclusion is an area that could be improved

- Interpret balance sheet data for each student would enhance student learning.
- Using goal setting for each student would enhance student learning.
- Determine what the goals of the business and family are for the future and have the student write down those goals instead of verbalizing them.
- Using the strengths and weakness individualized for each student would enhance student learning.
- Better integrate and share web-based simulations and resources to accompany lecture notes and videos in D2L.
- Create additional learning activities such as Kahoots to incorporate into the lecture.
- I'd like to do more to ensure all students attend or watch the lectures and story discussions as well take notes during them. I'd also like to do more to connect the stories to students' experiences and society at large.
- I plan to review and revise quiz and final exam questions so that they effectively assess students' knowledge by demonstrating growth.
- Lecture and assignments will be changed to better prepare students for the final exam. Students were asked on the final exam to trace how 6 different historical events/ideas impact the present, but most students had a hard time making those connections. More emphasis will be placed on drawing these connections so that students will not struggle so much with this in future classes.
- Course assessments did a good job of requiring students to trace the impact of history on the present, describe how cultural pluralism has shaped US history, and analyze US history through the perspective of race, gender, class and ethnicity. Course assessments will be changed to enhance student learning outcomes regarding the explanation of key turning points and differentiating causes and effects in history.

## Course Activities to Meet Institutional Learning Outcomes (ILOs)

### *Fall Semester, 2020*

- Based on discussions with classmates that have opinions and life experience that differs from their own the student is able to see beyond their own view.  
Researching topics for speeches from more than one perspective, finding valid evidence to support an opposing view.
- In the assessments, students are asked to look beyond themselves, asking for feedback from others regarding how they view the world. Learning to listen to perspectives beyond their own world view without prior judgment.
- Students go through this course, to consider all of the areas of IT. Most of the students in this course are considering Information Technology as their major. Most do not understand all of the differences in all of the different types of careers in the Information Technology area.  
Evidence is found in the activities that are completed. Students consider what area of IT they wish to pursue and are able to help others.
- Students dig deep into personal security and how to keep their data safe. For example, in one activity students google their names to see what is on the internet to be found and they need to report what they have found. They also take a look at their Facebook settings and I encourage them to help family, and friends to keep their data safe as well.
- Students learn how to build and troubleshoot networks.
- Students learn about operating systems and are able install and troubleshoot many different operating systems. This enables them to be successful in their careers. The skills learn many things in this course that help them to interact with customers and help with customer service in their careers.
- Ability to run the financial programs.
- Student's ability to create and understand journal entries along with categories in the Chart of Accounts.
- The student is successfully able to reconcile their business checking account.
- Students can successfully create Invoices and understand the Accounts Receivable reports.

- Students can successfully create a bill from a vendor and understand the Accounts Payable reports.
- Student can successfully create payroll checks.
- Students can successfully create reports for the Federal and State government relating to payroll information.
- Students can successfully create sales order entries for their businesses.
- Students can demonstrate quality control of their business inventories.
- Students are able to successfully create, submit and do the closing process for payrolls.
- Students perform closing activities to end the accounting year for their business and get ready to do taxes for the business.
- Students demonstrate an understanding of asset management in business.
- Students analyze and understand their financial statements.
- Students can demonstrate effective ways to solve problems and make decisions.
- Students learn methods needed to create good interpersonal skills.
- Students demonstrate good teamwork skills.
- Students demonstrate good time management skills.
- Students demonstrate an ability to analyze financial ratios relating to business financial statements.
- Students understand and implement good customer services.
- Students demonstrate good leadership skills in business.
- Students demonstrate an understanding of corporate compliance in a healthcare facility.
- Students demonstrate an understanding of healthcare finance.
- Chapter assessments and Unit assessments are evidence.  
Students are learning about and using the most up-to-date version of Microsoft Office software available (Innovation).  
Students learn how to use Microsoft Word's Accessibility checker which can assist with the ability to provide document content to individuals with different abilities. (Diversity and Inclusion)  
Students are developing word processing skills which can assist them/be used in all aspects of their life (personal, educational, professional work).
- Chapter assessments and Unit assessments are evidence.  
Students are learning about and using the most up-to-date version of Microsoft Office software available (Innovation).  
Students learn how to use Microsoft Word's Readability Statistics feature which can assist with the ability to provide document content to individuals with different abilities. Students also learn to use Word's Document Translation feature and apply the feature to translate text to/from different languages. (Diversity and Inclusion)  
Students are developing word processing skills which can assist them/be used in all aspects of their life (personal, educational, professional work).
- There are a number of activities utilized in the course that provide evidence.  
Interview Paper - requires an in-person interview/job shadow experience to be completed by the student with a current administrative professional. This forms a connection/engagement with the community as well as allows the student to see first-hand aspects of their future employment. It requires students to incorporate the use of communication skills, knowledge learned throughout the course and others as they reflect about their experience. The Team/Group assignment also allows students to discover different perspectives and work with others (Community Engagement, Diversity Inclusion).  
Chapter and assessments on ethical behavior, record retention (Integrity).  
Real-life, hands-on situations provided in many of the course assessments and use of the latest technologies and systems available is incorporated (Innovation).  
Many of the assessments require students to incorporate decision making, problem solving, and critical thinking skills and to see the importance of their future role in an organization.
- Treat students like they are on the job and expect high standards from them.
- Students learn the latest accounting practices/rules/procedures that are utilized in today's work environment (Innovation)

Students learn about and apply the General Accepted Accounting Principles (rules) as they complete their assessments providing a connection and to show the importance of ILO - 4 Integrity.

- Demonstrate marketing in healthcare needs.
- Chapter 10-point questions
- Real world examples
- ILO1. To participate effectively in the discussions, students have to begin to consider their role as a healthcare worker in promoting health and preventing disease in the larger community.  
ILO2. Differences (diversity) in genetics, environment, lifestyle choices, etc. are frequently discussed as risk factors for various diseases & conditions. Students are encouraged to be non-judgmental and to remember the person first, not labeling them based upon the disorder they have. This comes out in discussion, and students often share personal experiences. Many quiz questions require knowledge of how individual differences affect health.  
ILO3. Many of the discussions in this course require first viewing a video regarding the disease condition or disorder being discussed. Most videos chosen not only increase awareness of the topic, but also focus on how factors such as genetics and lifestyle choices contribute. Discussion questions often ask the student to research beyond their textbooks for additional information and then share what they learn with one another.  
ILO5: Through knowledge gained students begin to see how their environment and lifestyle choices can affect their health. In discussion, students often share this along with their intentions to improve their own health by making better choices. There were many comments in the final evaluation referring to this.
- ILO2: The unit on Communication addresses cultural diversity. There are quiz questions and an activity in which student's role play communication with a client. They must consider individual differences as part of the role play.  
ILO3: In the Psychology unit, students are required to research developmental stages of the lifecycle and begin to consider how this impacts individual patient care.  
ILO4: Students are assessed on professionalism demonstrated each time they complete a performance exam in the lab. They simulate working with actual patients (classmates), and have to consider things such as how to build trust with the patient, privacy and confidentiality, and working within their role as an MA.  
ILO5: In this course, students are building upon the knowledge they've already learned in core classes such as Med. Term, Anatomy & Physiology, etc. For example, irrigating an eye requires knowing the basic A&P of the eye. They are beginning to connect what they are learning in the classroom and lab to their future career and their life in general.
- Diversity & Inclusion: There are 3 students from NaPal and 3 students from Minnesota in this class. They work very closely together in the classroom and in the lab. Two of the students were raised on a farm. It was interesting just listening to everyone ask questions about each other's background. Professionalism is very important in the laboratory field so I stress that a lot
- Case studies and tests over therapeutic communication, prioritizing, delegating, professional behaviors & boundaries, critical thinking, culture, and ethics.
- The student creates simple tables, queries and reports.  
The students then create and learn advanced report, form, table techniques and macros.
- In clinical, students can take what they learn (communication, cultural competence, prioritization, critical thinking) and apply to their life.
- Innovation: Learners develop the ability to use knowledge, behaviors, skills, and experiences flexibly in new and unique situations to innovatively contribute to their field.  
In Med lab Calculations the students are introduced to quality control and Levy Jenning's rules that will be used throughout the didactic and Clinical arena and used in every department of the laboratory.
- Students are beginning to utilize communication and problem-solving skills while interacting with peers, virtual clients, and instructors.



- Knowledge of cultural and ethnic differences in disease prevention and management are discussed. Students reflect on personal experiences with illness, ethical situations, etc.
- Diversity and Inclusion: Five different ethnical groups made up this group of students. They all had great interaction and conversation regarding their ethnicity. We also cover diversity & inclusion in one of the chapters.
- Virtual simulations applying knowledge and using critical thinking skills in various clinical situations.
- The projects and capstone help the student use the computer effectively in their education.
- Integrity: By the end of this semester the students are more confident in the basic microbiology bench skills.
- Students create a flyer with bullets and inserting pictures and page borders and formatting of a word document. Students create spreadsheets and learn how to use formulas and create graphs. Students learn how to create presentations and insert pictures and headlines and professional looking slides. Students create databases and learn how to sort and create reports are all to be able to function and be successful in both personal and professional settings.
- Students learn to repair computers to be able to work on hardware outside of the classroom
- Diversity and Integrity: Working together in lab
- The students learn best practices when using email and how to communicate better using Email has a great help to my students
- Demonstrate understanding of healthcare trends.
- Through on-line discussions and case studies, the students worked toward the ILOs.
- Learn how to communicate via email and best practices.  
Lab talks about password best practices to protect important information.
- The student codes different directions to create different figure and shapes. This give them the background to be able to figure out the more complex programming languages they would need to figure out to have a future in programming.
- Learners develop the ability to use knowledge, lab skills to contribute to their field.
- Student exhibits transfer of learning.
- producers are active participants in their individual and community plans
- Scenario-based worksheets that introduce the student to apply laws to situations given.
- COVID changed many operations and processes in farming. student learning and management decisions became more fluid and responsive with the changes
- Making progress in meeting Minnesota POST Board physical agility standards.
- good records are required to implement accurate cash flows and management plans
- Free-writing exercises spark discussion and debate about the topics covered and help the student gain greater understanding of the topics.
- Students conduct interviews with 4 different people during the course of the semester. The assignments have them talk to people of a different culture, different sex or sexual orientation, different age (generation) and then a person they would like to interview. The interviews have a set of questions they must obtain from the person they are interviewing which requires the student to consider the answers coming from the interviewees point of view and how it relates to society and law enforcement and how officers should engage with the community to gain a better understanding of people.
- Reviewing the FinPack reports
- Students participate with cooperative and private businesses as they manage their annual businesses
- A developed marketing plan has business ties to the community businesses purchasing the commodities
- They are at the beginning point of their education basic knowledge
- All the process are so the student can advance their Education to become employable.
- Application of Pharmacology knowledge to their clinical sites and their current occupations as LPNs.
- Students completed electrical projects on campus allowing them to interact with a diverse population outside of their classmates.

- Students work together in team projects to solve accounting and ethical situations. In addition, they write research papers and complete a capstone project to assess their knowledge of accounting.
- Students prepare income tax forms on a basic level. In addition, they engage in discussion boards talking about various tax issues including ethical, economic, and societal issues.
- Students engage in ethical discussions and apply their knowledge in completion of basic accounting problems.
- Students learn basics of Excel and how Excel templates work.
- Students apply their knowledge of accounting in projects and develop new companies in Sage.
- Treat students like they are on the job and expect high standards from them.
- Social interaction between classmates. Roleplay for customer vehicle problems. Roleplay for technician repair. Situation analysis of skill attempts. Some attempts fail, some attempts succeed, all attempts are worth evaluation by self and peers.
- Treat students like they are on the job and expect high standards from them.
- Social interaction between classmates.  
Roleplay for customer vehicle problems.  
Roleplay for technician repair.  
Situation analysis of skill attempts. Some attempts fail, some attempts succeed, all attempts are worth evaluation by self and peers.
- Small group activities discussing code rules.
- Students develop basic skills for future careers in Renewable Energy.
- I continue to develop a better understanding of the ILOs and their connection to the PLOs and SLOs. As a result, some of the responses provided are adjusted from previous term submissions. They may still not be completely accurate; however, I will continue to learn. As a technical program advisor, I will be meeting this upcoming spring term to learn more about the connections with our Assessment Coordinator.  
Students are learning skills which can be applied in their personal, educational, and professional work endeavors. These skills reflect on the student's professional image and the organizations they work for and assist with communication with others of varying backgrounds. Integrity is enforced through emphasis of academic integrity in the online course through completion of own timings, document production items, etc. The software system used in the course has an academic dishonesty tool in place to assist.
- Students do research and take assessments on the Renewable Energy Process.
- Students complete assessments that give them basic knowledge of Mechanical Fundamentals of an Ethanol Plant.
- Reading, test questions, skills modules.
- Students in College Keyboarding II continue to develop skills sets and have the opportunity to format advanced business-related documents which can be applied in their personal, educational, and professional work endeavors reaching beyond just this course. Students complete a unit to learn the proper formatting requirements for International business documents.  
Integrity is enforced through emphasis of academic integrity in the online course through completion of own timings, document production items, etc. The software system used in the course has an academic dishonesty tool in place to assist.  
The importance of creating professional documents which reflect positively on the student's professional image and the organization for which they work for is emphasized. The Project Assessment Lessons 86-90 and the final skill basket review document production assignment requires students to complete a comprehensive application of document formatting knowledge and proofreading skills gained throughout the semester.
- Case studies, assignments, exams, active learning activities.
- Students create an Active directory on a Microsoft Server and add users and workstations to the directory. In addition, they setup most of the services used in a Microsoft networked environment.
- The software gives live labs for the student to complete and provides feedback to the students on areas for improvement

- ILO 1 Community Engagement - The entire course is learning about leadership in a supervisory role. It focuses on the relationship between the supervisor and employee and how the actions of the supervisor can affect not only the relationship, but all facets of the organization. Empathy towards others is intertwined as the concepts and development of decision making, problem solving, and negotiation skills are learned. The interview paper allows the student to connect with an individual currently working in a supervisory role and discuss aspects of leadership.  
ILO 2 Diversity – A learning outcome is based on the topic of workforce diversity in this course. Students begin with assignments that require examination of diversity and the challenge it can present to a supervisor. The final assignment also provides opportunity to assess diversity based on age, gender, or race which supervisors may encounter as the student examines two current cases of litigation and relate it to the laws that apply.  
ILO3 – Innovation – The interview paper allows the student to connect with an individual currently working in a supervisory role and discuss aspects of a technology and how changing technology affects their organization and ability to lead.  
ILO4 Integrity – Ethics is discussed in relation to the individual, leadership, structures and systems. The topic of ethics is first assessed in Chapter 1, but is intertwined throughout all assessments in future chapters when decision making and problem solving, discipline, etc. are covered.
- Discussion posts  
Assignment submissions
- Student exhibits transfer of learning
- Discussion Posts  
Assignment Submissions
- Learning about the human body and how there is no difference between ethnicities, socioeconomic status and culture when it comes to the natural development of the body - helping students to appreciate all humans.
- Students work together collectively in the discussion area to effectively learn from each other and help fellow students work through issues that arise throughout the semester.
- They have to complete assignments to indicate they know the material.
- They begin to build their skills by starting out on machinery that they haven't used before and they build their skill level by practice like on the digger derrick.
- They start to hone their skills in climbing. They start to be apprentices in the knowledge of building overhead powerlines.
- They learn of why lines are built to follow government specifications. They design their own powerline system following governmental specifications.
- They completed the assignments given for this course work.
- My course focuses on learning to communicate more effectively. By learning to write essays, learners can analyze source material and exercise critical judgement.
- Applied psychological theories to explain different biopsychosocial functioning.  
Participant in online experiments.  
Group Theories Table  
Discussion Questions and Response Participations assignments.  
Review and assimilate research findings (peer-reviewed articles) on specific psychological topics.
- Film writing project on abnormal psychological disorder.  
Group project on Minority, types of psychopathology, and types of coping styles and treatments.  
Clinical vignettes related to types of psychopathology discussions.  
Abnormal psychological disorders online resources for review.
- Meta-analysis approach to written project on a developmental topic.  
Clinical vignettes discussion on different developmental theories.  
Personal genogram covering 3-generations.  
Group genogram on a historical/famous figure covering 3-generations.  
Exams covering stages and developmental topics.

- Improvements to our skill progression that has increased the positive learning of a skill in this course. This is directly related to the development knowledge, skills, and behaviors necessary to live balanced and fulfilling lives
- Learn a lot of hands on experience along with dealing with working with other people and paper work. talk and experience what it takes to work and things to do to make it out in the world and work place.
- Students are to reach out to companies and talk with them and also looking for jobs. communicating with other people they may not no.
- Using Lab Volt Trainers, suitcase trainers, and NIDA e-learning training system as a Lab setting to support the lectures and instructions that are taught for student education.
- One example is the interview. Students select someone in a field they are interested in pursuing, set up an interview, then relay the information gained to an audience, with a focus on how communication plays a role in that particular career.
- When students work and complete labs they are required to fill out a job invoice as if they were on a job setting, teaching them the value of how business works with the electrical field. Also they are required to use their National Electrical Code Book, Meters to test circuits, safety gear so they do not receive injuries and prevent them also. Student expectations are set high with me because when they do start their jobs they will be able to work safely without second guessing themselves and study to achieve their journeyman's licenses.
- Students encouraged to participate in community activities.  
Students involved in commodity group leadership
- Students involved in their enterprise field
- This year we climbed with mask on it was different and harder to operate with them on so we had to slow the speed of climbing so we could climb without the fear of COVID.
- Students engaged in their enterprise field.
- Students engaged in their commodity group area hopefully in leadership
- Discussing resulting in a better understanding of diverse and minority groups getting more involved in farming operations.
- Reality Check  
Learning Labs  
Case Studies
- Much of the course is devoted to lab skills, learning to position and simulate xray exposures on their classmates. This is an early skill and has not been applied to clinical.
- Tests  
Quizzes  
Assignments  
Discussions
- Improvements to our skill progression that has increased the positive learning of a skill in this course. This is directly related to the development knowledge, skills, and behaviors necessary to live balanced and fulfilling lives
- Test  
Learning Labs  
Real Life Patient Scenarios
- Improved golfing skills as the course progressed due to increased knowledge provided about the game of bowling. Which was indicated by their tests scores and papers.
- Working on all diverse hair/skin and nails  
Learning hands on and through video and theory how all guests differ and are unique and how to be successful in this field
- Watching some movies on diversity and practiced on different hair types
- Interact with professionals in the industry.  
Study and examine career areas in horticulture.  
Complete tasks involved in maintaining home plants.

- Study horticulture products and consumer needs.
- Study technical information in horticulture field.
- Interact with professionals in the industry.
  - Tour Industry for knowledge of work environments and develop an understanding of the labor force in agriculture.
  - Study and examine career areas in agriculture.
  - Develop business and marketing plans in agriculture fields.
  - Study agriculture products and consumer needs.
  - Study technical information in livestock production.
- Students get the chance to interact with each other and learn how to get along with each other in a new situation here at school.
- The labs that were required in each chapter allowed the students to apply the programming skills they were developing to solving real world scenarios.
- Skills demonstration, Papers/case study/Concept maps.
  - Meets Board of Nursing Lifespan
- I do not specifically measure any of the IOLs. Our students do have many of the opportunities presented in the ILOs but we do not measure them.
- Students can dispute incorrect questions/answers on all quizzes and exams throughout the semester. This becomes an excellent learning tool extending beyond assignments and assessments, as they defend research and defend their answers and more often than not, receive credit for their defense. 80% of my students took advantage of this and increased their scores.
- More theory delivered online
- Complete an ecological footprint.
  - Read and discuss current news topics associated with damaging effects to the environment.
  - Watch population dynamics video and discuss.
  - Research invasive species and damaging effects.
  - Discuss policies from current and past administrations.
- We did a lot with diversity in the hair
- Apply knowledge with testing and assignments.
- We implement preclinical testing
- Preclinical test outs
- Students reach back to previous learning in Math, and attempt to develop more completely those basic skills needed to begin to learn Math at a collegiate level. This previous learning looks very different for individual learners in this Developmental Ed Course.
- I do believe that some ILOs apply to this course but they are not measured.
- ILO #3: students write a paper with the intention that the information could be used once they are employed, to create a patient educational handout to those afflicted with TMJ disorders.
- Use of testing and assignments.
- Students engage in measuring real-world situations with social justice, cultural bias, and integrity in mind. Students leave the course being critical thinkers who are able to use statistics to make life decisions.
- Students work on developing quality study and learning skills while targeting concepts and SLO's in this course.
- Testing, assignments, paper and discussions.
- Students are asked to use diverse areas of Math to become critical thinkers and problem solvers, not only for themselves, but for others around them.
- Students very effectively gain the ability to pursue learning success in advance Math and Science. In addition, they innovate those skills into situations previously impossible to approach.
- Discussions, Testing and assignments.
- Community Engagement - We discussed how each community will need to decide on what kind of energy that should be supplied to meet that community's specific needs. This will require the entire community to be engaged.

Innovation - New methods and technologies were discussed

- Diversity- students see and x-ray patients from all walks of life. They get to experience and interact with different ethnic backgrounds, languages, ages, etc.  
Communication is key in clinical setting. Students must develop skills to acquire necessary knowledge needed to perform the exams.
- Skills check off/demonstration
- 1. Group discussions to questions/topics:  
Food Pantry  
Self-Care  
Resources on Campus
- 2. Topics Student Choose to inform classmates about.
- 3. Every day we went around the class and told about a "celebration" we had for the day.
- Group Discussion
- Essay questions and research on current events in the news.
- Records and enterprise analysis
- Creating a marketing plan
- Creating and performing a good marketing plan for crops
- Evaluating their own business analysis
- I take us out of the textbook after the section on slavery, in an attempt to connect slavery during the civil war to today, by working through the different ways that African American society has been both legally, and illegally kept from achieving full equality. This is very important in a location, like ours, that has very little diversity.
- Formative assessments using Poll Everywhere, class discussions
- Using technology to engage with the content, many students pursue jobs at local facilities as CNAs so that they can apply their knowledge of medical terminology
- Student practiced key mathematical skills necessary to be successful in both the college class and in their community.
- Students worked on the supporting skills needed for the college level class by practicing key concepts that they could apply right away in the college class. This supports student learning and builds foundation of basic math skills that students can use to be successful in their communities and in college.
- Students look at statistical data published and critique if it is published correctly. Students conduct their own statistical study and write up and present the results. These activities help them be critical thinking members of the community where they can make more informed decisions and start analyzing information instead of just accepting it as fact.
- Students use math to solve application problems. In addition, students do internet searches to determine how different mathematical functions are used in the real world. This demonstrates basic mathematical knowledge that students can build on going forward. In addition, it develops quantitative reasoning which makes them more equipped to contribute to their communities.
- Students learn the basic skills they need to go to the next math class which Calculus. Students in this class are developing a foundational knowledge through practice problems and application problems that will allow them to solve application problems going forward.
- Student worksheets where they apply what they are learning. This helps them develop skills that can be used in their future career and promotes critical thinking which is key to all ILOs.
- Reading culturally diverse short stories. Writing a short essay summarizing their learning and how it will apply outside of this course.
- Students selected topics that were relevant to important issues including racism, police training, and immigration.

- Reading culturally diverse short stories. Writing a short essay summarizing their learning and how it will apply outside of this course. Their major research paper had to be related to a problem in their community.
- Discussions & activities that encourage communication on diversity, responsibility and awareness of community/society concerns. Academic standards to promote integrity & personal/academic success.
- We have discussions for each unit that delve into the complexities of one aspect of the unit. Students are asked to think critically and defend their choices when faced with these complex issues.
- 1. Questioning strategies during discussion to press for upper level thinking that can be guided and molded. 2. Assignments (guided by MN State Chem. Standards) with immediate feedback options. 3. Quizzes that check for understanding of the Assignments. 4. Unit Summative Assessments that check for understanding of unit content. 5. 1st Semester Summative Assessment that checks for understanding of 1/2 a year of taught content. 6. Cumulative Summative Assessment that checks for understanding of full year of taught content.
- Students were asked to create an ad  
Students began forming connections between their experience and the real world through construction of a resume.  
Students analyzed the role of customer service in the real world as they wrote about best practices by Zappos.
- Reading a book written by a real medical professional providing good life tips.  
Working together to create a medical drama movie to display their knowledge of the content and ability to cooperate with peers.
- Reading culturally diverse short stories. Writing a short essay summarizing their learning and how it will apply outside of this course.
- I have students who have shown a tremendous amount of growth and understanding in their financial comprehension of their farm operation. Many of my students have a significant financial impact in their community as well.
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- Assignment and discussion exercises to examine ageism.  
Learning the effects of media on the self.  
identifying the different ways students identify the self and how it differs from our ideal self.  
Measured application of knowledge in tests.  
Measured understanding of material through writing assignments.
- I had them watch a filmed live Broadway musical, (all of which have never seen), then they had to write a professional review of the show; giving strong examples from the elements that we've been discussing in class.
- The student shared with me a personal song that they were working on, and I gave them more ideas to think about; bringing the song to a new level.
- This course allows students to have an individual voice. When they make their own tracks, their own style and life experiences shines through.
- I have students who have shown a tremendous amount of growth and understanding in their financial comprehension of their farm operation. Many of my students have a significant financial impact in their community as well.
- One activity that I had the students do is it write their own Rhythmic Composition. Here they needed to follow the instructions, and compose their own rhythmic piece. This allowed the students to incorporate everything that they have learn so far, as well as have their own individually shine through.

- I was not aware of the Institutional Learning Outcomes before this survey so did not plan activities or assignments with them in mind. Students demonstrated interest in the subject matter and several applied what they were learning to personal situations.
- Students learn to objectively evaluate situation on force option and make proper decisions on their actions.
- Learners develop and understanding of writing clear, fact-based reports that represent the situation they are investigating.
- We spend an entire chapter on the different experiences and needs for students from different backgrounds. In this chapter students are exposed to different perspectives from a diverse field and students are challenged to consider how to bring cultural context and self-identity into the classroom.
- Speaking with parents regarding social interaction, cultural traditions, and communicating with others outside their ethnic group. Exposure to diversity within and outside of class.
- Students learn to objectively evaluate situations and apply proper force options.
- Case studies that determine proper course of action to issues in the criminal justice system.
- Students were allowed some leeway in documenting attitudes and behaviors of others during interactions. This was limited due to Covid-19. Students were allowed to interview family members and other within their immediate circle. Observe public interactions.
- Students were allowed to review, assess, and document events from a local and regional point of view. Students provided opinions based on their understanding of the text. Students assessed their perception and self-identity based on the readings and their understanding of the author's point of view.
- Students are actively assessing enterprises to add to their farm to improve profitability. Students enrolled are innovators and are seeking ways to maximize efficiency and add to their bottom line. For example, one student implemented adding a custom harvesting enterprise to their farm to help support bringing in another generation to the farm. Another student in this class evaluated the profitability of adding another manure pumping set of equipment and implemented it this semester.
- The main topic of this course was Government Policy and Regulations. We looked specifically at the new government programs introduced this year and discussed the policy and staying in compliance. Included was a discussion on integrity since they had to self-report. I am confident in their integrity and they understand the regulations introduced.
- We use a website to help organize business plans for students in this course. Each student creates an account and enters information/answers questions in specific locations. They answer questions directly addressing their own success. The main emphasis on this class is evaluating their farm and comparing to their business plan to see if they are accomplishing their goals.
- An emphasis for a few students this semester was learning how to use Excel spreadsheets. Students know what data they had, but not how to enter it an manipulate it to calculate needed information. Specific examples include developing spreadsheets to calculate cost of production and yields. All of this adds to their individual success. I also think it makes them innovators since they are developing things for themselves.
- Students in this course are highly engaged in their own success. They are constantly using the farm data they enter in their record keeping system and from the Finpack analysis and cash flow. Every single one use the cost of production numbers they calculate to add to their personal success.
- The process helps with the fabrication from fit up to pre and post heating of metal that the student will experience in industry and at home settings.
- Students are actively engaged in their community and have discussions on a wide range of community issues. Students enrolled are innovators and are always trying to find better ways to do things. For example, students found a need for more information during planting and harvesting seasons. They implemented the use of FieldView technology to deliver that information. In agriculture integrity is vitally important. Students enrolled in this course show a good understanding and practice of integrity. Students are highly involved in their own success and feel fulfilled when you taste it.
- Students are actively engaged in their community and have discussions on a wide range of community issues. These discussions include being active in community Boards and finding ways to



volunteer. Students enrolled are innovators and are always trying to find better ways to do things. In agriculture integrity is vitally important. Students enrolled in this course show a good understanding and practice of integrity. Students are highly involved in their own success.

- Students regularly assess the profitability of raising different crops. This year, a specific family evaluated the profitability of navy beans. They also learned how to raise the beans and harvested their first crop this fall.
- My class is very diverse and I have seen the whole class work and communicate very well among each other. They definitely show the capability to be future leaders in where ever their careers lead them. Our project house is a great example of learning to improve a community for future generations and also to better themselves for when they become homeowners.
- Diverse group of students working and communicating together to meet specific lab project completions
- problem-solving for real-life scenarios, we do a lot of estimating from the project house.
- lectures over zoom, we interact using an Elmo to review and discuss prints. Students personally have to locate and explain everything found on a residential print during our live zoom lecture
- I encourage my students to write their research essays about topics they feel passionately about. This requires them to conduct research about social issues that relate to their own lives and society as a whole.
- Specific business goals achieved and analyzed for success of operation
- Creation of a marketing plan based on cost of production, intended production levels and seasonal tendencies of markets.
- We had open discussions in class in regards to working with patients of different cultures and upholding their beliefs and values as their nurse.  
Many in-class discussions which allow students to form relationships with other students and myself as their instructor.
- In a writing environment, students discussed at length personal experiences related to controversial topics and responded to each other in thoughtful, respectful, and substantive ways.
- Farm visits showing others improvements made to livestock operations.
- Once we reviewed capacitance, we discussed how to install a capacitor bank, why it is needed, and the safety hazards associated. We then went to the actual device to familiarize students with the Capacitor.
- Students learned skills that will that will help to working in a fulfilling healthcare career. Student also learned the importance of communication and professionalism although not taught directly in this class.
- Students wrote papers on ways to help diverse students succeed in college.  
Students played group games focused on listening to others from opposing viewpoints.
- Students took regular evaluative assessments about their own learning.  
Students had a discussion on academic integrity
- Students completed discussion on logical fallacies  
Students had opportunities to rework papers for a better grade.  
Students completed assignments on ethical research and argument.
- The students learn basic welding symbols and start to understand how blueprints are ready to start a welding career doing projects and lab assignments.
- Students watched many diverse movies  
Students analyzed movies about characters lacking integrity.  
Students learned how to emphasize with others.
- The stick welding process is getting less popular in local high schools and in Industry but it still the most affordable way for a weld student to start. the process gives the student knowledge in filler metals and technique to make quality welds.
- Working together in the lab. Helping each other learn and practice skills.
- Working with different people at the Clinical Site. Learning how individual behaviors coincide with each to make a team that works efficiently together.

- ILO2 We often form crews of 4 students with the end goal and result requires working together and collaboration. I try to mix up the crews throughout the session.
- Learning the difference between Ferrous and non-Ferrous materials
- Students develop a paper (formerly a pamphlet) on their personal philosophies. Students self-assess and peer assess these ideas.  
Students critically reflect on questions of justice in the state, what is owed to the self, what is right/wrong, what is knowledge/how is it gained, and what is truth via individual and group discussions (discussion board).  
A final paper asks students to research and critique a philosophical question.
- ILO3 Stringing conductor we encountered a trailer issue that prevented its designed use. We pivoted and used the available Derrick's winchline to string the conductor. Graduated students may use this method in a emergency situation when short on equipment in the future.
- Students write, read, and discuss writing models that provide them with opportunities to examine, discuss, and reflect on experiences that are different from their own.  
Students are asked to write their final paper on a topic of interest from their intended field of study that is of social significance.  
Students complete a Community Unit. In this unit, we read and discuss several pieces that provide different ethical views on global involvement. Students then consider their own involvement in their communities, participate in a writing for a community (local or national), and they write a reflection paper on this experience.  
Students read and debate case studies in small groups based on issues that interest them. Students must discuss both sides of the issue.
- Students read and discuss several writing models that debate current social issues. Students then compose essays that ask them to examine their own views on and experiences with these issues.  
Students are asked to interview an expert in their field of interest to not only learn about the field but to also develop primary research skills.  
Students are required to complete their final research paper on an issue of a social, ethical, or political nature that exists within their chosen field of study.  
Students share and review their work with their peers.
- Students are engaged members of the community and identify ways that their business impacts the local economy.
- Students understand their own role and the role of their business in the local economy and how it impacts others.
- Students complete activities that are specific to diversity and present the different diversities that they will work with in the clinical field.  
Students work on interpersonal skills when in lab to help prepare with the communication aspect of working with patients.  
Students complete a book report over a book that addresses many life lessons, many of which they can not only take with them as they care for patients, but also something can utilize in everyday life interactions.
- Student use what they have learned to adapt to different scenarios that they are presented with in regards to the radiographic equipment that they work with. (Utilizing the equipment in a trauma situation, unusual situation or troubleshooting when something goes wrong)
- Students demonstrate how the success of their business impacts the local economy.
- Several students found innovative ways to operate their business in 2020.
- Students learned how their own spending and farm operations impact the local economy.
- Students used innovation in their crop marketing programs to try to capitalize on market volatility.
- Students were innovative in their livestock production practices, to try to match livestock performance with packer availability during COVID.
- The class reviewed pole integrity in classroom then we went to field to identify which structures need replaced.
- Improved production efficiencies on their farm

- Improved knowledge about the industry and improve production efficiencies.
- We took transformer wiring from classroom, to small inside lab, then outside field to a actual three phase bank.
- When we worked on worksheets in class as a whole group. They got to work as one team and they would talk about the different answers.
- Students continue to develop professional image, ethics, and understanding the impact of those projections on their future career endeavors.  
Students analyze and review their own inherent bias and work to appreciate clients of diverse backgrounds  
Students endeavor for community engagement through skills application on members of the public
- This course incorporates laboratory activities in which students work together in pairs/teams to solve problems, troubleshoot, and report their findings.
- Students complete an end-of-semester project where they research and present local resources for drug prevention and treatment so they are equipped to use, refer, and/or contribute to these resources outside the classroom and in the future.
- Learning the scientific method gives them a better understanding of who science progresses, what it can do, and what it can't do.
- Students were asked to read selections from writers that reflected experiences outside of their own. They were also asked to review several critical reading theories and apply those to the pieces read, writing a paper that analyzed a reading selection through the lens of a theory-based prompt. During class discussions, students were also encouraged to make real-world connections between the readings and the historical era as well as the modern world.
- Mathematics is a necessary skill to have to get through life. Even partial mastery of those skills is shown in many of the types of problems we encounter when modeling real world behavior using math.
- Students continue to develop professional image, ethics, and understanding the impact of those projections on their future career endeavors.  
Students analyze and review their own inherent bias and work to appreciate clients of diverse backgrounds  
Students endeavor for community engagement through skills application on members of the public
- Having knowledge of basic physics (and science in general) leads to a more complete education.
- Students prepare and deliver a cultural artifact speech as a way to improve their communication but also to share with others in the class some unique aspect of their culture. Students also learn how to research and organize information to deliver an informative speech that maybe relevant to their specific career interest. For example, a nursing student may deliver a speech about diabetes and educate the audience about diabetes including the causes, symptoms, and treatments. In addition, they also learn how to be confident persuasive speakers and to use their voices to enact change or to be influential with their audience by selecting a persuasive speech topic of their choice. Through this speech it can change the audience's values or beliefs potentially, or even change their specific behavior, thus, as students making them leaders in their communities.
- Learning more about the basics of physics and science in general leads to a more well-rounded, educated student. Most of this knowledge is a basis for their future studies in the technical field they may be entering.
- Students create an interpersonal communication case study that allows them to come up with a real-life or potential scenario about a communication situation that they have or may encounter. They then address the communication issues, and write about specific interpersonal communication topics that should be addressed based on their example, and offer a solution on how to be a more competent or effective communicator in that specific situation. They also create questions about their case study that others could answer and learn from. Through this assignment, they learn how to communicate with people of differing backgrounds and experiences than them based on the scenario they created which will hopefully help them in the real world as they continue to interact with people in various social groups to which they belong.

- Students work in a group all semester so they are learning how to effectively communicate with people who may have differing cultural and life experiences than their own. Through this experience they learn how to deal with conflict and manage it hopefully in a way that helps the group reach their desired outcome of a task that they were assigned.
- Students complete records and analyze information and make business decisions related to their operations.
- When we worked on worksheets in class as a whole group. They got to work as one team and they would talk about the different answers.
- They got to work as one team and they would talk about the different answers.
- When we worked on worksheets in class as a whole group. They got to work as one team and they would talk about the different answers.
- Student success ILO - Students are able to be innovative livestock producers , these producers are providing needed food and other products manufactured by livestock for the needs of our country in our world .  
Innovation ILO - Students are creative and determined to provide a safe and continuous food supply for people in need .  
Community engagement encourage ILO - The majority of the students that I work are engaged in their local community and deeply invested in the community by purchasing the majority have their agriculture inputs from local distributors.
- This course prepares students to cultivate mindfulness that can help one navigate stressful conditions and produce personal/professional life balance.
- Course activities ask students to look beyond their provincial view of the world around them and explore it with intellectual curiosity.
- Student success ILO - Students are able to be innovative crop producers , these producers are providing needed food and other products manufactured by crops that they grow for the needs of our country in our world .  
Innovation ILO - Students are creative and determined to provide a safe and continuous food supply for people in need .  
Community engagement encourage ILO - The majority of the students that I work are engaged in their local community and deeply invested in the community by purchasing the majority have their agriculture inputs from local distributors.
- Students continue to develop professional image, ethics, and understanding the impact of those projections on their future career endeavors.  
Students analyze and review their own inherent bias and work to appreciate clients of diverse backgrounds  
Students endeavor for community engagement through skills application on members of the public
- Student success ILO - Students are able to be innovative agriculture producers , these producers are providing needed food and other products manufactured by crops that they grow for the needs of our country in our world .  
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Community engagement encourage ILO - The majority of the students that I work are engaged in their local community and deeply invested in the community by purchasing the majority have their agriculture inputs from local distributors.
- The students are completing their records and analyzing the information related to their operation.
- Student success ILO - Students are able to be innovative agriculture producers , these producers are providing needed food and other products manufactured by crops that they grow for the needs of our country in our world .  
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Community engagement encourage ILO - The majority of the students that I work are engaged in their local community and deeply invested in the community by purchasing the majority have their agriculture inputs from local distributors.

- Record completion and analyzing the data.
- Students complete records and analyze those records and make decisions based on the information.
- Students complete their records and then analyze the data and apply it to their operation.
- Learning to work through new and difficult techniques
- Students complete records that pertain to the operation and then analyze the data and utilize the information for their operation.
- The students completed records for their operation and then were able to analyze the data and use the data to make changes to their operations.
- Hands on demonstrations with a multitude of different supplies and technologies broaden students' knowledge and adaptably. Students are allowed to navigate different techniques and approaches with other students to brainstorm and master in-school setting and out-of-school setting scenarios (real world).
- Milady book chapters, Videos, tutorials, real life scenarios, and working on mannequin hands allow them to apply knowledge to real like scenarios.
- Working on mannequin heads to simulate what services are like on real clients.  
Theory (written) studies learned and then hands on work reflected well within on another  
Students must meet # completion of quotas before semester is up  
Students have real life models come in for certain services to perform on.  
If live models aren't available, students can perform services on one another or on mannequins
- Hands on work with manikins' heads along with clientele from outside of the campus.  
Theory practices via d2l, milady textbooks, and in classroom  
crafts corresponding with theory  
video tutorials/demonstrations
- One theme of this course is to study the rise of several world religions, including Judaism, Christianity, and Islam. Various assignments prompted students to consider the similarities and differences between these faiths, and in their responses, students showed a growing awareness of the commonalities between them.
- For their Final Paper, students were required to write the story of the USA, from the peopling of the Western Hemisphere through the Civil War. In this paper, most students were able to demonstrate a solid understanding of people in the USA whose experiences and perspectives are different from their own.
- One theme of this course is to study the rise of a number of world religions, including Judaism, Christianity, Islam, Buddhism, Hinduism, and Confucianism. Various assignments prompted students to

consider the similarities and differences between these faiths, and in their responses, students showed a growing awareness of the commonalities between them.

- Worked extensively with students to understand their financial positions and develop strategies to communicate the various positions with their stakeholders.
- Direct interaction with student learners to develop an understanding their financial positions and develop strategies to communicate the various positions with their stakeholders.
- Individual discussions with instructor and group discussions with peers and instructor.
- Students were given many opportunities for self-reflection in the course. They were asked to demonstrate knowledge outside of simple calculations as well as find connections to real-world scenarios they may encounter in life. Due to the COVID guidelines, students were also expected to deal with the unexpected and decide how to move forward with their education in a way that would be meaningful while also overcoming many obstacles. There was daily class time devoted to students sharing their goals for themselves in the classroom as well as outside the classroom. During this time, students were able to build self-confidence about their future. Also, they were able to make connections between the course and where they want to go in life. Many of the students used this course as a stepping stone to guide them for more educational opportunities.
- Individual and group discussions with the instructor and peer students
- Group Discussions with instructor and peers along with more numerous distance learning sessions that were shorter and more frequent.
- More group discussion and individual discussions one on one with instructor via distance learning technologies.
- Used more group discussion and one on one discussion with instructor using enhanced distance learning techniques.
- Using group discussion with peers and individual discussions one on one with instructor through distance learning methods.
- Reading chapters to gain knowledge of components.
- Textbook assignments and labs to learn the basic skills needed.
- Chapter review questions, in class discussion and videos.
- Class discussion, advanced problem solving.
- Classroom discussion and homework.
- in class labs, working in groups and individually.
- Over the course students used both primary and secondary resources to analyze early American policies, and individuals and how they impacted various ethnic, racial and gender groups differently. Students applied knowledge of primary sources and information to their American literature class and conversely used research skills in this course.
- I think the writing skills they learn in this class show evidence of carrying over into other classes and areas of life. Some of the readings we do expose them to other cultures and belief systems. Their research projects hopefully - depending on their topic - expose them to the world outside of their small community.
- Students completed problems testing logical skills. Students identified real life examples of fallacies in reasoning. Via readings and discussions, students learned about diverse cultural approaches to logic, and how good reasoning contributes to the assessment of truth claims, the recognition and avoidance of disinformation, and cognitive, perceptual, and emotional enhancements/barriers to good thinking. Students demonstrated truth tables, Venn diagrams, and natural deduction to identify valid (and invalid) inferences.
- Most of these were accomplished through our discussions and papers.
- Lab activities for real career experiences.
- Major activities have a piece in it that requires how cultural differences impact what we are learning.
- We completed a mini-unit on Brujeria and the uses of witchcraft in Latin American culture around the time of Halloween and then juxtaposed that with a study of witch hunts, terrorism, and other cultural traditions or beliefs that have been sometimes used and abused to fit a particular narrative by a particular group of individuals. Students were asked to evaluate how witchcraft and other cultural

traditions or beliefs have been used throughout history and to synthesize why particular methods/reactions were used within certain time periods.

- Approaching professional staff at a pharmacy for an interview to learn more about a pharm tech career.  
Learning about health care privacy and ethics.  
Preparing to go onsite and conduct oneself in a professional manner for the next class, the pharmacy internship.
- Examples would be that many times the students had to help each other with workbook problems which provide examples of a willingness to help others, provides an outlet for leadership and helps to develop the capacity to care for one's peers.
- The students had to learn to work together in order to make the end product a success.
- They learned how to write a resume. Which most of them had not done that before. I felt this helped them take the first step in the process of getting a job. Most of them keep that resume they made and actually use it.
- In the past we have had a speaker from a local financial institution share with use the exponential growth of money and some basics of the stock market and earnings. This year all of this was eliminated due to COVID and what we were allowed to do in the classroom.
- Course material tells students about small changes that can be made in their lifestyles to promote more sustainable living.
- Assignments ask students to recreate art from different cultures.
- Assignments have students explore the art of different cultures in history.
- Artist research allows students to understand the motivations of others in their artistic expression and relate that to their own.
- Assignments expose students to a diverse array of artists.
- Written assignments have students explore the motivations of artists and relate them to their own.
- Artist research work has students compare their motivations to professional artists.
- In the unit about Online Privacy, students download a safe/free software that tracks their internet usage and identifies how their surfing activities are shared with third parties without their consent. A further analysis and discussion explores current laws about online privacy and steps students can take to advocate for legislative change.  
This relates to ILO 1 about Courage and Community Engagement as well as ILO 4 about Integrity.
- One course activity focused on students conducting a personality-based assessment and tying that to career interests, and how those personality styles interact with others. This ties into ILO 4 listed above in the area of life goals and personal relationships.  
The OER textbook utilized in the course consistently features discussions about diversity in higher education and the interactions college students experience. This ties into ILO 2 listed above emphasizing diversity and inclusion.
- In this class students are encouraged to think outside the box. They are to create things that are not from a template but their imagination. Having to problem solve along the way. This enforces that type of skill that will be needed in real life. The ability to think on their feet and outside the box to problem solve is a life skill every adult should have.
- Real world problems involved students to where the math would apply to populations, growth and decay, and other topics. Another example was the use of  $e$ , and  $\ln$ , as to be used with how money increases in accounts, or depreciates for equipment.

### *Spring Semester, 2021*

- Students evaluate prior conflicts and develop skills to mitigate these conflicts in the future.
- Students are asked to sharing their views on various topics that involve self-disclosure.  
Students are asked to share video recordings of themselves presenting a speech, to a live audience, on a self-selected - peer guided research topic.  
(Institutional Learning Outcome 1-5 met)

- Group discussions where students are asked to self-disclose.  
Individual project - students ask themselves how they see/interact with others.  
Individual project - the student others how they see the student. (broaden lens)
- Had students discuss different community projects they work on. It was a part of a BPA meeting that I always carry over to the class.  
I'm a big fan of "pay it forward" activities.
- I always work hard to explain integrity to students. This class leads it opportunities to have students create presentations on topics - such as integrity - divinity and inclusion.
- I need to work on developing more activities in this class that tie back to the ILOs.  
I talk about integrity at the beginning and end of class - but it's just pointing out. I do not have them do any assignments in this class.
- When students are developing flyers - students learn to take a look at community activities they can help promote.
- Students evaluate best business practices and ethics.
- Evaluate their creativity in business and personal settings.
- Students learn skills to make good decisions.
- Each student must analyze their time management skills and create a plan to improve them.
- Students evaluate the hiring process in order to create good interview skills in order to select the best candidate.
- Students evaluate scenarios to determine the best plan of action for customer service.
- Students are asked to complete a discussion board on themselves and to include their beliefs on integrity. This is just an example.
- The discussion questions and answers are open to all to learn from. Some student has formed lab groups with other students who live close to them.
- The students learn the main reasons for databases whether that be for inventory, customer lists or billing purposes. The labs that are completed so examples of all the before mentioned items and students tend to get a better understanding of the power of the use of databases.
- The students learn the concepts of steps of coding that will help them when they engage in the move on to more complex programming language. This will help them with the lifelong learning of computer programming.
- The student completes a case study concerning an older client in the community who is being seen by a home health nurse.  
Many test questions relate to caring for clients with diverse backgrounds.  
Virtual simulations utilize clients of diverse ethnicities, backgrounds, and ages in situations that are new to the student. They need to be creative in their thinking to care for them.
- All farm producers work outside the classroom in their local community and financially support local businesses in order to support their own business
- All farm producers engage in financial support in their community by supporting local businesses with their own purchases. Many also volunteer on committees and boards for coops and businesses.
- Producers are active in their community
- Producers interact in their communities by supporting local businesses
- producers interact in our local community while making grain and livestock sales or purchasing feed inputs. They are supporting other local businesses
- Producers interact with local businesses on a daily basis
- Producers market their commodities at local businesses
- Improvements to our assignments have increased the test scores in this course. This is directly related to the development knowledge, skills, and behaviors necessary to live balanced and fulfilling lives.
- Improvements to our skill progression that has increased the positive learning of a skill in this course. This is directly related to the development knowledge, skills, and behaviors necessary to live balanced and fulfilling lives.



- Discussion topics covering criminal investigation on diverse issues and trends in law enforcement and current topics in the community at large.
- 1. In-class discussion about current law enforcement issues that affect community opinion and talk through what law enforcement needs to do better.
- 2. Discussion topics that create opportunities for students to focus on law enforcement integrity and non-biased policing.
- 3. Critical thinking exercises to help students work through problems/issues to aid in developing student success in the field.
- 1. Students learning the latest skills in processing crime scenes to contribute their career field.
- 2. Students develop the skills necessary to productive, effective officers.
- Students learn exercise and healthy habit to increase the likelihood of success in life and the field. Students are test on their physical ability and monitored for improvement in MN POST learning objectives about physical agility standards.
- Students are presented with human relation case studies to help develop confidence in making decisions that take into account the affect decisions have on community engagement. Students develop confidence in decision making when it comes to working with victims and how to develop an empathetic mindset when relating to others.
- Apply ethical principles and the philosophies of law in business decision making in case analyses  
Illustrate global and cultural considerations in case analyses
- Engage with community by volunteering to do ditch clean-up.
- Students develop a sense of governmental accounting by preparing several real life projects where they need to research governmental agencies and provide their findings in a report. In these reports they interview professionals working in the governmental accounting field.
- Engage with community by volunteering to do ditch clean-up.
- Students are asked to interview professionals working in various areas and write a report. When researching various areas student learn more about the field they may be working in the future.
- Chapter assessments and Unit assessments are evidence.  
Students are learning about and using the most up-to-date version of Microsoft Office software available. This software is what is used by many businesses. (Innovation)  
Students learn how to use Microsoft Word's Readability Statistics feature which can assist with the ability to provide document content to individuals with different abilities. Students also learn to use Word's Document Translation feature and apply the feature to translate text to/from different languages. Students also participate in discussion board assignments which assists with them seeing differing perspectives on topics. (Diversity and Inclusion)  
Students are developing skills which can assist them/be used in all aspects of their life (personal, educational, professional work).
- Students are utilizing the latest Intuit Desktop computerized accounting software to complete assignments. This software is what is used by many businesses (Innovation).  
Students learn the latest accounting practices/rules/procedures that are utilized in today's work environment (Innovation)  
Students learn the importance and role of ethics to properly record transactions and prepare financial statements as they complete their assessments. (Integrity)  
Students are learning and utilizing behaviors and skill sets such as time management, critical thinking, problem solving to complete capstone assignments which simulate real-life experiences of those in the work environment.
- Students learn how to download and update accounting software in addition they build their own companies in the accounting software.
- Students complete many projects that allow them to utilize their Excel skills building from one template to multiple page templates and integration with other Microsoft applications
- Diversity acquired through the acknowledgement of differing perspectives in customers, customer expectations, cultures in organizations and other students while completing chapter assessments and discussion boards assignments.

Integrity shown through knowledge gained in ethics and ethical practices required in customer service interactions related to decision making, problem solving and conflict resolution while completing course assessments.

Innovation demonstrated through the examination of technology while providing customer service (emerging trends in social media, Artificial Intelligence, Chats, automation, etc.) while completing course assessments.

- Completing 4 hours of service.  
Completing a resume and portfolio.
- Students learn how to analyze the financial statements they have been preparing for two years and also analyze real company's financial statements.
- Case studies offer diversity, students balance nursing courses with life, the content has students recognize the needs of diverse clients with a variety of disease processes.
- Students are encouraged to share with each other during the instructor led topic review time. Often, the students point out how their personal background(s) weighs heavily on their understanding of new subject matter. This discussion has repeatedly opened the door for students to exchange with one another as they re-tell the topics and how they personally understood and applied the material.
- Engage with community by volunteering to do ditch clean-up.  
Students are engaged in programming and can use the skill when in the field.  
Students showed confidence in their performance of programming and troubleshooting when finishing this class.
- Innovation: Learners develop the ability to use knowledge, behaviors, skills, and experiences flexibly in new and unique situations to innovatively contribute to their field.  
This course prepares the student to meet the expanding technical information required by students in the medical laboratory field. The textbook has been redesigned to meet these requirements. The textbook has added technical tips to emphasize information important to performing procedures; procedures reformatted to include step-by-step procedures and updated procedures used in the laboratory field; improved Atlas of Images.  
In the student laboratory, the procedures have been updated to correlate with the procedures used in the hospital medical laboratories.
- Innovation: Learners develop the ability to use knowledge, behaviors, skills, and experiences flexibly in new and unique situations to innovatively contribute to their field.  
The student learn the skills to perform CBC, make differential blood smears, and identify immature and mature white blood cells under the microscope; and then correlate results with diseases. These skills and knowledge contribute to the profession.
- 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.  
In all the MLT courses there is a diverse population of students which allows students to work with different ethnical groups. In Microbiology we discuss bacteria, viruses, parasitism and fungi effects on people in different countries. Always interesting to hear personal stories. For example, one of the students in the class talked about sanitation and diseases in a refugee camp she was in since she was 3 years old. During breaks, I hear the students talk about their different life stories.
- Student Success: Learners develop knowledge, skills, and behaviors necessary to live balanced and fulfilling lives.  
First year MLTs are still learning how to study and balance life. I feel it is very important for the instructor to help with this transition; don't lower the bar but be understanding and helpful. Emphasizing the "rules" is important as well.
- The students participate in online discussions and form groups of lab partners which I believe helps them form more concrete knowledge to questions and assignments in the course.
- Innovation: Learners develop the ability to use knowledge, behaviors, skills, and experiences flexibly in new and unique situations to innovatively contribute to their field.

The student will use their communication and phlebotomy skills in a new experience when going to a hospital or clinical setting to perform phlebotomy. This definitely takes courage to step into the medical realm and use the skills learned in college.

- Student learned how write and discuss in Spanish in Discussion Board, writing diaries, recorded pronunciation of the target language (Spanish 1)
- Students assess the importance of discipline when dealing with employees and how to do it ethically.
- Evaluate the different leadership styles and assess the style that would fit their personality and ethical background.
- Students create a budget with projections of patient service numbers. This allows them to understand the impact of low or high patient numbers.
- Students research and report on a medical trend that is important to them and that they deem important to the public. (None of my students addressed Covid-19)
- Students evaluated their service area and created a advertising package that would be both adequate and affordable.
- Discussion of US and World economies.
- Discussion of ethics.
- Students work together in a diverse student population.
- Students learn a new language and developed a global competence skill.
- Working together in a diverse student population.
- ILO1. To participate effectively in the discussions, students have to begin to consider their role as a healthcare worker as it relates to the topic of pharmacology in the larger community. In one unit, Substance Abuse is studied, and the content includes a comprehensive look at how individuals, families, communities and countries are affected.

ILO2. One discussion topic is Herbal Supplements. Many times, cultural factors are involved with the use of both herbal remedies and medications in general, and students often share these and learn from each other. Many quiz questions require knowledge of how individual differences affect how drugs may work in the body and how factors such as age or gender may have an impact.

ILO3. In discussions, students research beyond their textbooks and share information learned with one another. They're also assigned Drug Cards, an assignment that requires them to research specific medications and supply the information they determine to be most significant.

ILO4. Topics such as pharmacogenetics are discussed where students have to research and form opinions about pros and cons of advancing technology such as this. They are challenged to look at ethical issues related to these topics.

ILO5: Through knowledge gained students begin to see how pharmacology may have an effect in their own lives or the lives of their loved ones. In discussion, students often share personal experiences that show how they are connecting the course information to their own lives.

- One on one student/instructor meetings in person and via zoom meetings
- Graded Groups Discussions allow students to take on different roles in a group leaning setting, these experiences force them to use what they have learned, and apply it to different historical situations.
- Diversity: Students read and responded to essays by authors from other cultures.  
Innovation: Students learned to use the expresso app (instant, essay feedback)  
Integrity: Not plagiarizing. I have an assignment requiring students to use Google to develop an original sentence (at least as far as the internet is concerned). Using quotation marks to keep the words together, students usually come up with an internet original sentence in 10 words or fewer. This shows them how difficult it is to accidentally plagiarize.  
Student Success: Some students communicate personal issues with me, and I encourage them (giving them extra time as needed). I want them to know that family is first, and if there's a need which will cause them to be late, that's ok.
- Diversity: Students read and responded to essays by authors from other cultures.  
Innovation: Students learned to use the expresso app (instant, essay feedback)

Integrity: Not plagiarizing. I have an assignment requiring students to use Google to develop an original sentence (at least as far as the internet is concerned). Using quotation marks to keep the words together, students usually come up with an internet original sentence in 10 words or fewer. This shows them how difficult it is to accidentally plagiarize.

Student Success: Some students communicate personal issues with me, and I encourage them (giving them extra time as needed). I want them to know that family is first, and if there's a need which will cause them to be late, that's ok.

- The students must do their final lab reports in front of their entire class and have the skills to accomplish their transmission.
- The students have live projects from industry. When they accomplish the projects and they function correctly that show the skills the students have learned.
- When students chat to each other I can assess their knowledge that they have gained through talking and each student sharing their experiences.
- The students have to disassemble a transmission and explain power flows through it to me. When they can explain it and reassemble it that shows they have learned how it functions.
- I worked with several students to develop goals and discern on the processes on how to achieve those goals.
- Had several farms use innovation on their farm to increase profitability. Anything from trying something new on their crops like planting cover crops to livestock producer who implemented a high-tech production tracker program to assess efficiencies.
- Students completed Field Experience in schools with diverse populations.  
Students completed assignments regarding equity in education for all, regardless of ability.  
Students watched videos about individuals with special needs and their desire for relationship.
- Students enrolled are innovators and are always trying to find more efficient ways to do things. For example, students found a need for more information during planting and harvesting seasons. They implemented the use of FieldView technology to deliver that information.
- Students are actively engaged in their communities on various boards and organizations while running successful farming operations.
- Students are actively engaged on various boards and organizations in their communities while running successful farming operations
- Students learn important information about the sheep industry that helps them improve their own flock and educate others in the community who may not be as familiar with them. They hold discussions with fellow sheep producers from other parts of the region and discuss what may or may not work on their respective operations.
- Small group farm tour to discuss ways predator management can be implemented. Producers shared their experiences and what did or didn't work.
- Students learned about selections methods such as genetically enhanced breeding values which has the ability to improve their genetics and the way they select their replacement animals.
- Farm focus meetings where we went over handling facilities. Producers shared what they used on their respective farms.
- Virtual tours of lambing barns and other facilities to help show new innovations that some producers are utilizing.  
Guest speakers speaking on equipment that can make some tasks easier.
- ILO 1: To participate effectively in the discussions, students have to begin to consider their role as a healthcare worker in promoting health and preventing disease in the larger community.  
ILO 2: Differences (diversity) in genetics, environment, lifestyle choices, etc. are frequently discussed as risk factors for various diseases & conditions. Students are encouraged to be non-judgmental and to remember the person first, not labeling them based upon the disorder they have. This comes out in discussion, and students often share personal experiences. Many quiz questions require knowledge of how individual differences affect health.  
ILO 3: Many of the discussions in this course require first viewing a video regarding the disease condition or disorder being discussed. Most videos chosen not only increase awareness of the topic,

but also focus on how factors such as genetics and lifestyle choices contribute. Discussion questions often ask the student to research beyond their textbooks for additional information and then share what they learn with one another.

ILO5: Through knowledge gained students begin to see how their environment and lifestyle choices can affect their health. In discussion, students often share this along with their intentions to improve their own health by making better choices. There were many comments in the final evaluation referring to this.

- Students work together in a diverse student population.
- Students are required to build on the knowledge and skills they learned in MDLT1100 - Intro to Lab Science (Fall course), as they receive new information and learn new skills.  
Example: In the Hematology unit the student is required to use their Phlebotomy knowledge/skill to draw blood (learned in MDLT1100). They then use the blood to acquire the new knowledge/skill of completing a differential blood smear and performing a complete blood count using the hematology analyzer.  
Example: For the electrocardiogram unit students are required to apply knowledge of the Circulatory System learned in HC1151 - Body Structure and Function as they acquire the knowledge/skill of completing an ECG.
- Students in College Keyboarding II continue to develop skills sets and have the opportunity to format advanced business related documents which can be applied in their personal, educational, and professional work endeavors reaching beyond just this course.  
Students complete a unit to learn the proper formatting requirements for International business documents.  
Integrity is enforced through emphasis of academic integrity in the online course through completion of own timings, document production items, etc.. The software system used in the course has an academic dishonesty tool in place to assist.  
The importance of creating professional documents which reflect positively on the student's professional image and the organization for which they work for is emphasized. The Project Assessment Lessons 86-90 and the final skill basket review document production assignment requires students to complete a comprehensive application of document formatting knowledge and proofreading skills gained throughout the semester.
- ILO 1: Community outreach occurred when students participated in 2 events with high school students, a virtual Breaking Traditions & guest speaking to a group of Laverne High School students. They spoke about their career choice and demonstrated skills that the students could then practice.  
ILO 2: As students complete performance testing in the lab, they have to successfully demonstrate "Affective" competencies in order to pass this course. This is a program accreditation requirement. One affective competency is:  
"Demonstrate respect for individual diversity including: a. gender b. race c. religion d. age e. economic status f. appearance"  
In all of their encounters with "patients" (other students playing the role of patient) they must demonstrate respect for diversity. For example, when they explain procedures they must do so at the developmental level of the patient. All of the above are taken into consideration and a non-judgmental approach must be demonstrated.  
ILO 3: Students are given assignments that require them to complete independent research. In the OB/GYN unit, they are provided with a list of birth control methods and asked to identify how each works and what advantages/disadvantages they have. In Pediatrics students complete an extra assignment to document social and motor developmental milestones at each age. They are motivated to learn and share this information with potential patients.  
ILO 4: Professional and ethical attitudes and behaviors are required and reinforced throughout this course. This allows students to grow professionally and personally. Examples of "affective" accreditation competencies measured in lab demonstrations with "patients" include:  
"Show awareness of a patient's concerns related to the procedure being performed."  
"Demonstrate: a. empathy b. active listening c. nonverbal communication"

"Recognize the impact personal ethics and morals have on the delivery of healthcare."

ILO 5: In this course, students continue building upon the knowledge they've already learned in core classes such as Med. Term, Anatomy & Physiology, etc. They are beginning to connect what they are learning in the classroom and lab to their future career and their life in general. Consequences of their actions are considered each time they perform a skill. Examples of "affective" accreditation competencies measured in lab demonstrations with "patients" include:

"Incorporate critical thinking skills when performing patient assessment."

"Incorporate critical thinking skills when performing patient care."

"Recognize the implications for failure to comply with Center for Disease Control (CDC) regulations in healthcare settings."

- Students are utilizing the latest Microsoft Office software applications to complete assignments. Students are learning and utilizing behaviors and skill sets such as time management, critical thinking, problem solving to complete capstone assignments which simulate real-life experiences of those in the work environment.
- Students are learning skills which can be applied in their personal, educational, and professional work endeavors. These skills reflect on the student's professional image and the organizations they work for and assist with communication with others of varying backgrounds. Integrity is enforced through emphasis of academic integrity in the online course through completion of own timings, document production items, etc. The software system used in the course has an academic dishonesty tool in place to assist.
- Chapter assessments and Unit assessments are evidence. Students are learning about and using the most up-to-date version of Microsoft Office software available. This software is what is used by many businesses. (Innovation) Students learn how to use Microsoft Word's Accessibility checker which can assist with the ability to provide document content to individuals with different abilities. Students also participate in discussion board assignments which assists with them seeing differing perspectives on topics. (Diversity and Inclusion) Students are developing skills which can assist them/be used in all aspects of their life (personal, educational, professional work).
- Case studies that offer diversity. Students balance nursing courses, work and family obligations. The content teaches them recognize the needs of diverse clients.
- They interact with diverse clients, families, and staff to provide competent patient care.
- Cared for diverse clients in community settings and simulation. Interacted with numerous department managers in long term care settings.
- The students became more aware of features of the computer and Office applications.
- The students diagnosed and repaired computers for themselves and others. The students downloaded and used tools to find and eliminate computer issues.
- The students had to develop their own hacking labs and perform hacking following the instructions provided by their fellow students. It worked well for them to see other projects. They also have an appreciation for the skills needed to protect a computer network from attack.
- The students create a word document that has an Access table and also a excel pie graph which has student create from their prior knowledge during the semester. The students also complete online quiz at the end of each module that has them demonstrate how to complete tasks they learned.
- Students will learn the basics of computer programming which will allow them to become lifelong learners of not just the basics of programming languages but some of the advanced programming techniques also. If they can learn the basics of visual basic they will be able to use most other languages.
- Students will complete many labs and integration labs in the 4 office suite applications and get scores that show that they understand the concepts of the module.
- Producers from different areas work together and share ideas on treatments and/or health plans. Producers strive to produce an ABF product with skills learned at MNWest for consumers

- I have a student who is trying new methods to slowly apply nitrogen fertilizers through Y-Drops connected to their self-propelled sprayer. This is not a new innovation, but new to them and to the area where they farm. I think many other farms will watch how it works and see what they learn.
- Using the analysis helped one student plan a dairy expansion and mostly see it go as planned in the first five years. The process they learned and information they gathered and used has really made them enjoy the new facility and has been quite fulfilling.
- I watched several students go from not knowing what the ratios are to telling me how certain financial moves will impact specific ratios. Beyond that, they are setting business goals around these ratios. This fits perfectly under student success in my book!
- A success for my students was just keeping up with all the government programs over the last semester and making sure they had the information needed. I have multiple students who learned what they needed to about specific government programs, enrolled, and increased their profitability because of these programs.
- Students are actively engaged in their community and have discussions on a wide range of community issues. These discussions include being active in community Boards and finding ways to volunteer. Students enrolled are innovators and are always trying to find better ways to do things. In agriculture integrity is vitally important. Students enrolled in this course show a good understanding and practice of integrity. Students are highly involved in their own success.
- Discussing the advantages and disadvantages of implementing technology show great reward for many families. One student built a new dairy robot milking facility. One made the commitment to install a rotary dairy parlor for milking cows. I am finding many farmer students who are innovators in their field and are always looking to improve.
- Small farm focus meetings allow producers to discuss and work with other producers with different operations and exchange ideas about basic sheep care skills.
- small farm focus meetings where students can discuss with other students from different areas and compare ideas, diets, etc.
- small farm focus meetings allow producers from different areas to get together and exchange ideas and also help one another to come up with solutions.
- small farm focus meeting allowing producers to share ideas and learn from others about current topics including wool harvesting.
- This course was open to anyone within North America that was interested in Lambing. We had participants from coast to coast and Canada involved. We utilized two of the MNWest Students to host virtual tours to give insight onto what lambing at their operations is like.
- Small farm focus group meetings where students can share ideas and learn from each other. Bringing in guest speakers from different parts of the US for producers to learn about issues involving the sheep industry in that area.
- small farm focus groups were held where students could exchange ideas and help one another find solutions to nutrition issues.
- small group farm focus meetings where we discussed what different students/operations would be doing to have increased reproduction. Students were able to share ideas and help each other develop a plan.
- In music, I strongly feel that Student Success is the strongest ILO. For the fundamentals of music, having the knowledge of understanding musical notation, with the basics of Italian, can lead to a more successful diverse interaction with other cultures; unifying them through music.
- Students are involved in their community and are proficient in setting and achieving goals.
- In music, the best ILO is Student Success. With Music History, which is what this course basically is, the students get a board overview the history of music from the beginning of time, until today. By learning this, the students are introduced to music that they would have never heard before, which includes the history/culture/meaning behind each piece. The students can take this gift of knowledge and include in multiple general education courses and their daily lives.
- Community Engagement and Courage: Our blight house project gets our students involved in the community and shows each of them that they can make a difference!

Diversity and Inclusion: We have a very diverse student enrollment which exposes them to the real-world construction employment situation.

Innovation: I feel again, our blight house project exposes students to a lot of surprises in the construction field. Remodeling homes leaves a lot of situations you could not see until you start exposing what's underneath.

Integrity: Students are exposed to all aspects of a building project, they will be able to get a career in this field and or be able to repair or construct their own projects in the future. I stress the fact that your classmates are your friends for life and hopefully you can count on each other in the future if help is needed to work on projects.

Student Success: Again, our students leave here with the knowledge and skills to either enter a career or simply work on their own projects. Being able, as I personally know, to have the skills to do your own projects in life is truly priceless!

- Students were asked to identify ways that their view may be biased and different from another race/political affiliation.
- Students worked on goal setting and identifying ways that their professional goals will help fulfil their personal goals
- individual student instructor/student meetings whether in person or in an online zoom session.
- Students use the analysis from their yearly records to make real life decisions on expansion and contraction on various enterprises in their operations.
- Students are active in the community as they require themselves to participate in the community with their farm businesses, be that seed dealers, cooperative employees, or grain marketing groups. Students are also leaders in many of the organizations in the community be it as a board member or officers in local churches, cooperatives or as members of volunteer fire departments or EMT services.
- Improving student's knowledge of their financial ratios helps them to improve their business goals, which in turn should improve their business success in the long haul. Also, students interaction the community to improve their use of technology in their farm businesses is a great plus for my students as they interact with other farmer and students to assess the cost and benefits of acquiring various technologies.
- As stated previously students interact in the community while making commodity sales and purchases with various vendors that affect their farm businesses. They also take on leadership roles in numerous community organizations related to their business and or families.
- Writing papers that defend moral positions.

Take an implicit bias test and learn about the role of implicit bias in personal and professional life. Discuss and research the ethics of racism and racial diversity, immigration, and sex/gender social dynamics.

Create an assignment bank with short video descriptions of alternative assignments that students can complete throughout semester to diversify and supplement quizzes.

- Students set personal goals and then worked to model their business to help fulfil those goals.
- Students were asked to identify ways that their viewpoints might be the product of their own biases and upbringing.
- Students learn about world religions and different ways of understanding and celebrating spirituality. This allows students to be more skillful at understanding diverse identities. Assignments also help students to comprehend complex ideas and consider how to reconcile tensions that may arise from differences in religious world views.
- Students have plans to increase their business positions and strategies to communicate with their stakeholders.
- Students improved their financial positions and in turn gave back to their communities to ensure better well-being for all.
- Students are actively engaging in their local communities, members of community organizations that support local schools and churches. Students are raising a commodity in Southwest Minnesota and are engaged in the local, state and national events that challenge their operation. Student decisions not



only impact individual operations, but effect local communities and businesses. FBM Students are very innovative in trying new technology and products continually running test data to better their operation and help others.

- One example is the students had a hair show at the school. They worked with models and other students to come up with ideas to compete in this show. They competed against the pipestone campus. we also involved the community to come and watch. This all helped them work with other people and to see other people's ideas. it got everyone working together and not just for the individual.
- They had to come together in smaller groups to pull wire in conduit while maintaining the 6 ft.
- Partnered them in the lab section for their labs.
- We have patients come into our clinic for assessments which provides them with the opportunity to work with a diverse group of individuals. Hands-on skill labs and skills assessments provide learners with the skills to adapt to unique clinical situations.
- Each week, students read a different news story and shared their perspectives about it. Students then read and responded to each other's posts. I picked news stories about social issues related to diversity (police brutality, racial disparities in the response to COVID-19, etc.) which gave students an opportunity to discuss relevant social issues with one another.
- We did a lot of class work as a big group whether online or in person. This seemed to go very well. I also had them do some homework on their own.
- In the lab they would have to work with their partner and complete some of the labs together. Just like out in the work force. This makes it so they have to get along with each other and hear what the other one is saying to complete the lab.
- I try to balance "academic" assignments with activities that allow students to practice writing and communication skills that are relevant to their everyday lives. For example, students read and respond to various news articles about social issues. This allows students to develop writing and conversational skills that are applicable beyond the classroom.
- Since this is an ethics course, ethical dilemmas were discussed as well as behaviors appropriate to our profession. Again, I think I could have had some more meaningful discussions if i had scheduled some lectures throughout the course, instead of having them complete the coursework on their own (it was 100% online). The students indicated that they would have preferred more instruction and guidance as well. As this is a 1 credit course, it was difficult to add more required lectures.
- The first five weeks of the course are a very intensive and fast review of college algebra. They all did very well, so they had the confidence to move on to newer material (ILO #3).
- In learning the physical basis of many things in the world, I hope they can go on and make informed decisions about science-related topics in the future. (ILO #5)
- Passed the course above the average to pass.  
Participated in Lab by coming outside of class to practice skills.  
Worked as a team during lab and followed the rules and procedures of lab.
- Worked in the lab with dealing with medications.  
Working on board doing math problems.
- All were hired by their clinical sites except one - who has joined the Marines.  
Passing Evaluations
- Innovation: The students have to learn sometimes outside the box and be innovative when it comes to diagnostics.
- Student Success. Students in my interpersonal communication class study communication all semester, and how they can use communication effectiveness to improve their overall interaction with others to enhance both personal and professional relationships through communication. Again, by assigning the interpersonal communication journal, students are able to reflect on their communication with friends and family members and decide if that specific communication style they are using to deal with conflict, for example, is an effective way to manage conflict. This in return, is allowing students to apply the knowledge the skills and behaviors to live balanced and fulfilling lives.  
In interpersonal communication, students also learn how to communicate and interact with people from diverse backgrounds. We discuss how to interact with people of different genders than our own

and with people who come from different cultural backgrounds that may have varying ways of communicating than we are used to and comfortable with. Students are quizzed on these different styles of communication to show their understanding of high and low context cultures as well as individualistic and collectivistic cultures. And through this, students are also establishing integrity as they develop communication skills through peer to peer interaction with others in the class through online discussions to develop confidence, skills, and behaviors to form relationships with others, all while employing interpersonal communication.

- Students read, discuss, reflect on, and write about authors from various cultural, gender, ethnic, and historical backgrounds as well as their works that navigate these individual and shared experiences. Students must apply critical literary theories to the works reviewed as well as discuss how literature from various eras is interconnected.  
Students complete a self and course assessment that requests they reflect on their participation in the course as well as what they've gained from it and its effectiveness in achieving the goals and learning outcomes.
- Students write/read/review papers on Adverse Childhood Experiences--childhood trauma  
Students write/review/research papers on student success for different categories of college students. Research is being done on undocumented immigrants, COVID-19 and student success, and recent NCAA pay for play discussions.
- Innovation: As the use of Regulators are increased in the industry, the move to solid-state controls are now the norm. We provided examples of mechanical / solid-state to prepare students for both in the field of employment.
- Students were exposed to diverse movies. I made sure that movies had a mix of races and cultural themes. Students grew in student success because of the Earned Points So Far grading system. Students turned in assignments to earn the grade they desired.
- ILO3 - The final project allows students to synthesize various concepts of biology (characteristics of life, evolution/diversity, and ecosystems) to create an innovative comprehensive project.
- In the unit about the Black Death (bubonic plague), students watched a lecture by a scholarly expert on the Black Death, who also made comparisons to the current Coronavirus pandemic. A worksheet was tied to this video lecture to assess students' understanding of the Black Death and its similarities and differences to the current pandemic. Student answers revealed they saw links between the past and the present, and understood how ignorance and misinformation during the Black Death plague had tragic consequences. Many students were able to make the connection between that situation and the current situation and better understand the impact of the decisions they make now (ILO 2)
- The essays students write are research questions that relatively remain unanswered. Students write on everything from diversity (would Jackie Robinson still be considered a hero in a post George Floyd era; COVID-19 and Technology in the classroom). I will add Oral presentations so that all students can learn from one another.
- Students learned about diverse books  
Students were to look in libraries for diverse picture book authors (one regional library only had one picture book written by a diverse author)  
Students reflected on the value of reading to children and how to select books for children  
Students were responsible for earning the grade they desired to pass
- Student success: Watching how the students evolve in this course and going out in the field and talking with their supervisors shows me how much the students are gaining in this field is extraordinary.
- This course incorporates laboratory activities in which students work together in pairs/teams to solve problems, troubleshoot, and report their findings. This course also integrates current news stories to connect classroom topics to daily life. Students are encouraged to share their perspectives and consider how their actions impact broader society.
- ILO 3 - Students perform inquiry-based labs where students develop their own experiments, collect data, analyze the data, and create a conclusion.
- Doing a hands-on testing for the student job opportunities that their future employers want.

- They are learning skills and interacting with students from different knowledge backgrounds and different ethnic backgrounds.
- 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. In my public speaking classes, I give students the opportunity to give a persuasive speech. through this assignment students are learning to be leaders as they are giving persuasive messages with the intent to influence their audience members. While preparing their speech, students are learning to develop the confidence and skills necessary to be a voice and hopefully know that they can use that voice to be active in their communities and perhaps engage in social action as public speakers on issues of importance to them and the communities in which they live. While doing this, students are developing specific knowledge and skills as public speakers that allows them to be successful not only in their public speaking class, but other classes that may require them to give presentations or speeches.
- ILO1 - BIOL 1111 students participated in an online citizen science project through Zooniverse helping scientists collect data on various projects around the world
- ILO3 - BIOL 1115 Human Biology students develop and practice lab skills (data collection, data analysis, and graphing) in new and unique lab simulations.
- Clinical experiences in area healthcare facilities.
- During our "Community Writing" unit, students' complete readings, view lectures, and discussions that require them to reflect on their definition of community as well as their role in and impact on society. At the end of this unit, students complete a community writing assignment, which requires them to consider and write about either a local, national, or global (student choice) issue. Throughout the course, students complete research and writing assignments that relate to their either intended ('field of interest') or declared major. For example, students present research on a topic related to either a social issue or their chosen discipline -- informative rhetorical approach. They then use this research to develop an argument, which is then presented in their final paper. They conduct several steps during the semester that are integrated into this paper (e.g. counterargument essay).
- This course gives the student a better understanding on the importance the filler metals used in several welding process that ties in with the metallurgy in the first semester,
- Create activities and include resources addressing diverse cultures.
- Learning how to address various levels of development, culture, and family background.
- Students completed a lab activity in partners/small groups and then had the opportunity to visit a local manufacturing site that employed the same concepts on larger scale. Students then reflected on their experiences and integrated course content to compose laboratory reports.
- This course also integrates current news stories to connect course topics to daily life. Students are encouraged to share their perspectives and consider how their actions impact broader society.
- This program is the main focus that the employers in the community like the student skills set from MNWEST welding program and support it.
- Student's learn how to best work as a team when doing labs together
- Our Farm Business Management Students Live & Work in the communities that they live in. They support the local businesses, school and churches in the communities.
- No one has questioned how and why we do it the way we do. We break it down so much that it' just all clicks.
- The way that we teach and break down the fundamentals of hair care the students are able to apply the skills to a manikin head
- On day one we teach them about Safety and sanitation right away and how to be clean in this industry
- This class was an asynchronous online course so there was not a large amount of ILOs, but, it did teach them to work independently and to have the courage to seek assistance if needed.
- In person clinic/lab allows students the opportunity to interact with individuals of different backgrounds and to provide cosmetology services while respecting and honoring those differences. Students learn to utilize soft skills to demonstrate respect, appreciation, and value of individuals who are different than they are.

- Waxing below the knees.
- Showing the students having them apply how we applied and then showing them again. While taking to them too.
- In person clinic/lab allows students the opportunity to interact with individuals of different backgrounds and to provide cosmetology services while respecting and honoring those differences. Students learn to utilize soft skills to demonstrate respect, appreciation, and value of individuals who are different than they are.
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- In person clinic/lab allows students the opportunity to interact with individuals of different backgrounds and to provide cosmetology services while respecting and honoring those differences. Students learn to utilize soft skills to demonstrate respect, appreciation, and value of individuals who are different than they are.
- Learning to work with different people with different experiences and skills.
- Learning new skills
- Working on mannequin heads practicing hair washing, scalp treatments, hair styling, etc. When students advance onto the salon floor, they are required to take on live clients or work on fellow classmates to learn real life skill.
- Discussion forum:  
Students share their comments about the textbook, Deaf Again, and they shared experiences.
- There is a section in our textbook on inclusion which will lend itself well for the internship experience.
- In the lab work that we did students had to work together to perform the lab. This meant working with people who they normally may not have interacted with and forced them to learn to work together.
- Performing in class labs to help students follow directions, manage time, and ask for help when needed.
- Zoom meetings  
Student competitions  
Hands on work with mannequin heads, fellow students, and clients
- Exploring more than just the battles and generals in a war through student choice of HyperDocs. Understanding the enemy, people, and ideologies of the countries or groups involved.
- One of the activities/mini-units we did was on the Holocaust this year and we looked at and traced the historical discrimination of the Jewish people from our earliest times in history all the way through the Holocaust and modern times. We then used that study and compared it to other marginalized groups of people in history and their treatments and synthesized what needed to be done in order for other marginalized groups of people to not be threatened or attack in the manner that the Jewish population was. This was a great lesson for inclusion and diversity as it pulled in many underrepresented groups and beliefs and provided students with great opportunities for reflection regarding people and opinions that otherwise are not commonly shared.
- Students investigated careers that could be gained through taking this course. It helped show the diversity of opportunities they have.
- Student had to observe classrooms at various levels and also shadow the school counselor, ELL teacher and a Special Ed teacher.  
The Student interviewed an Elementary teacher and volunteered to read to Elementary students during the month of March.  
We also had guest speakers from Renville County Social Services, Mental Health Counselor, ELL specialist, Special Education Director, Elementary Principal, School Board Member and Superintendent.
- In the past we have done a LAB situation of collecting data and compare it against a given parameter using the Hypothesis Testing procedure. This year all of this was eliminated due to CoVid and what we were allowed to do in the classroom.

- Students connect the literature to their own lives through various writing assignments and class discussions. We also tie together all of the literature around the theme of the American Dream and how that concept has changed over the past 150 years.
- ILO 2 Diversity & Inclusion  
Nutrition Research Assignment: Research information from reliable nutrition sources, including print media and the Internet on topics related to the prevention, treatment and management of diet related diseases, medical conditions and eating disorders.
- ILO 3 Innovation  
Research the long-term effects of certain elements in a diet and create a podcast.  
Instructions  
1. In groups of two research one of the following topics and the long-term effects of those eating habits. Three sources.  
Create a podcast informing others of the long-term effects. Use NPR's Starting Your Podcast: A Guide for Students for help with podcasting.
- ILO5 Student Success  
Fast Food Potato Makeover comparison. Compare calories, fat, and sodium content of French Fries from several fast food restaurants. Suppose you wanted to prepare fries or skins at home, baking them instead of frying them. Calculate the savings you would have in calories, fat and sodium, choosing the homemade baked French fries instead of the fast food French fries. Would this comparison between fast food potatoes and homemade inspire you to prepare more homemade versions of your fast food favorites? Explain why or why not? Provide evidence from the comparison to support your response.
- I try to read a diversity of authors from different time periods and experiences to broaden their world view, and I do the same with writing examples. They are able to choose writing topics that apply to their own lives and future goals.
- Watching and discussing TED talks, current event discussion, speeches about diverse topics, etc.
- Having students learn how to write better and more effectively will only help them with their journey after high school. Whether it is job seeking, college prep or masters someday, learning how to write as an educated person will only be an asset.
- Students are encouraged to share with each other during the instructor led topic review time. Often, the students point out how their personal background(s) weighs heavily on their understanding of new subject matter. This discussion has repeatedly opened the door for students to exchange with one another as they re-tell the topics and how they personally understood and applied the material.
- Students are encouraged to share with each other during the instructor led topic review time. Often, the students point out how their personal background(s) weighs heavily on their understanding of new subject matter. This discussion has repeatedly opened the door for students to exchange with one another as they re-tell the topics and how they personally understood and applied the material.
- Students were very diverse this year with a wide age range. The students worked well with each other during class time. They had to communicate with each other in order to complete lab projects. Accountability and integrity played a role with each group meeting deadlines for projects.
- Engage with community by volunteering to do ditch clean-up.  
This class worked well with each other, they shared experiences and always supported each other. They built a solid foundation for motor control skills in the workplace.
- Students interview payroll professionals and research current websites and report on their findings and in addition they complete a business payroll project and current payroll forms
- Students interview cost professionals and research companies and report their findings in a report and in addition complete a cost accounting project
- Students have a wide variety of work experiences where they put into practice what they learned in the classroom
- Students become knowledgeable in Control loops needed to run automated plant processes.
- students learn the different types of mechanical equipment and how they're utilized in plant processes

- Reality Check  
Chapter Review  
Coding Assignments  
Chapter Quiz
- Critiques allow students to explain their motivations and artistic processes to others with different perspectives.
- Due to Covid-19, limitations were placed on student activities to master ILO's. However, this course allows for students to express their experiences in Reading critiques and their opinion regarding content. Using their own experience and what the authors states allows them to understand and comprehend diversity in school/workplace, community engagement/volunteering, and student success.
- MindTap Graded Assignments:
  - 8. Career Application
  - 8. Review
  - (The following Coding Practices may look overwhelming but there is only one case per title. There were five cases but I knew that would be too much. This gives you a chance to see how each area is coded and give you some practice in coding it.)
  - 8.1 Coding Practice: Transport Services including Ambulance
  - 8.2 Coding Practice I: Medical and Surgical Supplies
  - 8.3 Coding Practice I: Administrative, Miscellaneous, and Investigation
  - 8.4 Coding Practice I: Enteral and Parenteral Therapy
  - 8.5 Coding Practice I: CMS Hospital Outpatient Payment System
  - 8.6 Coding Practice I: Durable Medical Equipment
  - 8.7 Coding Practice I: Temporary Procedures Professional Services
  - 8.8 Coding Practice I: Behavioral Health and/or Substance Abuse Treatment Services
  - 8.9 Coding Practice I: Drugs Other Than Chemotherapy Drugs
  - 8.10 Coding Practice I: Temporary Codes Assigned to DME Regional Carriers
  - 8.11 Coding Practice I: Orthotics
  - 8.12 Coding Practice I: Prosthetics
  - 8.13 Coding Practice I: Other Medical Services
  - 8.14 Coding Practice I: Pathology and Laboratory Services
  - 8.15 Coding Practice I: Temporary Codes Assigned by CMS
  - 8.16 Coding Practice I: Diagnostic and Radiology Services
  - 8.17 Coding Practice I: Temporary National Codes Established by Private Payers
  - 8.18 Coding Practice I: Temporary National Codes Established by Medicaid
  - 8.19 Coding Practice I: Vision Services
  - 8.20 Coding Practice I: Hearing Services
  - 8. Coding Practice II
  - 8. Chapter Quiz
- Due to Covid-19, limitations were placed on student activities to master ILO's. However, this course allows for students to express their experiences in Reading critiques and their opinion regarding content. Using their own experience and what the authors states allows them to understand and comprehend diversity in school/workplace, community engagement/volunteering, and student success.
- ASSIGNMENTS IN MINDTAP (links below)
  - Knowledge Check
  - Final Exam
  - Ch 9: Learning Lab
  - Discussion Post
- End of Chapter Exercises
  - Interactive Exercises
  - Chapter Quiz
- Pre-Assessment 13.1
  - Review, Practice Quiz 13.1 Practice Quiz 13.2 Final Quiz 13.1

- Students are to work on lab setting without pairing up relying more with themselves than partnering up with another student.
- New lab area gives the students the ability to see parts for their lab components and helps student learning.
- Teaching on Trigonometry, Pythagorean Theorem, Resistance, Reactance, Current, Voltage, Impedance, Inductance, and Capacitance with students taking time to explain each value and allow students to calculate and be confident with the theory and understand how AC works.
- New lab area gives the students the ability to see parts for their lab components and helps student learning. It actually forced students to create their own thinking skills by themselves instead of relying on the lab partner. Normally I pair up students but with the new layout that is practiced students will be working in labs alone.
- Understanding controls in Heating & A/C how the wiring rules according to the National Electrical Code (NEC) with class one and class three wiring apply to the wiring methods with Article 725.
- It's about room size for students because of COVID when our room sizes are small with a larger class this year improvising how to instruct when rules are in place for safety, it's just hard! In addition, next year's class is going to have more students than last year.
- Students attending virtual meeting to keep up with the ever-changing technological enhancements. Students being involved in commodity marketing groups.
- Improvements to our assignments have increased the test scores in this course. This is directly related to the development knowledge, skills, and behaviors necessary to live balanced and fulfilling lives.
- Improvements to our assignments have increased the test scores in this course. This is directly related to the development knowledge, skills, and behaviors necessary to live balanced and fulfilling lives.
- Students are encouraged to share with each other during the instructor led topic review time. Often, the students point out how their personal background(s) weighs heavily on their understanding of new subject matter. This discussion has repeatedly opened the door for students to exchange with one another as they re-tell the topics and how they personally understood and applied the material.
- Students simulate laboratory exams that will be applicable in the clinical setting as well as their jobs upon graduation.
- Diversity & Inclusion: Students are performing x-rays on patients in clinical setting from varying background. They are learning to communicate with different cultures, ages, and backgrounds. This is their first clinical course so developing skills.  
Innovation: Students are using laboratory skills and applying them to the clinical setting on real patients. This is new, so developing skills.
- Diversity: Students are independently working with patients from varying backgrounds and learning to communicate within the healthcare field. Students are responsible for patient consent and explanation for radiology exams independently.  
Innovation: Students are polishing skills that they have learned and applying them independently in the radiology field with their patients.
- As students get introduced to the medical world - they begin to learn that all humans are created the same and that each individual person, no matter what ethnicity or background, are all similar.
- As students get introduced to Human Anatomy - they begin to learn that all humans are created the same and that each individual person, no matter what ethnicity or background, are all similar.
- As students get introduced to Human Physiology - they begin to learn that all humans are created the same and that each individual person, no matter what ethnicity or background, are all similar.
- The second semester of the calculus-based physics course is difficult. The students demonstrated that they could take new and confusing situations and problems and apply their previous physics knowledge to solve the newer problems. (ILO #3).
- Students developed understanding of the diversity of the individuals they will serve as peace officers by active participation in reality-based training scenarios that represent the duties they will perform in a real job.

- Students developed understanding of the diversity of the individuals they will serve as peace officers by active participation in reality-based training scenarios that represent the duties they will perform in a real job.
- We spend significant time discussing the responsibilities of citizens in a democracy.
- Students developed understanding of the diversity of the individuals they will serve as peace officers and work on a group project with a department to address an issue they have.
- Students developed understanding of the diversity of the individuals they will serve as peace officers by active participation in reality-based training scenarios that represent the duties they will perform in a real job.
- Several students did very well on the consumer math unit, hopefully giving them skills to understand what all those terms are for loans or mortgages they may get in the future.
- Students learn to engage with professional consultations with guests  
Students learn and implement work on diverse populations  
Students learn the latest techniques and advances in our industry  
Students apply tools and techniques to becoming successful in the industry
- Students finish their hours and experiences on a diverse population.
- performing skills that are needed for the program
- Applied psychological theories to explain biopsychosocial functioning  
Participant role in online experiments  
Group Theories Table  
Discussion Questions and Response Participation on weekly assignments  
Review and assimilate research findings (peer-reviewed articles) on specific psychological topics, and view and assimilate psychological video clips
- Meta-analysis approach to written project assignment on a developmental topic  
Clinical vignettes discussions on different developmental theories, concepts, and topics  
Personal genogram covering 3-generations  
Group genogram a historical/famous figure covering 3-generations  
Exams covering stages and developmental topics
- Why we help, when we help group activity  
Weekly Discussion Questions and video clips of social psychology topics  
Research analysis paper on a current social psychology topic
- By completing the apprentice test and performing the skills needed.
- Students performing the knowledge and skills needed.
- They have to think their way through what the task at hand is.
- Activities that help students understand the diversity in our communities & identify ideas for inclusion; content to help demonstrate a student's role within their community & options for social action; reflections on how students can use Sociology in their planned majors/careers.  
In general, activities & expectations that will impact student success (skill sets, organization practices, student responsibility, academic integrity).
- Calculus skills clearly measured and developed.  
Measured calculus skills also lead to confidence, valuing mathematics and goal setting for student's career choices.
- Students interactions with customers.
- Students used Math to find connections to common ground and answer questions about social needs. (Data regarding mask wearing, vaccination, global warming)  
Students measured Algebra skills and tools allow them to apply Mathematics to situations where the previously needed more subjective thinking.  
The measured Algebra skills do develop knowledge, and a method of critical thinking to prepare for student success.
- The measured communicating with Mathematics is one way for diverse groups to come to find common ground or to settle disputes. (i.e. mask wearing, vaccine hesitancy)



Calculus skills are measure to prepare for careers and student success.

Developing confidence and skills in Calculus helps form future professional identity for students.

- Students developed a growth mindset.  
Developing skills in Math allows for students approach to problems they previously did not see in a mathematical lens.  
Student began to see themselves using Math in their professional lives.  
Success with both study skills and Algebra skills sets students of for careers and fulfilling lives.
- Choice of data involving social justice or social awareness helped students approach their community in a unique way.  
Using mathematics can be a way to bring together people from diverse situations to find common ground and agree upon perspective. (mask wearing, vaccine development and testing, racial inequity)  
Learning new statistical techniques empowers student to test ideas for themselves. Their critical thinking is backed by statistical thinking.  
Mathematical competency skills clearly set students up for careers and lives.
- Goal setting and self-eval helps students build a growth mindset for success.  
Use of social related data helps students connect with diverse perspectives to find common ground and approach problems with critical and statistical thinking.  
Development of these skills helped students see themselves in future professional environments.  
Developing the thinking and analysis skills mentioned above, prepares students for a data filled career and life.
- Improvements made in individual financial plans.
- Detailed crop enterprise analysis
- I feel that the discussions do assist to meet these ILOs: Students researching the different discussion questions related to nutrition may use this in their own families and share this information with community members. This knowledgebase can provide the learner with the balanced and fulfilling life.
- Developing an effective marketing plan for 2021-2022
- Understanding the value of a solid business plan.
- Knowing that they are working in the public with their jobs.
- Students interacting with each other and with customers.
- Polaris Bronze Training
- Students interacting with each other and with customers on the phone or in person.
- Sharing of individual art assignments gives students perspective other than their own.
- I feel that the discussions do assist to meet these ILOs: The students are able to communicate with each other and bring this into the community settings. Students researching the different discussion questions related to the human body may use this in their own families and share this information with community members. This knowledgebase can provide the learner with the balanced and fulfilling life while achieving their personal goals.
- The review questions provide base knowledge for these students which will transfer into the ILOs. The student's ability to use the knowledge, develop confidence and lead fulfilling lives.
- The students experience a lot of interesting aspects through the discussion questions that relate to the information in the book. All of the discussion questions give them ethical dilemmas that I feel that the students are able to grow their knowledge base in answering and also being able to read what others have posted so they get the different thoughts from other students. This assists with developing personal skills in communication and being able to behave in a professional manner.
- Assigned projects give students an understanding of perspectives of different cultures through history.
- Sharing motivations during critiques exposes students to the perspectives of others.
- Use of Turnitin for Integrity.  
Variety of authors and genres for diversity.  
Use examples from learners' own life for student success.
- Arranging artwork in the gallery space is an artistic expression of its own.
- Interview in field of interest to gather data on communication types/levels need in career. Report on findings.

- Completing Commercial Applicators Licensure
- Balancing rations for student livestock herds exploring career opportunities through industry field trips
- Interact with Agricultural Banking professionals Complete financial statements used in the field Utilize software programs used in industry
- Discussion on current events related to the environment Government policies on the environment
- Students did applied problems in worksheets such as investigating how formulas are used in their field of study. Interviewing someone in their field to determine how they use math on a daily basis.
- Applied worksheets that show how to use mathematical models to model data.
- Students look at real world mathematical problems such as using a carpenter's triangle to "square up" a corner. Students apply interest formulas to calculate the "cost" of borrowing money.
- There are several assignments that focus on diversity and possible biases in our perceptions. For example, students watch and discuss the movie Crash to analyze the relationships in the movie as well as their own possible perceptions and biases. In addition, they research other cultures and customs throughout the Human Geography portion of the course.
- Students attend online Storm Spotter Training and learn about the role they can play as a Storm Spotter. (Active registration is optional.) And, the "Hazard City" labs provide real-world scenarios in which students can play a role in "helping" and advising the people of Hazard City in analyzing potential disasters.
- Interacting with patients creates a learning opportunity to enhance relationships and to see a variety of dental perspectives.
- The nutrition unit of this course helps the student to learn to eat healthy and be aware of nutritional needs. The students complete a project researching current health trends where they learn from each other through individual presentations where they have to each ask 3 questions or give 3 comments to other presenters.
- When they see patients in the school clinic setting, they are first learning the skills needed to interact with someone as a clinician, and as a professional. They learn that not every patient has the same needs or concerns. They also learn that some patients need extra reassurance and compassion.
- Students demonstrated how to teach key mathematical concepts.
- Students are assigned to describe PPE that is regularly used at their workplace or home as well as the proper use and fit when appropriate. Feedback from the students have included statements such as reminding co-workers when they see a breach in safety thereby making the workplace more safe. (ILO's Innovation and Integrity).
- ILO Student Success: Students were offered the opportunity to retake quiz and exam questions that they've missed or weren't well-developed responses (essay questions). The effort the students put forth was impressive and increased their over-all GPA one letter grade, but only 30% of the students took advantage of this.
- ILO Student Success - This section of students appeared to be very passionate about achieving A's and those who took advantage of extra credit (90% of the class) achieved at least an A-. It was a pleasure helping the students to succeed to that level.
- Students are required to both administer nitrous oxide and receive it. During this experience, they are able to gain patient perspective as well as being highly tuned to patient demeanor and signs of under or over sedation.
- Interacting with patients creates a learning opportunity to enhance relationships and to see a variety of dental perspectives and situations. The students learn time management and the impact that proper preparation has. They learn to work together as a team to accomplish a fulfilling day.
- Several of the student readings are about diverse people and ideas. They respond in writing to some of those readings. I also teach students to use a machine-generated, instant essay feedback website to improve their work before submitting to me. This helps students address lower-level issues like word frequency, sentence fragments, and even some first-language interreference issues for ESL students.

- 1. Celebrations that each student had to give daily.
- 2. Public speaking
- 3. Confidence
- 4. Leadership
- 5. Diversity/Inclusion
- Much of this is handled through our class discussions.
- One of the purposes of this course is to help students become more media literate since we live in such a media saturate culture. Media is everywhere. By having students write a brief paper on what's happening in the media, where they locate and retrieve information from a credible source on happenings or developments (research) in a specific medium. For example, students may discuss the impact that social media is having on mental health. This, I hope, is making them more aware of the impact that media has on them and others. Thus, Community Engagement & Courage: The students also learn how media can be used to actively participate in democracy and use their voices through mass media communication tools like social media. Through a media content analysis assignment, students also learn how bias is presented in various media and to be mindful of that when learning and understanding what is happening in the world around them, which to me is student success, "developing knowledge, skills, and behaviors necessary to live balanced and fulfilling lives." While going through this course students are developing skills that have made them more media literate that will help them make better informed decisions while learning how the media works and how we are all impacted by the messages the media puts out there. We also cover some aspects of diversity and inclusion and how diversity is lacking in the movie industry though effort is being made to bring more diversity to the big screen. The movie industry is improving on highlighting actors of diverse backgrounds through various awards programs and recognizing the efforts of those who direct and produce as well as distribute those films. This is covered in the course learning materials in the Movies module within the course.
- Working with diverse cultures in diverse educational settings.
- They work as a group to complete labs with students of different experiences, ethnic cultures and age groups.
- Students knows what to expect on doing a hands-on interview with their future employers in the work force by doing (AWS) American welding Society test in the school. The student then is required to perform a destructive test.
- Doing several weldment requiring different skill sets in tumbler welding processes that provides the student with better opportunities in their career.
- This course is focused on maternal-newborn nursing and pediatric nursing so we not only teach about diverse age groups but also cultural, religious, and spiritual diversity. The students do learn assignments on being innovative as new nurses and showing integrity in their profession.
- They develop the needed confidence and skills they need.
- The paper project asks students to focus on an environmental issue that is meaningful to them.
- The theme of this course was "Who is an American?" and during the entire semester all chapter assessments required students to consider the experiences and struggles of some sector of American society, be that women, disabled Americans, LGBTQ+ Americans, or non-white Americans. The final paper required them to put that all together and write about how each group has struggled to achieve full citizenship, then reflect on where we as a nation stood today in regards to treating all people as full and equal citizens. This was a good assessment of ILO #2
- ILO #5: The knowledge gained in this course will enable students to lead more fulfilling lives. The example I have is the activity students completed about the Columbian Exchange, where we learned about the exchange of things between the Old World and the New in the wake of Columbus' "discovery" of the Western Hemisphere. Students particularly learned about how this exchange impacts our modern diet and food consumption. We ate a fruit salad together in class, where we identified whether each piece of fruit originated in the Old or New World. That in-class activity was followed by an assignment where they had to find a recipe and identify the origin of each ingredient--whether that food item came from the Old or New Worlds. This activity

helped students realize the impact of this historical event on the present, as well as develop a greater appreciation for their food and its globalization.

- Students read and discuss several writing models on current social issues. They then compose essays that ask them to examine their own views on and experiences with these issues.  
Students are required to interview an expert in their field of interest (major or intended major) to not only learn about the field but to also develop primary research skills.  
Students are required to complete their final research paper on an issue of social or ethical importance that exists within their chosen field of study.  
Students share and review their work with their peers.
- Students read, analyze, and respond to a variety of texts from authors of different cultural, ethnic backgrounds as well as time periods.  
Students respond to peer posts and are expected to view class lectures that discuss and analyze the assigned literary readings.  
Students apply critical reading strategies to analyze literature, which may include conducting research on an author, the era in which the work was written as well as its social impact in order to glean deeper meaning and make meaningful connections.
- This course concluded with a capstone project where students chose a topic of interest and presented the history, current state, and future directions in addressing the issue. Topics were focused on issues of local and/or global importance.
- Students complete an end of the year analysis project which looks at their individual operation and compares and contrast it against other similar operations which is a ILO of learners developing knowledge, skills and behaviors necessary to live balanced and fulfilling lives.  
Through this project the students also meet the ILO of Innovation due to their ability to use their knowledge skills, and experiences to contribute to their field.
- Students share their narratives -- which include personal stories -- with the class, conduct collaborative revisions, and choose a piece of their choice is then published in the college's Creative Arts Journal.  
Writing models not only review examples of narrative technique but also evoke discussions that review social issues and are written from a variety of perspectives: e.g. cultural backgrounds, genders, and time periods.
- In person clinic/lab allows students the opportunity to interact with individuals of different backgrounds and to provide cosmetology services while respecting and honoring those differences.  
Students learn to utilize soft skills to demonstrate respect, appreciation, and value of individuals who are different than they are.
- Asana practice promotes mind-body awareness that improves concentration etc. in the student's other activities.
- easy access to LARC and other technologies to keep students up to date on the newest things. have one on one time with students with their clients helps as well.
- Community Engagement & Courage: students learn about age bias and stereotyping and the specific unique needs of each age group through lessons and discussions, as well as written application to their experience.  
Diversity & Inclusion: students learn about gender development, sexual orientation development, racial differences in development and the effects of SES, as well as age bias and stereotyping through material and discussion, as well as written application to their experience.  
Innovation:: Students learn how age affects understanding in a professional world.  
Integrity: Students learn how various life stages through material and discussion, as well as written application to their experience.  
Integrity: students engage in discussion, as well as completing written assignments that require them to communicate with those around them regarding end of life wishes (living will).  
Student Success: Students are given quizzes to better learn the material and are encouraged to take them more than once to develop knowledge, master testing skills, and build confidence in their learning ability.

- Paper assignment asked students to find explanations for differences and similarities between people in different parts of the earth.
- Diversity and inclusion--students are taught on aspects to assess darker-skinned patients and illnesses that may affect other races disproportionately.  
Innovation-students gain knowledge on a myriad of health conditions to contribute effectively to their career.
- My Farm Business Management students live and work in our area communities and are encouraged to be actively engaged in their local communities. Students are raising agriculture commodities and thankfully are purchasing the majority of their inputs from local businesses. This helps support our local communities and local business.
- Learning about the Colonization of Africa and engaging student with each other on why cultural rejected Western ideas and thoughts. Also, to understand why the 19th and 20th century Western societies felt the way they did about imperialism.
- I feel students can learn so much about life through literature. They take part in a life that they never knew existed or understand what it is like to be in someone else's shoes. Between reading literature and showing videos, one has that opportunity to develop and mature and be decent adults when they leave high school.
- Discussions and response papers regarding psychological principles such as ingroup and outgroup biases, confirmation bias and belief perseverance were utilized to help students evaluate and reflect on the divisive political climate in our society during this school year. These activities provided evidence of Community Engagement and Diversity and Inclusion in many cases.
- Students researching how the Civil Rights or Women's rights movements have changed from the 1960s - current in regards to ideas, accomplishments and strategies.
- Students studied cultural groups from different continents and completed in-depth research assignments about them  
Students discussed different lifeways of global cultures and compared them to our own
- Students did much more self-assessment of their understanding this year. Since we were not together, there were many times that I had to rely on their self-assessment to help me identify areas that needed more explanation. We all needed to be much more innovative in the way we communicated--from delivery of curriculum to student questions and feedback.
- The students complete 8 labs that allowed them to observe, measure and analyze how different factors affect plant growth. These labs included various methods of taking cuttings, using different growth hormones to promote growth, testing for seed viability, and much more.
- Discussions on Deaf Culture, from the textbook readings on "Deaf Again", from the Deaf Awareness Quiz, from the documentary film, "Through Deaf Eyes" and Production Exam by demonstrating a lengthy 3-5 minutes of signed expressive presentation on students' Autobiography, Housing and Family near the end of the semester.
- Students were encouraged to work together in class and outside of class on assigned work. In CHEM 1100, some students naturally pick up on the high-level concepts while others don't (and it is not always predictable). As is typical, some students that one wouldn't expect to grasp the information do, these students were then referred as sources for "tutors" for others. This helped students communicate and form relationships they may not have otherwise.
- Students use the textbook resources to learn concepts and then apply them through the use of a business simulation. The simulation helps students understand that each business needs at least one person who tracks the financial side of a business. This process also helps students understand the work of those people that are in the community that are involved in the business-side of the businesses in town.  
Students are encouraged to help each other during the learning process. During that process, they share ideas and understanding and grow in their confidence as learners and a community.  
Students learn about Generally Accepted Accounting Principles (GAAP) and the role of ethics in Accounting.

Students learn the value of time-management and problem-solving skills and develop bookkeeping skills that will help them if they work in an office or become an owner or manager.

## COVID-19: Changes Made to Course Due to the COVID-19 Pandemic

*Fall Semester, 2020*

- This is a fully online course. The change made to adapt to COVID-19 Pandemic challenges was the use of virtual audiences (Zoom or FaceTime) for live speech presentations. A requirement of the course, to fit the "public speaking" criteria is that students speak to a live audience of at least 5 persons.
- The only changes I made was to NOT have in person labs at the schools, which was due to the COVID-19 Pandemic. We did do several more zoom meetings and tried to do demonstrations of what we would have completed in the labs.
- No changes. This is a fully-online course.
- None at this time.
- I have been teaching this course completely on line for a few years. No adjustments needed to be made.
- I did not have any labs or a hands-on final. I was able to have all labs converted to Packet Tracer simulated labs that worked great.
- As this is a 1 credit class that is completely online. I have made no changes to this course.
- For the Interview Paper an in-person interview could be replaced with a different format, if necessary.
- Online platform
- Zoom for in class student's vs in person as an option.
- I discovered last spring that I could still assess a learning outcome with fewer assessments to be completed by a student. As a result, I continued to utilize the revised assignment requirements in some of the weekly Lesson blocks.  
Communication is essential to maintain engagement with students, especially in online course and while teaching during a pandemic. I continued to engage with students through course announcements, e-mails and Zoom sessions as necessary to assist with the learning of the content.
- Flexible and gave more time as needed.
- Being more flexible and giving students more time as needed.
- Being more flexible and accommodating students as needed.
- Large projects were attempted at the beginning of the semester.  
D2L was used like never before: (book questions, quizzes, video Q&A).
- Moved to an online format for homework.
- Used an online format for homework.
- Large projects were attempted at the beginning of the semester.  
D2L was used like never before: (book questions, quizzes, video Q&A).
- Our program bought some really great software for motor controls, plc, hydraulics, and pneumatics. It allows students to get some real-world training in the virtual setting.
- More flexibility and added zoom as necessitated.
- I did teach about 4 weeks virtual
- More flexible in time lines and added zoom if necessitated.
- Was more flexible in assignments and tests.
- I added a zoom meeting option every day, more flexibility, and added more time to tests.
- I allotted more time and flexibility for tests and assignments. Added zoom where necessitated.
- I allotted more time for projects and added zoom where needed.
- Provided extra space for social distancing.
- I had a HyperFlex course for face to face - the students meet the same number of hours but somewhere through Zoom recordings. Students were also allowed to stay in their home environment

and participate in lecture.

Online sections and the F2F sections also had to have their final exams online using Respondus lock down and monitor.

- Face mask, personal space
- Personal space otherwise we otherwise operated the same as before face to face and hands on learning
- Working on PowerPoints in preparation of distance learning for all or part of spring semester
- livestock and grain markets did change so as a result some producers plans also changed
- Course adjustments were made as government programs were created to assist in the COVID fall outs. Proper posting methods for the government programs were inserted into the instructional materials. The assessments remained the same as accurate records were still required.
- more instruction was done by internet and phone but content remained the same
- This class was held face-to-face until the Thanksgiving break and then it continued in distance learning. The classroom was larger to accommodate the number of students in class.
- This class was face-to-face up until the Thanksgiving break. The class was moved to a larger venue so all students could still meet in person. After Thanksgiving the class continued in online format until finals.
- COVID added some additional expenses and incomes to the cash flow planning process for 2020 and they were assessed as part of the total package to successfully develop the implementation plan
- Had the class in the outdoors as long as the weather let us be outside. Students required to wear masks and physically distance. No changes to assessment. The class met longer each day up until the Thanksgiving Break, leaving only one assignment to be done online when it went to distance learning.
- Kept the class meeting face-to-face until we had an outbreak of COVID among our cohort group and then moved to conducting the class daily by Zoom. Finished the semester by Zoom.
- Course materials changed with COVID interruptions and all the additional government programs. assessments still covered the basic success measurements
- All assignments collected electronically.
- I have used several websites for the lab exercises and some of the sites were no longer running so I had to search for new ones.
- I had to use a few virtual labs in place of some hands-on labs.
- It was an online class before so no changes needed to be made for COVID.
- This was an online class before so I did not have to change any or the assessment methods
- The class meet face to face one day a week so treated class as face to face and was able to answer questions and set up the work in person each week so assessment was not problem.
- I 'front-loaded' the labs in case we had to go all virtual.
- I was not able to order computer components to build computers. Normally we would budget for one computer kit for every 3 students. We could not work together on the computers and did not have funding for every student to build their own. Also, it would be impossible for the instructor to supervise the students working on computers.
- This was a face to face class that we moved to meeting Monday and Friday on zoom and Wednesday in the classroom. The assessment methods were the same as last semester.
- Due to COVID-19 I was unable to get agar plates for laboratory skills. I ordered them in August and received them in December. I had some blood agar plates from February, which I tried to use but did not always work. I did get a few MacConkey plates from another hospital so they worked in groups. I did make up some "mock labs" with pictures of reactions to help them identify the bacteria.
- All online testing using Respondus Monitor. Zoom lectures.
- Due to COVID, I "front-loaded" the labs in case we went all virtual. In order to do this, I skipped Chapter 1 and 2 but I gave them a worksheet to cover the objectives. I am not real sure they understood the material; so my change will be to next year to give them the worksheet but also an exam.
- Classroom was held in person and via Zoom. Students that had attended ITV, chose to attend via Zoom.

- Time spent on campus was decreased to limit exposure to Covid-19. They were assigned more at home preparation and virtual learning simulation.
- Due to COVID and not knowing how long we would remain face-to-face, I skipped the first 2 chapters which are reviews of basic math and algebra. I told the students to review these chapters and also gave them worksheets. During the lectures for the other chapters, I did refer them back to the first 2 chapters. I chose to do this because I wanted to make sure we got into the lab to do the hands-on dilution laboratory.
- We added virtual simulation days for cancellations due to Covid.
- This is an online course so I did not have to make any changes to the course or the assessment methods.
- Lectures were provided via Zoom. All testing was done via Respondus Monitor. Reminded students of office hours (Zoom & phone) to discuss concerns if needed.
- Teach via Zoom and do a pop quiz in the class.
- Due to COVID-19 I "front-loaded" my labs just in case we could no longer be on campus. The students wore their masks all the time, in lecture and in lab. I did some Zoom lectures but the students did not like that; they would rather be in the classroom.
- I limited the number of students who could be in the lab space together at one time and followed all required safety protocol implemented due to COVID-19. Students were placed in groups of 2-3 at the beginning of the semester and worked in those same groups in the lab. The lecture after Thanksgiving weekend was done via Zoom. Overall assessment was not changed.
- Because this is an online course it was taught much like before. The only change I can think of is that I changed the Respiratory Diseases discussion question (Pandemics) to fit the current situation with COVID-19. I was prepared to be lenient with students experiencing COVID, but had no reported issues with this.
- More flexibility on exams. I was requiring proctoring but I have relaxed that and given students a "take home" type exam instead so that they do not have to find a person to proctor.
- Did not require a proctored exam. I assigned a take home exam instead.
- No proctored exam. Instead students were given an online exam that generated random questions.
- Take home exam instead of proctored exam.
- More Poll Everywhere
- We have been fortunate to be in class, in person, all year so far. So really, no COVID changes, except for some student's that were quarantined, attended lectures via Google Meet.
- more over the phone and zoom learning and communicating
- mostly zoom meetings individually
- Flexibility, Lots of Communication
- Moved 4 hours of lab day to self-study prior to coming to class - to make sure we stayed within the COVID room capacity and distance restriction.
- Extra time off was allowed for Covid exposure, diagnosis, and quarantine. Students exceeded "normal" allowed time off for the semester.
- On campus clinical  
Virtual simulation when necessary.  
Virtual seminar
- I opened it up to be done at the student's convenience rather than a rigid week by week structure.
- none
- Part way through the semester, we eliminated the face-to-face option for class and went to a Zoom only option.
- Partially through the term, the course switch from a face-to-face meeting option to a Zoom only option.
- Labs were completed by Thanksgiving break
- More online and d2l
- We offered more theory online and even more demonstrations and guest speakers



- At the end of this semester we moved our last proctored exam and Final to online. We can see that this affected our results to negative. Students that did poorly on other exams were now able to score impressively in the high 90s.
- We offered much more online theory
- We did some assessments through zoom
- Things are not the same as last year since we are in person this fall. We are able to have a more normal in person classes except for masks. Otherwise no changes.
- No changes to assessment methods but we did expedite our hands-on labs so the students could be off-campus after Thanksgiving break.
- Modify on campus attendance with distance learning. Allowed students to utilize on job training as part of their learning outcomes.
- Due dates were extended for one student who self-reported testing positive for Covid-19. The flexibility was really appreciated.
- We learned to do more through zoom and found some new tools through Mindtap to offer that
- We learned to offer more theory on zoom and resources to implement those new tools
- Allowed students to utilize on job training as part of their learning outcomes.
- Moved labs up to the beginning of the course.
- Did 90% on zoom
- No real changes were needed since this was always a fully on-line course - but there were some accommodations to students that needed to be made due to the effects of the virus.
- Since, due to COVID, my students were completing spring semester requirements they have not had time to complete this semester's work. Now that they have completed spring semester, they have been working on this class. They now, since receiving incompletes, have spring semester to work on assignments for fall semester. This gives them more than a standard semester time to complete the work.  
This also gives me the opportunity to give some assignments to further build on their competences.
- We made the course more of a hybrid model to those that did not feel comfortable being in the weight room with others. This removed the pressures from the student fears and still complied with our learning model.
- Additional lab group added so we did not exceed more than 10 people in the lab at a time.
- Just make sure that all safety gear is on at all times.
- Additional remote delivery
- Considerably more distance education. Remote delivery and acceptance of data.
- This year like I said earlier I built more conduit installation so the students could work safely at greater distance apart from each other.
- This semester like I said earlier I built more residential labs so the students could work safely at greater distance apart from each other.
- Extension of deadlines, adjustments to requirements
- This semester more Zoom methods were used as lecture and students were to come to school for Labs so a connect could happen between the students and instructors.  
No changes were made to the course.
- The class met via Zoom.
- hands on training and more lecture on the class
- Did more labs up front at the start of the class
- More training in the lab and out of the class room
- Scheduled Zoom (video conference) meetings, lectures, and activities.
- As my courses were all online to start with, I did not have to make any adjustments.
- On-line course, no effect from COVID.
- This course was 90% online and made it somewhat difficult because most of my students do not do well online.

- We had to move some of this online which was difficult but doable for this course work. Will have to revisit this in the spring semester to make sure they have a clear understanding.
- Moved all lab work at the beginning of the course.
- There was definitely the need to be more flexible with students attending and not attending class - making more things available on zoom and accommodating students' needs as much as possible. It was also difficult to learn in the hands-on lab arena without the close interaction of students, so this made the learning environment much more difficult.
- All assignments collected electronically.
- Large projects were attempted at the beginning of the semester. D2L was used like never before: (book questions, quizzes, video Q&A).
- Large projects were attempted at the beginning of the semester. D2L was used like never before: (book questions, quizzes, video Q&A).
- One student was allowed additional time to complete assignments due to COVID. Despite this accommodation, the student withdrew from the course.
- I had to find another textbook option, since students did not have access to acceptable hardware to run a Microsoft server environment.
- I personally didn't make any changes since this is my first year, but as a department we have more theory content via zoom, rather than all face to face on campus. We now use an outlet of more sources via internet and technology.
- Canceled some in person class time and activities due to limited room capacities
- Course delivery and assessment was done more through Zoom.
- Less face to face time on campus resorted into zoom meetings with different classes within preclinic hair care to help students continue their knowledge. Also, this allowed students to work more on their mannequins so they still received hands on approaches and skills.
- I personally didn't make any changes due to this being my first year, but we have navigated ways to stay safe and healthy while still being able to apply hands-on work (masks, shields, dividers, etc.)
- I did not have anything to go off of from last spring. However, for students that were not able to come to school I worked with them on what they could do at home to still get credit for certain things and helped with whatever they needed when they came back to school when it was safe to do so.
- Utilized more zoom meetings.
- Our summative skills assessment, reflected through Practical Skills Exam of the MN Board of Cosmetology, is now simulated on a mannequin, as opposed to a live model. For infection control purposes, a significant number of demonstrated clinical skill exercises are now simulated on mannequins as opposed to the preferred assessment of skills demonstrated on live individuals.
- I have used more oral explanation and response using the zoom platform.
- Expanded my use and knowledge of zoom and Office 365 along with other technology tools available. In Office 365, I have made better use of the calendar function for scheduling with students and also have made improvements in tracking students using the notebook in Office 365 to make a Journal entry on meetings with each student. This journaling has helped maximize our time and gives me an opportunity to review what we have previously covered so that we can spend more time covering new materials.
- Our summative skills assessment, reflected through Practical Skills Exam of the MN Board of Cosmetology, is now simulated on a mannequin, as opposed to a live model. For infection control purposes, a significant number of demonstrated clinical skill exercises are now simulated on mannequins as opposed to the preferred assessment of skills demonstrated on live individuals.
- Using zoom meetings to continue to meet the needs of my students. I am utilizing their ability to use oral presentations through the use of Zoom.
- Added zoom to the class to increase flexibility. Did not score attendance.
- Incorporated Zoom and allowed for photo submission as a substitute for attendance.
- canceled and postponed some in class activities and meetings

- Canceled some in person meetings due to room capacity limits
- This course delivery and assessment was performed using a combination of in person and zoom.
- Zoom was used extensively for course delivery and assessment.
- Did a combination zoom lectures and in person lectures at the same time so if they did not feel good they could stay home and get the lectures. Put all the assignments in D2L.
- Had smaller groups in lab to maintain the 6' spacing.
- Used Cengage, moved more of the material in D2L, and had smaller groups in lab to maintain the 6' spacing.
- Moved all the assignments and tests online in D2L.
- I am doing more zoom meetings with my students. I also have been doing more oral collecting of information from the students and having the students explain the information to me so that I can assess their understanding.
- We met only in person once a week, and then Via Zoom the other class meeting time until later in the semester when I moved the class completely online, we then met solely via Zoom. No major changes were made course assessments as a result. I did modify the final assignment because that assignment, originally scheduled to have live presentations in class were now done over Zoom which worked well. But again, some students would have preferred to do the presentations in the actual classroom.
- I had to decrease the number of labs that I normally due because many of the activities I normal used need 3-4 students working together to complete. I tried to minimize that as much as possible and have them work in groups of no more than two (or even online solo once). This explains the lower score on the assessment of those tools above.
- No major changes were made. However, I did require one less speech, the commemorative speech, and made it optional extra credit if students did choose to complete that speech. I also taught the course using limited in person instruction, only meeting for part of the semester in person once a week, and the rest online via Zoom which seemed to work very well. However, after gathering some feedback from students, there are students who liked this mode of delivery, and others that stated they would have preferred more face-to-face in-person instruction.
- This course was taught via hybrid model instead of 100% face to face. We did not change any assessment methods but did have to change how they were administered.
- I had to decrease the number of labs that I normally due because many of the activities I normal used need 3-4 students working together to complete. I tried to minimize that as much as possible and have them work in groups of no more than two (or even online solo once). This explains the lower score on the assessment of those tools above.
- Discussions were held via Zoom rather than in a physical classroom. The final exam was taken online using Respondus Lockdown Browser and Monitor.
- This course was migrated to completely online in response to COVID-19.
- The course format was modified to completely online. All assessment methods were moved to online with platforms including D2L, textbook online tools, and an online laboratory simulation called Labster.
- The course delivery was modified to "hybrid," with traditional lecture components completely online and a face-to-face laboratory meeting each week. Face-to-face labs were then moved to online in the last weeks of the semester for safety precautions.
- Moved more of the Material in D2L and used Cengage.
- Two weeks of zoom
- Went to zoom for two weeks
- Moved most student meetings to ZOOM
- Limited some in person meetings due to capacity issues on campus.
- Worthington campus student were divided into two groups. One group attended class in-person while the other group attended on Zoom. The groups switched every over class period.
- We only had to make some minor changes as we were pushed to online instruction for 2 weeks. We adjusted our schedule so we could complete as much lecture and activities online, and reserve our time on campus for the labs.

- Moved nearly all student meetings to ZOOM and hold face to face meetings on an individual basis only.
- Rather than conducting research for the pre-final papers in small groups, students worked on research individually.
- During the first few weeks of the semester, students "paired and shared" outdoors. Once the weather became inclement, class discussions were moved online using Zoom. Through this platform, students were able to discuss in small groups (I moved within groups to monitor and direct conversations) and as a larger class.  
The final exam was also moved online, using Respondus Lockdown Browser and Monitor.
- As mentioned earlier, I had to substitute the in class face-to-face discussions for written discussion boards. I also substituted group in class presentations for presenting their papers on discussion board. I am looking into how the face to face component could be reinstated digitally, perhaps through zoom or recorded statements. Students conflicting schedule made live zoom meeting as a group impossible, and recorded statements lack the in person spontaneous discussion. It would be nice to build in a mandatory meeting time for live zoom meetings as a course requirement prior to registration, similar to a mandatory in class time.  
I also added recorded video lessons and thought experiments, which are part of my media library and can be used in future classes.
- We reviewed materials via-zoom for two weeks.
- The students were divided into two groups. For lecture, one group was in-person while the other group was on Zoom. For lab, one group was in-person while the other group completed a virtual/online lab.
- Class was offered as hybrid. Face to face and online
- Had to quarantine for 14 days so did lecture during that time. Then when back face-to-face used Lecture time for Lab.
- We went to Zoom meetings for 14 days during quarantine. Otherwise we did face-to-face class as usual.
- When we had to quarantine for 14 days, we went to Zoom meetings. Otherwise we had regular face-to-face classes. We wore masks and stayed 6 feet apart.
- I added more discussions and quizzes.  
Overall the performance of the class improved. It was difficult to teach over ZOOM.
- Eliminated attendance  
Eliminated groupwork  
Eliminated reading circles
- I removed student group work.  
I eliminated attendance.  
I eliminated the reading circles.
- Eliminated the attendance requirement. Not a good thing for the students.
- Had to be way more flexible and used a ton of communication. I tried to front load the class so if we had to go online, there would not be as much material to cover. My assessment methods remained the same just we different methods of "Turning them in"
- For the first Time I experienced Zoom. We reviewed material for two classes over zoom. My Dean has provided me with a ELMO to enhance the sessions remotely if needed again.
- Limited some activities due to reduced room capacity on campus.
- Discussions were held virtually instead of in person. We spent more time working one-on-one that we might have if we were attending in person.
- This is the first time I have taught this course and the first semester I have taught at MN West.
- Moved instruction to more zoom/distance learning
- I moved my course entirely online after Thanksgiving break. This required me to post content on our D2L course page. I anticipated this change, so I spent the first couple weeks of class helping my students become acclimated with D2L. Many of my students had never taken an online course, so they didn't initially have the skills they would need to navigate class in an online format.
- online lectures, use of more technology to meet learning outcomes

- Online lectures, assessments were better online with more interaction of the online quizzes I created on zoom
- Online lectures, lab groups stayed in a "buddy system" for distancing. used individual and group performance for assessments
- Online lectures, labs where more individual smaller projects in the shop. I assessed on individual performance of their lab projects
- Lectures online, Labs covered strictly learning outcomes in case of a shut down. I had more individual projects to assess their learning
- All lectures went online, using various teaching methods and technology. Labs where mostly held at campus in the carpentry shop to keep our 6ft distancing.
- I continued with Zoom meetings and was able to deliver the content of this class. Assessment methods were not adjusted.
- Allowed the students more leeway in their explanation and insight. They could add examples associated with 'Sociological Imagination' to provide comprehension of lesson
- More online discussion comparing present to past public outings. How social media influences perception and how viewpoints adapt to a changing environment.
- I added more online discussion questions to compare before and after COVID-19. Allowed more social media, as an example, and the information being shown on television and other forms of media.
- Converted text to a digital format as well as assessments. Utilized Zoom breakout rooms to encourage student participation and interaction with one another.
- moved the employment prep portion online and did not do the mock interviews with the students.
- I switched over more of my delivery method to Zoom. I have also been more flexible working with students in order to accommodate their needs due to COVID.
- Set due dates but allowed for flexibility to meet changing and unpredicted student needs. Worked individually with students who fell behind due to COVID to remain successful. integrated 2 formal check-ins with all students to be sure they examined their grade and made plans for future success.
- I switched over more of my delivery method to Zoom. I have also been more flexible working with students in order to accommodate their needs due to COVID.
- Tried to simplify the curriculum to enhance the social mental wellbeing of students. I made extra application assignments digital. Using Kahoot more due to the student energy around competition.
- Some students will zoom in for lectures, and all assignments are submitted via Schoology.
- I am using Google Forms. I have attempted to scramble question order as well as answer option orders (if multiple choice). I have also made multiple versions of the same quiz / test in order to assign different versions to different classes in order to prevent answer sharing.
- I have created assessments that are more critical thinking rather than just multiple choice and true false. In addition, the course work is all available online.
- I made changes to the weekly schedule (i.e. due dates & expectations) to address any Covid-related issues/absences that were encountered.
- Allowed additional time to complete assignments particularly when students communicated with me that they or a family member were positive.
- Had to have times of class outside the building-distance learning and hybrid-every other day in person which was a challenge, but went alright.
- This was the first time that I taught the course but like I said earlier I was forced to use virtual labs in place of in-person or hands-on labs.
- The projects had to change slightly. Due to mandates etc. So, of the project criteria was lower - example if the ceramic piece was supposed to be 12 inches tall it may have been lowered to 6-8 inches tall.
- More discussion boards
- One change was more administrative, but due to the pandemic I used the high school's learning management system for this class, as many students had not yet completed the registration process to

the college and therefore did not have access to our learning management software. My intent was to help with increased access to materials.

- Unfortunately, more of the class was "online" than anticipated as this high school alternated between fully distance learning and hybrid learning whereby 25% of the students were in school on a given day. Efforts were made to engage students by asking specific students specific questions during Zoom class sessions.
- Students were only able to meet once per week, and were expected to work on their own on the other days.
- Due to the number of students, they were divided into groups that met once a week and were expected to work from home on other days.
- Art exhibition was partially virtual for Halloween event.
- Students were divided into different groups that would attend on specific days and were expected to work from home on the other days.
- None. Class is fully online.
- None. Course was fully online.
- Attendance was no longer scored. Class was made available via Zoom.
- I implemented PowerPoint presentations for students who were distant learners.  
I implemented student notes to accompany the PowerPoints and teacher instruction for all students. I used IXL, Delta Math and other website to supplement learning electronically due to distance learning.
- We changed the days we had clinicals and made it so the first part of the week they got to be on the floor. Then on Thursday's they had theory online. This helped them so they could get more of their quotas done that they missed out on last spring.
- Since the students were not able to give a recital, we made a recording of them singing to showcase the hard work they had done over the course of the semester.
- After Thanksgiving, the course was conducted via Zoom.
- We were not able to have physical lab experiences, so lab experiences were moved to virtual.
- none
- none as this is an online class.
- We were not able to have physical lab experiences, so lab experiences were moved to virtual.
- We weren't able to participate in physical lab experiences, so we needed to find other means to experience lab experiences.
- A switch to more authentic assessments that hopefully allowed for more student voice-and-choice in their assessment format, but also decreased the likelihood of academic dishonesty in student work. While this placed more emphasis on students being able to create their own demonstrations in learning within the frameworks of my assessments, it also helped me develop more in-depth rubrics and success criteria's to be used to evaluate student learning and their achievement of the skills being assessed.
- Used more publisher assessment methods. Found other ways to conduct lab experiences, for example a resource called Virtual Lab School
- This was the first time teaching this course at MN West, and it was the first time I have taught logic fully on-line, due to COVID. This required video recorded lessons, online assessments, and more email communications. I worked via email with some students to practice skills that they did not at first grasp. I attempted to have a weekly or biweekly live zoom session, but students were unable to attend due to conflicts, so I opted to record lessons that students could view anytime. This did the advantage of creating a complete database of lessons, that in the future could be uses a supplement to in class lessons and live zoom classes.
- I took out some of the grammar-based tests, such as commas and subject/verb agreement, and instead had them focus on using them correctly in their writing. I had a greater emphasis on peer reviewing of each other's papers digitally. I was more relaxed in my attendance policies. I had individual writing conferences on Zoom with every student about every paper.
- Assessments were all online and revolved around critically analyzing one or two questions per unit. There was also a combination of in class discussion and discussion boards on line.

- More online content and zoom meetings
- Higher amount of individualize distance learning in shorter more frequent sessions
- More individual instruction and more use of telecommunication more frequently with students
- Flexibility and technology integration were essential to student success
- Since this was the first time I offered this course, no changes were made to previous semesters. I created it during the pandemic, so it was created to accommodate the current situation.
- The format and offering of this course were changed to a HyFlex format in order to accommodate students. The final exam was also changed to a final paper.
- No changes were made to the online section of this course, but several significant changes were made to the classroom section of this course. Changes include offering all exams online, as well as making this a HyFlex course.

### *Spring Semester, 2021*

- The changes made to the course this semester are consistent with the changes made each semester to address student learning and current events.
- Q9: The changes made to the course this semester is consistent with the changes made each semester to address student learning and current events.
- Changed to MindTap instead of using book - so videos and more technology available for students to use.
- I assess student during the face to face meeting on oral discussion.
- Last year I only had 2 students for Phlebotomy clinicals. Due to COVID, one student was afraid to go to Clinicals so he withdrew from the class and moved back home. The other student was hired as a phlebotomist in Sanford so they allowed her to do her Clinicals.
- I have had to extend some due dates for nurses that were working overtime or family member who were sick.
- I included some quick virtual labs in the course and some simulations.
- The student were face-to-face, following COVID protocols, so I was able to teach as in Spring 2019 rather than online; which is very difficult when a technical course is mainly hands-on.
- This year we were face-to-face for lectures and labs, following all COVID protocols, making it much easier to implement course assessments, especially laboratory competencies.
- We were face-to-face the whole semester. The students were masked at all times. We had distant seating in the laboratory. handwashing has always been a priority in the medical laboratory field.
- Updated assignments.
- This was online course before COVID so no changes were needed
- This was a online course before COVID so no changes needed to be made.
- This course was a online course last year also so I did not have to make any changes for COVID 19
- We were not able to have hands-on labs in the classroom
- We did one virtual long-term care day instead of two days at the facility. Community observation sites were limited due to Covid.
- We added a seminar day and converted it do a virtual day, due to Covid exposures.
- We did make a commitment to have the major midterm and final exam on campus to protect test integrity. We had to find additional space and proctors to accommodate this.
- No changes in the course or assessments were necessary. Communication is essential to maintain engagement with students, especially in online course and while teaching during a pandemic. I continued to engage with students through course announcements, e-mails and Zoom sessions as necessary to assist with the learning of the content.
- I discovered I could still assess a learning outcome with fewer assessments to be completed by a student. As a result, I continued to utilize the revised assignment requirements in some of the weekly Lesson blocks.
- The course was delivered face-to-face following COVID protocol of wearing masks, hand sanitizing and social distancing.

- I continued to leave out one of the capstone case assignments in the course.
- Students were seated in the classroom following social distancing requirements. Masks and face shields were worn by the instructor and all students in the lab. Extra attention was given to cleaning and disinfecting equipment and surfaces.
- Increased flexibility in lab.
- Allowed access to multiple lab formats.
- Created new lab space.
- Added additional lab space to accommodate for social distancing.
- Allowed access to multiple labs.
- Updated discussions.
- New assignments.
- We purchased additional software to use for programming at home in case we were not in-person. I moved all the training stations to maintain 6 ft for social distancing.
- I used D2L as a ready platform to continue content delivery from a distance. I had not used D2L to much extent previously.
- I allowed more time to complete assignments
- We wanted to ensure test integrity so students were brought to campus for 2 major exams and additional space and proctors were needed.
- We did have 2 of our 4 exams on campus which was a bit challenging due to spacing requirements. We had awesome staff and faculty who stepped up to help proctor.
- Announcements, e-mails and Zoom sessions as necessary to assist with the learning of the content.
- I allowed more time to complete projects
- I allowed more time for assignments to be completed
- Communication is essential to maintain engagement with students, especially in online course and while teaching during a pandemic. I continued to engage with students through course announcements, e-mails and Zoom sessions as necessary to assist with the learning of the content.
- I allowed students more time to work on their end of the semester project
- Changes that were made was to create a safe in-person learning environment for my students by keeping a six-foot distance. Along with moving assignments to an online format.
- I did allow students a longer period of time to submit projects
- The class had 4 enrolled. One went back home due to parent illness, one lost a family member and good friend and did not return. The other two were sporadic in their attendance. I asked if I could change the course to online. I did however continue to meet with one student bi-weekly. I kept in touch with students via email or phone at least once weekly. Progress was slow and I extended the class a until May 15th hoping to get all 4 students to complete.
- This course was taught as an independent study due to low enrollment. I met with the student bi-weekly to monitor progress, aid in understanding materials, and review assignments.
- Changes that were made was to create a safe in-person learning environment for my students by keeping a six-foot distance. Along with moving assignments to an online format.
- We operated as if in industry safely.
- Gave Projects to students and expected them be smart in staying safe.
- Independent study allowed me to complete the class in the same vein as prior to COVID-19
- Was supportive of all student absences that pertained to not feeling well. My students were given extra time and support on assignments to prevent negative learner outcomes created from this pandemic
- Classroom was changed to accommodate the COVID protocols. This class was held face-to-face. No other changes were necessary.
- Students were masked during indoor athletic training. Physical distancing adhered to.
- The classrooms were changed to accommodate for physical distancing. This class was held face-to-face. Other than masks and COVID protocols we didn't have to operate in the same fashion as last spring.
- Used zoom, internet and telephone more for presentations



- Added in government programs
- Delivered more content on zoom, by internet or on the telephone
- More discussions were held by zoom, internet or telephone
- Current issues in agriculture will change before the next course is offered
- More class presentations were completed on line with zoom or by internet and phone. assessment methods did not change
- Some of the course presentation was moved to online methods and discussions in zoom or by telephone. additional farm programs were added to the course topics. assessment methods did not change
- Exceptions in scheduling
- We went back normal operations just tried to space student out.
- We ran our course as normal to the preceding years just spaced students out more.
- F2F classes were offered on campus and over Zoom. No changes in testing - students tested on campus for the midterm and final.
- I've always been flexible with students. Several of them had trouble with deadlines. A few of these were Covid-related. It did not affect their grades at all, and I tried to make them not to worry about being late.
- Changes were not made due to Covid-19 with the exception of allowing assignment extensions for two students who tested positive.
- Aside from allowing students a second chance on quizzes and exams, changes were not made due to Covid-19, as this course has been taught on-line for years.
- Changes due to Covid-19 were not necessary as this course has been taught on-line for years.
- I tried to be more sensitive about the circumstances due to the pandemic, this is a fully online course.
- Class was already offered in the high-flex format so really nothing needed to be changed with the exception of being more flexible about assessment due dates. Methods were very similar.
- Flexibility based on student needs due to COVID.
- Only 1 exhibition, which was largely virtual.
- First time class has been taught.
- This year to remain in person was our big accomplishment to keep the students in the lab learning hands on.
- We were blessed this year to remain in person and that was our big accomplishment to keep the students in the lab learning hands on.
- Zoom was used for most of the courses
- Assessment tools measure student learning highlighting key components of each lesson.
- None, but some students chose to promise to watch videos rather than attending via Zoom live or face-to-face. I do think this choice affected student engagement for students.
- Enhanced use of distance learning (Zoom) and recorded virtual presentations
- No change was made, but more students than normal, chose to watch class videos rather than come face-to-face or join Zoom live.
- Instead of meeting a face-to-face option, the class was moved to a Zoom environment for all class meetings.
- We were blessed this year to remain in person and that was our big accomplishment to keep the students in the lab learning hands on.
- Enhanced use of distance learning (Zoom) and recorded virtual presentations
- This course was an independent study because it was very small, but the adjustment of meeting via Zoom instead of in person was made.
- I did not make any significant changes due specifically to the Covid pandemic; in general, I aim to maintain communication & availability with students should any Covid-related issues arise that may impact assignments & learning.
- Less zoom.
- Enhanced use of distance learning (Zoom) and recorded virtual presentations

- Enhanced use of distance learning (Zoom) and recorded virtual presentations
- Social distance, different instructing methods
- Course format and assessments accounted for the COVID-19 Pandemic
- Alternative discussion assignments, optional assignments, video clips, and reading/writing activities related to developmental concepts/theories to support the learning outcomes  
Extra credit assignments to support the learning outcomes
- More extra credit opportunities on different learning outcomes  
Supported different individual and group engagement styles with students to achieve learning outcomes
- Social distance in the class and field, arranging for different rotation on performing the skills need in the program
- More PPE masks/shields
- Extra PPE such as face shields and masks. change of draping between each guest
- New draping between each guest and face masks/shields
- Change of draping between guest and face masks
- Additional industry standards like changing clothes/draping between each guest and facemasks/shields
- we had many changes with PPE and requirements within our industry. Change of clothes and use of PPE
- I switched it to fully online. I would have kept it face-to-face, but only seven students took the course (and only five finished it).
- Zoom
- Not much, really. There were only three students, so we stayed apart unless we were doing a lab activity that couldn't be easily done individually.
- I had to do a lot of adapting my face to face lab and there were some labs that were just simply not feasible with the social distancing situation, so I had to change some assessment methods that were typically used in the face to face lab.
- There were situations where students were experiencing a quarantine and I had to zoom lectures for them in order to ensure that they did not fall behind during that time period. I also had to allow some late assignments to be graded for full credit because of the situation.
- I did not really have to make a lot of changes, since this course is always taught on-line, but there were some adaptations and flexibilities given for students that were affected by the COVID-19 Pandemic.
- I had to omit the community service project because students were not allowed in nursing homes/assisted living facilities to complete.
- I used D2L as a ready platform to continue content delivery from a distance. I had not used D2L to much extent previously.
- This course was to be offered on campus the previous year and was not due to the pandemic. This year the course was done on campus - which completely changed the way the class was instructed. Assessment methods were completely done in person, instead of the online format.
- Continued push for virtual delivery when it is in the best interest of the student.
- Arranging lab time with another course so we are keeping distance as safely away from other labs that would have been to close.
- Students were able to maintain the six-foot rule and safely wire experiments on Air conditioning controls this year all controls were wired in single labs instead of paired with partners. Students had to use more of their own thinking skills.
- New lab area gives the students the ability to see parts for their lab components and helps student learning.
- It's about room size for students because of COVID when our room sizes are small with a larger class this year improvising how to instruct when rules are in place for safety, it's just hard! In addition, next year's class is going to be larger.
- Created a much better lab area for students and also for new prospects to see the area that they will perform their labs in.

- We were to manage minimize example: lab setting this course rotated students each day to minimize exposure to other students. With a change of rotation, it allowed us to effectively teach without exposure but it was a lot of work to manage two courses in a lab setting at the same time. This was successful for the students!
- I allowed more flexibility in responses to critique questions regarding accompanying reader. Students were given more time on assignments and exams to compensate for Covid-19.
- I allowed more flexibility in responses to critique questions regarding accompanying reader. Students were given more time on assignments and exams to compensate for Covid-19.
- Gave more time to complete assignments
- Allowed more time to turn in assignments
- I allowed the internship to be extended
- I allowed more time for the completion of the end of the semester project
- This course was fast tracked. It was set to an 8-week class, so students double up hours for the course. This was to make sure students got through all material.
- Changes that were made was to create a safe in-person learning environment for my students by keeping a six-foot distance. Along with moving assignments to an online format.
- I used D2L as a ready platform to continue content delivery from a distance. I had not used D2L to much extent previously.
- Incorporated more publisher-created tests
- Increased zoom meetings to deliver class content when in person meetings were unable to occur
- Allowed for more on line meetings with students as needed or recommended.
- Zoom lectures, more links to find information on-line
- more equipment and spread out our mock-up demonstrations because of CDC guide lines
- Zoom lectures, more equipment for social distancing
- Covid-19 has helped make me a more proficient online teacher. It has pushed me to learn new technology and learn to use existing technology to hopefully its fullest potential. Looking forward to using new equipment from the technology grant this summer and next fall.
- Zoom classes
- Respondus testing
- Not applicable. First time course has been taught.
- Offered the option to watch Zoom recording and submit pictures as evidence of participation.
- Masks are mandated throughout the classroom and salon floor. zoom meetings are held weekly to develop theory skills to apply to salon floor. all clients are required to wear mask. no facial services are allowed during this time, but then developed a system to teach students how to manipulate skills on either mannequin head, and clients (that are applicable)
- No changes made as this is an asynchronous course, but experiential discussions were changed to engage metacognition regarding the effects of the pandemic on student success as well as the effects on all age groups.
- Increased social distancing and limited services provided to the public
- I taught the course as hybrid-hyflex, so students had the option to meet online asynchronously, in person, and via Zoom.
- I utilized more virtual meetings instead of face to face when possible.
- Students were given an assignment extension to use if needed; this will remain a permanent fixture in the course.
- I offered some flexibility in the schedule -- for example, one paper extension request per student -- that will remain part of the course.
- This course was offered in a HyFlex format--both via Zoom and in-person simultaneously. Therefore, students could attend class even if they were in quarantine. Final Exam was an online exam rather than an in-person exam.
- The only modification was to grant individual students' extensions on assignments if they tested positive for COVID-19 or had a family member who did.

- Classes were done on Zoom for those unable to attend.
- We offered Zoom for in-class lecture as well as face-to-face.
- Students were able to return to the classroom for hands on training.
- Classroom portion was held online.
- This course was modified to a "hybrid" model where traditional lecture components were online and a weekly lab met face-to-face. Lab meetings were modified to allow social distancing and more individual work.
- Used virtual lab school experiences.
- I allowed students to choose to meet in-person or via Zoom rather than requiring them to attend each class in person.
- Virtual simulations were added to assist with enhanced learning due to social distancing.
- Due to COVID-19, I had to allow for some flexibility on the audience members that are required for student speeches in an online class. Typically, I require my students to have an audience of 5 people. Not all students were able to do this because of COVID-19 and personal circumstances, including that the student may have had to be in quarantine. Other than that, no specific changes were made to the course, which was completely online, or to the assessment tools.
- We allowed students back into the classroom to do hands on labs in small groups.
- When the students are operating the tractor with GPS in it, I have to make sure that the students are being clean and keeping the steering wheel clean.
- Students were able to do in-person labs; however, the labs were done individually instead of in groups.
- This course was modified to a "hybrid" model where traditional lecture components were online and a weekly lab met face-to-face. Lab meetings were modified to allow social distancing and more individual work.
- Moved the class online. It worked well. But the course was still delivered Wednesdays from 4:00 - 6:00 PM. Students liked the option of attending or watching the video lecture later.
- Videos for every assignment  
Made the class so that it could be done online or in person. It worked!!!
- For the online section of this class, I made no changes since it was already an online course. For the in-person section of this class, I made it a HyFlex class (Zoom and in-person simultaneously) and also made the final exam an online exam (not an in-person exam).
- Video lectures. Students appreciated the video lectures.
- We were fortunate and contained to meet in person the entire semester, the only change was not to include off-campus visits.
- Created online videos for every assignment.
- I offered the class as hybrid-hyflex, meaning students could choose to attend class via Zoom or in person as well as register for the course asynchronously online.
- Social distancing has hindered the performance of how we were used to operating. All different machines are used in our field and its harder to teach students about different machinery when you keep the student experiences away from each other.
- I was more flexible with due dates and late work in both the online and in-class versions of this class. I was also more flexible/accommodating with the course attendance policy.
- Incorporated in person and online lectures. Paired them up in the lab section for their labs. So, if one got sick they both were quarantined.
- I did some online stuff with the students as well. Incorporated in person and online lectures.
- This was my first time teaching the course. Since it was an online course, I did not need to make many changes as a result of COVID-19. However, I was more flexible with late work and due dates than usual.
- We adapted to "pandemic teaching and learning" by using the 6 ft distance rule (stickers for reference). Additionally, we provided students with face shields and KN95 masks for protection during patient care. The students self-monitored and stayed home if symptoms presented. We accommodated students that were required to stay home because of illness (they were able to make-up missed labs/clinicals). Since we were already a hybrid program, we were able to continue that model with little change.

- Paired them up in the lab section for their labs. So, if one got sick they both were quarantined. Also did some online stuff with the students as well. Incorporated in person and online lectures.
- We split the classes lab into two different groups while having the lectures in one. This allowed for the needed space to get the labs done and also to maintain the 6ft needed.
- We made it more hands on for the students. More time in the lab.
- Hybred format and the students enjoyed the flexibility and the attendance was very high on face-to-face days!
- Continued to find new technology that helped provide improved visuals for students. Excited to receive new equipment from technology grant.
- Continue to remain flexible with students as a result of the Pandemic
- Continue to remain flexible with timing of completion as a result of the Pandemic
- Much more flexibility and technology were needed to achieve student success.
- Remained flexible with communication to ensure project completion in timely manner.
- This class has been moved on-line which required the creation of discussion forums, quizzes and assignments, and video lessons.
- I used Zoom for more of my meetings
- Courses were moved on-line.
- Live zoom sessions were offered. These were not successful.
- Shorter and longer video lessons were recorded. These were successful.
- Discussion forums were used in place of in class discussion.
- Continue to use Zoom Meeting as needed to assist students in learning when deemed necessary or students requesting it.
- Increased Zoom meeting use as necessary or needed by students.
- Mostly all zoom lectures
- We lectured mostly over zoom to work around social distancing guide lines. Also purchased more equipment so students where not forced to share tools, less possible exposure!
- The biggest thing is allowing each module to continue longer than normal, allow students plenty of time to complete each module.
- I did allow more late work than normal, due to the stress of the situation.
- Increase distance learning use
- Many classes were held through Zoom.
- This course was presented in person and through Zoom.
- Instruction of this course was performed in person and through Zoom.
- Instruction was given in person and online through Zoom.
- decreased some of in person activities and meetings.
- Reduced in person activities due to Covid regulations
- fewer in person meetings,
- Due to Covid, this course was offered as a 2-day webinar instead of in person. This also resulted moving the tour portion of the course to virtual tours as well.
- Reduced in person meetings as a result of Covid guidelines.
- Fewer in person activities due to Covid restrictions.
- I continued with Zoom meetings and was able to deliver the content of this class. Assessment methods were not adjusted.
- Less face to face interaction. More Zoom.
- limited in person interactions. Harder to assess students as we have less face to face time.
- Improved distance model
- Improved hybrid/distance delivery
- I continued with Zoom meetings and was able to deliver the content of this class. Assessment methods were not adjusted.

- Students who could not find a Field Experience placement were offered an Alternative assignment. Since this course is part of the Pathway with SMSU, they were in charge of the Field Experience placements and the Alternative assignments.
- Transitioned more students to meet via Zoom
- I couldn't partner up the students so they each worked on projects individually.
- Not passing things through the class anymore and showing the students through the ELMO how something functions. I don't like what we have moved to but it's all we have at this current time.
- Had the students' space apart more but still made sure that each student could identify and respond to different diagnostic challenges with the machines and components.
- Less time spent up close with transmission projects. Had students show more pics of their projects so other students could see what they worked on.
- We have been in class all year long. When we have had students that were out on quarantine, they would be able to join class via Google Meet.
- Students were required to take all summative assessments in person. For some situations, this required me to supervise students in their cars while taking the exams.
- N/A since this course is fully online since 2014.
- I used prior videos as the main lecture tool so that students had anytime/anywhere access. We also utilized Zoom so that students in the building and outside of the building could relate to each other. As I shared my screen, it allowed both groups to see what I was doing (instead of using the whiteboard). I used breakout rooms with online students so they could ask their questions privately.
- I utilized our asynchronous Fridays to have students apply their knowledge at home in a very hands-on way. If we talked about leaves during the week, the students have to find examples of different things that we talked about, take pictures of the plants and describe what they saw. As an example, they had to find plants that had opposite and alternate leaf arrangement, take a picture and describe the parts of each leaf.
- This is a practice that I will continue in the future as it brought the concepts to life for students and forced them to look at the world around them and make connections to what we were learning.
- Much more use of video. I made every lesson available through video. I also made explanation videos for every exercise that was assigned. Students were able to access these at any time, so our class time, in-person or Zoom, could be spent interacting. I had to develop electronic assessments. This was a challenge, but I think I learned a great deal, and got better as the year progressed.
- When in hybrid learning, students worked independently reading and commenting on news articles or pages copied from the textbook. In class, the work was the same as last year.
- All chapter assessments were essay.
- This semester was a little bit more "normal" because we were able to be fully in-person the entire semester, unlike the previous two semesters. This allowed me to return to giving in-person, paper exams only, with only a couple of exceptions. I did continue to offer a number of lectures online for those students who were quarantined at times. In general, in terms of assessment methods, this semester was able to be more "traditional" and had fewer impacts because of the pandemic.
- Sadly, last spring we only had the discussion posts and couldn't really develop discussions around readings but it went well. Having the students in the classroom this year was very beneficial. I had students do PPT this year and last year, students recorded their voices over PPT for me. It was fine, I didn't feel I could really reach out with comments good/bad as much as if they were in the classroom.
- Distance and time of assignments. Group work was extremely limited this year. Spacing was important so many of the good group work activities were not achieved this year.
- This is my first time teaching through MNWEST. The changes I made compared to SMSU is the discussion post requirement and other assignments that help students to learn expectations.
- Changes made to the course due to the COVID-19 pandemic were to meet with students during our scheduled class time using Google Meets. There were several days that we needed to meet this way. For the majority of the semester we were in-person for class. There were no changes made to assessments due to COVID-19.
- Hybrid and online instruction were things I had to do before we returned to in-person

- I was not as strict with my attendance policies since it was often out of their control. I made sure that everything was available both in person and online. We were in person for the whole second semester, so mainly the absence policy was the only real hang-up.
- Students submitted a few more assignments online, but I prefer paper assignments and in-class discussions to online learning.
- I implemented PowerPoint presentations for students who were distant learners. I implemented student notes to accompany the PowerPoints and teacher instruction. I used IXL, Delta Math and other website to supplement learning electronically due to distance learning.
- The biggest change I made was an open book midterm
- We implemented a hybrid model. The students were in a synchronous model; half of the students were in class while the others were online at home.
- Simplified the amount of knowledge I asked students to acquire to the "essential of the essential" and emphasized more skill-based development thorough more authentic assessments and less traditional multiple-choice tests. I tried to develop as many unique and authentic assessments that would ask students to apply the skills that were learned in the unit into abstract contexts. Additionally, I allowed more opportunities for remediation than I have in year's past in order to accommodate for the several learning model changes and the impacts that had on students' ability to process information in a timely manner.
- Much more individual work. I plan to get back to more group work and activities in the future!
- All assessments were administered in person so nothing really changed their however as I stated earlier many of the labs needed to be replaced with virtual labs in which we used Labster.com to perform the labs in a virtual reality setting.
- mask mandates and social distancing in and out of classroom. zoom meetings
- There were some hybrid learning days.
- Delayed internship
- Assigned a few more video assignments. Watch 2-hour documentary film, answers the questions and write their reactions on the film.
- Mask requirements and social distancing in classroom and salon floor.
- Increased social distancing and limited services provided to the public
- Extra face shields.
- This was an online class so no provisions were needed due to COVID-19.
- We made sure that all students and customers were at least 6 feet apart at all times to the best of our abilities.
- Embraced trying new technology and adding new equipment to become more proficient with online meeting. Have become much better at maximizing time online.
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## COVID-19: How Did These Changes Impact Student Achievement

### *Fall Semester, 2020*

- Students will move on to routers and switches a 2nd semester of CISCO Networking academy. We will again talk about equipment and implementation of hardware in more depth. I do not feel this has impacted student learning outcomes.
- Virtual labs can always be a target for non-transfer to four-year colleges.
- I had a couple of students or a family member that tested COVID positive and due dates and discussion assignments had to be adjusted for the 14-day recovery period.
- Some students did not make the effort to attend the Zoom classes. However, Zoom recordings and transcripts were posted to D2L. Student learning outcomes for the most part were not affected, but student participation was.
- Covid changed many operations and processes in farming. student learning and management decisions became more fluid and responsive and assisted in short term success
- Student achievement and learning outcomes not affected. Students worked harder, putting more effort into classroom portion.

- Depending on the enterprises being assessed the achievement levels varied by farm and student
- The changes made in the classroom, wearing of masks and such made it more difficult to have as good discussions as would be expected when the students are able to project their voices and not have words become muffled.
- The wearing of masks and the way it interferes with communication was the biggest impact on the outcomes. Debate and discussions become more difficult because of the muffled communication.
- Students remained focused on the needs for good records - achievement was good
- F2F was able to have the same material delivered to them without being exposed to potential COVID.
- It enhanced student learning and allowed students to learn from their homes.
- I don't believe it did with the new software.
- Students did not seem to learn as well as previous classes had learned.
- Some students would forget to submit their work.
- It gave them the time necessary to comprehend topics.
- Definitely had a positive effect.
- It gave them more time needed to comprehend the topics
- Gave them more time to comprehend the topics that are covered.
- Positive correlation - Students were able to learn proper formatting techniques and remain engaged with the course material. Combining some of the Lessons 106-115 allowed students to have the workload spread out over multiple weeks and thus have a break in the weekly assignment submission requirements.
- Some prefer in person in the classroom.
- The discussion question that addressed Pandemics (and COVID in particular) had great participation/interaction and many quality posts. This helped students to achieve the SLO "Identify signs/symptoms, etiology, diagnosis and treatment of disease of the respiratory system." using an actual situation.
- All students in the class achieved the learning outcomes. Students did become accustomed to using the personal protective equipment and taking necessary safety measures they will likely be required to take when they enter their practicum and careers during the COVID-19 pandemic.
- The students told me they did not like Zoom lectures because they felt they learned more in the classroom. Front-loading the labs actually worked out very well with no problems.
- In my class, did not impact student achievement because I did not make any change at all.
- May have impacted level of comprehension of knowledge for individual students but were able to meet learning outcomes.
- Online class so no changes and did not impact student learning outcomes
- They had limited experience with hands on care of clients, therapeutic communication, and documentation.
- Skipping the first 2 chapters did not impact the student achievement of the learning outcomes since I did refer back to those chapters and did give worksheets to make sure they understood these topics. I actually had more time to cover the more applicable and important topics in lab math such as dilutions and quality control.
- Students were not as prepared for patient interaction, communication, clinical problem solving when they got to clinical.
- I feel that I do not know if the students achieved the learning outcome of Chapters 1 and 2. However, these topics will be discussed in courses next semester.
- The students did not have the number of laboratories practices as previous students, so I am somewhat concerned about that. However, we will have 2 weeks (8 hrs/day) SIM Lab the beginning of next semester and they will have a good review and more hands-on. Additionally, they will be going to a Clinical site for microbiology for 2 more weeks. After these courses I feel they will achieve the learning outcomes.
- The do not have the experience of hands on issues building new computers, such as components that are damaged or are not compatible



- Actually, front-loading the labs and being able to stay face-to-face increased the number of labs that I could do. The more labs gave me the ability to do repeat labs to further emphasize certain techniques.
- I believe the students got most of the server concepts, but lacked the real-life problems encountered when setting up a server environment.
- The student was provided extra time, however, because of her employment and home responsibilities the student withdrew from the course. I had reached out multiple times and had shared with the student that an Incomplete was an option, but I never heard back. I discovered the student withdrew on the last date to withdraw in D2L the next day when she disappeared off the course list.
- Students did not seem to learn as well as previous classes had learned.
- I think the students suffered because of the inability to be able to interact with each other in the lab setting and this led to students being much less invested in the classroom environment as well. I have never had a class that was less engaged on a day to day basis in over 20 years of teaching.
- Some students just struggled to navigate their personal situations.
- Was not as effective as being in the classroom.
- They ended up with more hands on and some of the book work suffered.
- spent less time on book work that is the foundation of the course work so had to struggle some getting the labs going.
- They did not get all of the training they would get in a normal year.
- It made it difficult.
- They did not impact the outcomes, as the courses remained the same.
- Supported and improve individual and group engagement with students to achieve students learning outcomes.
- Was able to get a lot of hands on up front and then came back with the book work
- In our program hands on training is a must and by having more lab up front in the class made sure they had the hands-on training first then their book work.
- More hands-on training
- Had to do more distance learning
- Zoom went pretty well.
- I felt that it was hard to gauge how the students actually did as far as lecture, sometimes it felt like they were not engaging as they should, when I would bring them into classroom setting because I felt they were not getting the information which I was correct, they understood outcomes much easier. After meeting with them, I could see that they reacted better when we met in a classroom setting instead of zooming. All students said they prefer the face setting because when I explain on a white board they seem to grasp the content better and student outcomes are actually impacting better.
- Many students struggled when dealing with sickness or quarantine. They did not keep up with assignments. The altered requirements caused students to have a smaller audience and less interaction during practices and interviews as well.
- New labs are always better because it's NEW! who doesn't like that so when students get the chance to practice in that setting they attend to do a better job.
- Students adapted to longer day of instructor occupying the lab space. There wasn't as much free time for them to practice in the lab on class days, but students utilized Center hours that were open. Groups were smaller which aided in more individualized attention.
- More beneficial learning environment from those that did not feel comfortable around others during a workout session.
- They will, as these students "eat up" these assigned projects and produce wonderful success.
- Allowed students to utilize on- job- training as part of their learning outcomes.
- Allowed students to achieve outcomes through application and experience with maintaining a home.
- It was a learning curve. I had many different opinions, but I actually had better attendance in zoom than on campus.
- I did hear many different opinions but had good participation. Doing hair in a lab setting was a bit difficult to see or help with on Zoom, but the theory was great for online

- Restricted opportunities for students to experience animal processing industry.
- Instead of zeroes for a score, the student earned 100% of the points thereby maintaining his GPA as it should be.
- Allowed students to achieve outcomes through application and job experience.
- In the surveys that we have our students complete, they did indicate that they felt a little rushed to complete the labs, but we were able to finish all skills assessments that are typically part of Fall semester.
- I had good participation but we need the hands-on element on lab
- I think they have been ok. I have had many different opinions but, overall, had great participation
- Instructional and assessment development education
- I had varied feedback but good participation
- There was good participation
- They said they did feel slightly rushed.
- For one or two students, it may have been more difficult to stay engaged with learning through Zoom.
- Instructional and assessment development education
- This may have affected the ability for one or two students to engage fully in the course.
- I believe that it was helpful for some students and maybe not so helpful for the students who needed structure to stay on track.
- For some students, it was hard to come back after missing 2 weeks of clinicals. They were rusty and felt behind. We can make up those skills in the spring as long as we are allowed to stay in clinicals.
- Students were less prepared for lab -
- Less stress and didn't give up! Completed work/course.
- Positively
- much more time consuming on both ends
- The students that we absent were able to participate in lectures and class. They were able to stay up to date on all assignments that were not assessments. These assessments were made up when they returned. So, very little disruptions.
- I don't feel that it impacted learning outcomes but may impact transferability.
- Did not impact learning of the necessary outcomes, it impacted the assessment which without proctored exams may affect achievement and transferability.
- It allowed them the additional time needed to succeed. I think it also took off some of the pressure that they were feeling.
- On the whole, student achievement & learning remained consistent.
- Having the work available online has helped the students have access. It is hard to know the true impact of this right now; students are struggling to maintain a sense of normalcy.
- The outcome is for the student to learn and understand. By reducing the option of cheating, students true learning is shown. If they show learning that is below proficient, what I have deemed 69.5% or less, they are then in a place that they can re-study and retake assessments which then hopefully advances their learning.
- Students were more relaxed in the classroom. When we transitioned to distance learning, students appreciated that their teacher was trying to listen to their needs so they could focus on essential elements, find success, and minimize time on devices.
- It allowed them the additional time needed to succeed.
- Offering flexibility in assignment due dates, as well as individually helping students was met with positivity and helped students stay successful.
- I do not think they had impact, neither good or bad. I felt students were still able to achieve learning outcomes.
- This course should really be delivered on a face-to-face format. It's really difficult to track students' progress when we don't meet several times a week. It's the type of subject that needs constant monitoring.

- It's hard to tell at this point. Some students shined and the course wasn't a probably at all; while others unfortunately dropped out.
- Did not have the opportunity to do a mock interview for a job.
- The idea behind the changes was to make the content more accessible and to encourage student engagement. I feel like there is still room for growth but progress was made from last spring.
- Students enjoyed the flexibility of assignments and videos to compare as examples. Students were allowed more leeway to incorporate personal insight and opinion regarding health care issues.
- Students were allowed leeway in documentation of public and family outings/observations. Students got a chance to do some investigative questioning of immediate circle and observe body and verbal language of those being interviewed. Positive assessment for the most part.
- Students would provide their opinion and input regarding reading material. They were allowed to do outreach, if possible, to get a clear and concise understanding of lesson.
- Online lectures made it easier to achieve learning outcomes. No classroom disruptions. Labs went very well because most students wanted to be on campus to do hands on projects instead of being online
- Increased their learning outcomes
- Improved them, no classroom disruptions and better time spent on labs
- I felt we easily achieved our outcomes faster because time was spent wisely
- Improved them
- I don't think it was beneficial to move our class meetings online. Many of my students became less engaged with the course once we were no longer meeting in person, despite my attempts to connect with them. On the other hand, the change in format helped my students learn different skills and become familiar with D2L.
- Students were not as timely on accounting or as quick with course work
- Less timely in feedback and instruction
- I have found that the students that preferred to come to class were disappointed when I had to provide Zoom lectures at-home while on a 14-day quarantine. I felt I didn't keep their attention as well.
- For the most part, students took on the challenge to complete this course successfully. There were two students who were adversely impacted by the challenges distance learning presented and were not able to connect regularly.
- Less involvement, less discussion as some items were moved to zoom to accommodate.
- I feel the impact was minimal as we returned to in-person classes.
- I could tell once the class switched to online. (the last 4 weeks) the student was just way less interested and more distracted and they did do worse on their last assessment than the ones previous.
- Student learning dropped. I spent a good deal of time helping students catch up because they missed class.
- Students did not do as poorly as I would have thought. The writing could have been better had we done the group work.
- The elimination of in person activities hurt so much that I will not support my classes with ZOOM next semester. Students struggle to learn on ZOOM unless I try to teach only via ZOOM. I will do this for different classes next semester.
- The student that have applied for welding jobs have had very good success for employment.
- Students did not watch the movies or had a hard time listening to the videos I played in class because ZOOM did not have the bandwidth to process the short movie clip.
- Learning confidence and technique in perfuming welds.
- They fell behind a bit but quickly got caught up.
- Dividing the class into two groups caused a negative impact on student achievement as I was not able to see and work with all the students as originally scheduled in the class schedule.
- They worked fine for most students, but not for students who prefer verbal engagement over written. It was harder to gauge what students were understanding or not, and what engaged their interest.

- I don't believe they did. I found most students were still engaged in class discussions and able to meet the learning outcomes. Students were given a "test run" opportunity with the technology before using it.
- Students being unable to conduct research in small groups may have affected classroom community building; although, I have received feedback in the past that not all students prefer working in groups. I found most students were still engaged in class discussions and able to meet the learning outcomes when completing discussions via Zoom; although, I did have retention issues. Students assured me this had more to do with personal issues (e.g. work schedules) and writing preferences (i.e. the desire to take Creative Writing over Composition II). Students were given a "test run" opportunity with the technology before using it.
- Overall, negatively impacted student learning. Even though we were online for 2 weeks out of the semester, that limited the length of time students got to spend with each lab before assessing.
- The changes that we had to make due to COVID negatively impacted student achievement. Overall scores and test finals were down compared to other years.
- Decreased integration between students and guest speakers.  
Decreased participation in some programs.
- Decreased student and instructor interactions and some attendance of some students.
- Decreased participation and interaction between students and industry representatives
- Decreased participation and decreased student interactions with other students.
- Decreased attendance as well as some student to student interactions.
- Migration of face-to-face laboratory activities to completely online made teamwork more difficult.
- These changes made student achievement of the learning outcomes more difficult. Fewer students achieved the learning outcomes as a result of these changes.
- Students have an advantage in the summative skills assessment in that the variables are easily controlled and predictable on a mannequin, versus the critical thinking and individual adjustments that are required for services demonstrated on a live model.
- Soft skills are adversely impacted when services are performed on a mannequin, as opposed to necessary employment of communication, interpersonal relation, and interpretation of guest expectations.
- These changes made group work and class participation more difficult.
- This course was originally supposed to be ITV, but I changed it to hybrid (recorded lectures they could watch live and/or watch later). I think this may have caused a few students to drop out of class and stop doing the work.
- I don't believe they did impact student achievement of the learning outcomes.
- I don't think they got a complete hands-on lab experience this year.
- I think by offering the Zoom option, student success was positively impacted. I would need to gather the hard data to make specific conclusions based on other course success rates in previous classes offered solely in-person and through other delivery modes like completely online.
- They didn't the grounding in hands-on lab experiences that I would have liked.
- Just like in other classes, some students would have had higher grades if they simply would have completed the course work. You can't leave a 150-point journal assignment undone and expect to do well in the class. So again, it is not that students don't understand the course content, some just choose, for whatever reason, not to complete the work.
- For the most part change is hard for some of my students. My students have still been able to achieve the learning outcomes of the course however we just needed to be more flexible.
- good for the students because we are in person.
- Zoom is not as personal, but it did allow for more frequent shorter instruction time.
- Decreased student interactions and participation
- These changes allowed us to have deeper more in-depth instruction and analysis of individual farm operations. It has also allowed for more frequent meeting with farms to keep their operation on track.
- Impact was minimal. Allowed for more flexibility, but achievement stayed the same.

- Having attendance not required reduced student involvement.
- These changes allowed us to have deeper more in-depth instruction and analysis of individual farm operations. It has also allowed for more frequent meeting with farms to keep their operation on track.
- For my students to learn a new type of meeting through zoom was challenging but my students did well and have been able to continue their progress.
- It was challenging at first but most students enjoyed the zoom meetings as another option for meeting.
- It was difficult at first learning the process of doing zoom meetings but overall the students have been able to achieve their learning outcomes.
- I believe that the ability to still meet with my students using zoom has helped my students achieve their learning outcomes.
- As our course of study is based on hours to graduate this pandemic has pushed our students back from graduating on their original expected date.
- My students are still achieving their learning outcomes we just use more zoom meetings instead of in person meetings.
- My students at first found it challenging but overall found it helpful to achieve their learning outcomes.
- When they are not able to come to school it makes things very difficult. In our industry hands on learning is a must. I feel like not being able to have clients come into the school didn't give them as much experience with guests as I wish they could have got.
- Student's had to find more self-awareness and responsibilities outside of campus to fulfill their education and assignments. I feel like this set them up for more success being more accountable to decide to still be attending Zoom meetings and other "social distancing" settings.
- Although each student has expressed their skills have been limited due to Covid-19, we still tweaked and navigated alternative approaches to make sure that they are not left out of any skill. This allowed communication to be stronger, and patience to be more evident.
- Some students didn't have off campus internet access, so finding those resources on "off-campus" days could be a challenge. Technology always has a risk of failing or not working, so this brought some challenges to the table, but overall this taught us how to become more creative and ultimately have more patience through it all.
- Decreased participation and decreased student interactions
- Students held more accountability with communication and having to study/ do homework on their own time. This allowed students to then apply more demonstrations and hands on skill while they were present on campus.
- These changes positively impacted student achievement because it enabled them to attend the course in whatever way they could, either via Zoom or in person.
- These changes made it possible for students to attend this course (whether completely online, in person, or a mix of these formats) in whatever way was best for them to succeed.
- Students in this course performed above average, so it appears the course design was appropriate for the current situation.
- Did little to affect the outcomes, perhaps took more effort and time to communicate online in lieu of face to face.
- There was little affect the outcomes, perhaps took more effort to communicate online in lieu of face to face.
- Increased student input, and created more question creation from students, very positively.
- Not being able to allow students to work together in the classroom was difficult. I believe the best way to learn math is to do math and to do that you need the support of your peers as well as opportunities for collaboration. Students really missed out on that this year,
- The assessments got to the heart of what the goal was but put a lot of pressure on students to do well on one or two questions.
- The individual conferences were very beneficial and led to a lot of improvement in the students' writing, and showed inversely in the very few students who dodged meeting with me week after week. Their grammar didn't seem adversely affected by the change in assessments. It WAS difficult in

a morning class to know who was sleeping through a Zoom during the Hybrid schedule, so attendance was a little tricky.

- Most students adapted well. A few started strong, but faltered in completing assignments toward the end of the semester, when course content is especially challenging. Some students did not respond to emails. I was encouraged that most students communicated to me that they did view and benefit from the video lessons. A few others worked on extra credit problems to improve their skills, via emails and photos of their work.
- Needed to use more virtual lab experience rather than physical.
- Honestly, the switch to more authentic learning has decreased the completion rate of the assessments I am giving. For some reason, students are choosing not to complete or turn in the summative assessments. While these students aren't necessarily completing their formative work on a consistent basis, I am shocked at the number of students who are intimidated by the freedom and flexibility of the authentic assessments and instead of submitting something that may reveal some misunderstandings or lack of proficiency, they are opting to not turn in anything at all which is very concerning to me. Overall, I still have a high number of students reaching the learning outcomes that we have set forth, but I am having a larger number of students not reach the outcomes simply because they is no evidence by which to evaluate their work on (due to lack of turn in of assessments).
- Students were still able to achieve learning outcomes, they just needed to do it through virtual lab experiences.
- We were not able to have physical lab experiences, so lab experiences were moved to virtual.
- The impact was minimal. Zoom worked well for this course as students who wished to stay on longer and receive more individualize learning were able to do so with no problems encountered.
- They were able to be more hands on which helped them to be more confident in what they were doing.
- I believe it was very helpful to have a consistent structure this year. Students knew what to expect and could rely on this predictability in an otherwise chaotic year.
- General performance in the class was negatively impacted by lack of attendance. The availability of Zoom probably made students overestimate their commitment to actually watching the lectures.
- Students were not as effective in finishing hands on work at home, where they might not have access to appropriate space or have acquired enough supplies.
- It wasn't possible to have the regular number of exhibitions.
- Not being in class each time made it difficult as some students either lacked space at home to work, or did not purchase their own supplies.
- Students were not as productive on their own. Many did not have adequate space or supplies at their homes.
- No discernable impact to student achievement was detected, although anecdotally students seemed very pandemic fatigued.
- It seems students had less confusion early on because they were using software in which they were already familiar.
- I think they improved engagement.
- The learning outcomes were still the same the projects just were not as well done as they could have been if students were exposed to the proper tools and equipment for the entire course. Being at home and having to make due with alternative tools for slab rolling etc. made it a little difficult at time for some students to create the works they would if they were in school with the normal circumstances and equipment available.
- I think that using the virtual labs helped to support student learning better than omitting labs, however, I do not feel that they are a suitable replacement for traditional labs. The circumstances being what they are, however, it was necessary to use them.
- Students had to really do more individual work.

### *Spring Semester, 2021*

- The changes enhanced student achievement as evidenced in the final (overall) assessment.
- Students were able to complete assignments much easier. Having access to technology made a huge difference.
- Improved performance.
- There was no negative impact on student learning. We had classes as usual except we were wearing masks, social distancing, and washing and disinfecting hands more often.
- Being back to face-to-face definitely enhanced student achievement as compared to last year when the students had many virtual labs.
- Students prefer the face-to-face lectures interaction and being able to do the hands-on testing that correlates with the lecture material. Having virtual and "dry" labs last year made it very difficult to assess student learning.
- Face-to-Face definitely improves student achievement and learning outcomes compared to hybrid or virtual. I can actually watch and guide the student in the laboratory for competency
- They helped the students achieve the learning outcomes of the course.
- I know that there were stresses caused by getting behind due to COVID-19 illness and death. I tried to encourage and relate to the students to not worry.
- The one student withdrew because he was afraid to work in healthcare. The other student just started at a later date.
- Students were more competent and efficacious in speaking Spanish.
- Reduced the workload for students - avoided duplication of an assessment as the students already had completed a similar integration of applications in the course.
- Improved performance.
- Improved discussions.
- This allowed students more access to multiple labs insuring opportunities for all.
- Student were more efficient at completing outcomes due to more access to equipment.
- Allowed students to complete outcomes by providing necessary lab space.
- Because, did not make any changes, so there is no new impact at this time
- Allowed students more access to lab equipment insuring equal time in lab.
- Provided more opportunity to succeed.
- Allowed students to access more lab equipment providing opportunity to complete more labs.
- Student achievement was not adversely impacted.
- Reduced the workload for students - avoided duplication of an assessment completed in the course. Students who were struggling were less hesitant to reach out for assistance and were able to meet and get the help they needed to further their understanding related to document formatting, etc.
- Students benefited from being able to return to face-to-face learning for hands-on skills.
- Positive correlation - Students were able to learn proper formatting techniques and remain engaged with the course material. Combining some of the Lessons 106-115 allowed students to have a reduced workload. Students who were struggling were less hesitant to reach out for assistance and were able to meet and get the help they needed to further their understanding related to document formatting, etc. I met with several students' multiple times via Zoom this semester.
- Students who were struggling were less hesitant to reach out for assistance and were able to meet and get the help they needed to further their understanding related to word processing, etc.
- We had a secure environment and offered an opportunity to test in a environment that is similar to NCLEX that they will have to take to become licensed.
- Some clinical sites limited student participation with Covid patients, which limited the total number of available patients for students to care for.
- Some students did not take the initiative to do the labs on their own.
- Learning using Zoom may have negatively impacted the students' achievement.

- Instruction is a little more difficult with the masks and understanding students and the instructor. The pace of the class slows a little when making sure we understand what we are saying to each other. Overall the impact was marginal.
- Changes had minimal impact on student achievement.
- Impact on student learning was minimal. This class was held in a face-to-face format.
- Wearing masks during physical activity is challenging when heartrate and breathing is increased. Students were still able to perform activities.
- The classroom (113) was rather large and made the impact on student achievement very minimal.
- We worked with the implications created from the different classroom environment caused by Covid. We openly discussed concerns students had and modified the timeframe when assignments were due when students were impacted.
- By networking and engaging each other to discuss difficult code questions teaches them skills they will need on the job.
- English was the student's second language, he struggled with the material, but was always prepared for our meetings with questions about the material.
- It was difficult with low numbers to have the impact that I want. I taught several times with just one student present. I ask a lot of questions in class and it is difficult when that student has to answer all of them.
- I believe it helped them to gain more knowledge
- By networking and engaging each other to discuss difficult code questions teaches them skills they will need on the job.
- I believe it helped them to learn more on their individual projects
- Students who were struggling were less hesitant to reach out for assistance and were able to meet and get the help they needed to further their understanding related to word processing features, etc.
- Students who were struggling were less hesitant to reach out for assistance and were able to meet and get the help they needed to further their understanding, etc.
- I believe it helped them to acquire more knowledge as they had more time
- I believe it definitely helped them to learn and practice more to allow students more time
- Students who were struggling were less hesitant to reach out for assistance and were able to meet and get the help they needed to further their understanding, etc.
- This made students test in a high stakes' environment much like their NCLEX exam.
- I believe it helped the students learn more
- Students were able to continue learning at home.
- Students were able to continue learning even from their homes.
- It allowed them to complete the program in full capacity.
- I feel that most the students benefited from the changes as we could meet more frequently and answer questions as they came up. However, some of my students do not want to do zoom meetings for various reasons.
- I feel that the students benefited from the changes as we could meet more frequently and answer questions as they came up.
- I feel that the students that utilized virtual meetings benefited from the changes as we could meet more frequently and answer questions as they came up.
- While this allowed for flexibility, I believe it negatively impacted the online students who chose not to participate in discussions or watch posted lectures.
- Some service learning had to be modified to allow demonstration of skill on a mannequin, as opposed to a human client. The soft skills in those services were not allowed to fully develop.
- Students learned to better understand the effects of context on development of all age groups, increasing community understanding and diversity and inclusion.
- Definitely was a learning, curve, but the students grasp onto the change much better by this semester compared to last semester.
- Students became reliant on this option rather than attend in person.



- Zoom was challenging in the lack of student engagement. I enjoy a more hands-on classroom, but this was absent because of COVID.
- It has made it easier to meet with students for shorter periods of time, more frequently. It has also been a time saver in that I do not need to be on the road to visit students as much as I have in the past. Helps to make better use of my time.
- Students were able to continue learning at home.
- Students could learn from home.
- It allowed them to complete the program in full capacity.
- They did great, they actually liked having the extra hours in a day to complete their projects.
- I believe it helped them learn more
- I believe it helped students obtain internships
- Both positive and negative. Some students excelled where others were questionable. Not all students are privy to internet services and was a factor on assignments and exams.
- It actually forced students to create their own thinking skills by themselves instead of relying on the lab partner.
- Better lighting is a big part and exposer to other labs if they are enrolled in that course.
- Learning outcomes were the same students adapt well and are willing to change as long as it's for the better.
- Arranging lab time with another course so we were keeping distance a safely away from other labs that would have been to close.
- Actually good, they were challenged to complete projects on their own and present how each project worked.
- Students did well with their studies and completing all assignments.
- It was an effective and efficient use of their time.
- I think the learning outcomes greatly improved due to the sheer fact that this course is something that is much better instructed in an on campus setting. An online setting is just not going to get the information across as well without hands on learning.
- They missed out on developing a relationship with the elderly community and participating in the day to day tasks within the retirement community.
- I think many students struggled simply to navigate through this entire situation. Again, this class is one that can adapt to on-line learning very easily, so the impact here would be minimal compared to the other courses that I taught.
- The entire Covid situation impacted these students greatly. The decision to remove spring break from our calendars was a tremendous detriment to students who were in the face to face classes. I could see them start to struggle during that time period and after, what would be the normal spring break time period, I lost 5 students that never really returned to the class - a few of them tried to do some assignments on D2L, but I have never had anything like this in all my years of teaching.
- I don't believe that students learned some of the hands-on things as well as they should have because we had to eliminate some experiments and not allow as much interaction as I normally would.
- Limited in-class interaction.
- Two students dropped out early because they hadn't done most of the work. Having them in person may have prevented that. The five students that finished did fine.
- More cost to program
- Took longer to get through
- Provide more alternative assignments for students to reach the learning outcomes
- Minimal changes since alternative assignments supported students learning outcomes
- For the safety of the students provided options for program delivery (distance delivery)
- These measures have a positive impact on student achievement, learning & overall performance.
- Being in person in a technical field is by far the best way to learn and instruct the students. I feel the students learned more this year, than last year during Zoom sessions.

- This did have a negative impact on some student's engagement with the course and that affected student learning indirectly.
- The lack of student engagement above, indirectly had an impact on the students being able to demonstrate the desired learning outcomes.
- For the safety of the students provided options for program delivery (distance delivery)
- Decreased student contact is never good. We were able to get through for the most part.
- A lot better more hands on!
- Being in person in a technical field is by far the best way to learn and instruct the students. I feel the students learned more this year, than last year during Zoom sessions.
- Limited opportunities, but did not substantively impact outcomes.
- Most students kept up well, others needed extensions.
- Students were given more opportunities to complete assessments and thus achieve their learning outcomes.
- I'm not sure. It seems the students were either "all in" or merely having a class scheduled. Those who were engaged did well; those who lost steam after the first couple of weeks, disappeared.
- This allowed impacted students to successfully complete the course and earn the grade they deserved.
- Some students are taking longer to complete the course.
- Some of the students that had to miss regular class, did not miss a beat when it came to participating in classroom remotely. Others, of course, struggled with retention, missing out of important classroom discussion.
- There is a large amount of diversity with their transmission projects, John Deere, case, cat, etc. so they all got to look at the different makes and models of their classmate projects.
- The students had to perform individually instead of help from a partner.
- I think it has damaged what they could have learned. Passing technical objects to each student is the best way I know how to get the students to understand something. When they can touch and feel it there is no better way to instruct a student.
- I believe it was better for each student because they didn't ride on anyone's coat tail. They had to do the work and learn it or they wouldn't pass the course.
- I feel not doing the Field Experience was a detriment for some students. It took away for hands on, experiential learning.
- Improvement of timeliness of meetings and more effective learning
- Increase student's timeliness and delivery of information
- Less discussion among peers. Less attentiveness due to decrease face time.
- Decreased student interactions and quality discussions. Not as much material retained.
- Less face to face interaction between students has resulted in less feedback and discussion between peers.
- More remote learning so less student interaction and less discussion between peers.
- less discussion and interaction between students and faculty.
- Less discussion. Less attendance to the in-person activities we did have due to policies of mask wearing.
- Less discussion due to less attendance due to MN capacity rules
- fewer attendance due to Covid guidelines which resulted in less discussions among producers. Less interactions for them with producers and students from other areas.
- decreased discussion as a result of fewer people. Decreased interaction and retention of information.
- Students get quite as much hands-on experience or live learning as it was all over the computer.
- decreased student discussion and interactions. Less information retained.
- Students adjusted well to online instruction.
- Students adapted well to remote learning.
- Students adapted well to online instruction.
- Allowed for more instructor/student contact during this difficult in person teaching time.

- By not having to deal with absolute due dates, many students thanked me, for relieving them of that stress. I understood that several of them had full time jobs, on top of trying to deal with COVID; both for themselves and family members.
- I believe that it relieved a lot of stress from many of the students. The students who are "on top of things", got it done asap; while those struggling with COVID and life situations, had plenty time to complete it.
- Improved learning outcomes with no one waiting for tools.
- Felt it stayed the same if not improved attendance.
- increased them by better utilizing time!
- improved them, utilized our time better.
- Increased them by allowing students to see many activities going on at the same time! Kept me jumping, that's for sure!
- Improved them, no classroom disruptions and better utilized time
- These meetings only enhanced the students learning outcomes and did not in any way hinder them from being successful.
- Kept students on task even if in person meetings were unable to occur
- Allowed for additional meetings when needed without worry of one on one meetings for students, and allowed for greater flexibility when meeting with students.
- Allowed for increased student meetings when Covid was not allowing in person meetings
- I feel that the students benefited from the changes as we could meet more frequently and answer questions as they came up.
- Video lessons enhanced comprehension and replaced in class teaching time. Student were able to flexibly access these lessons and repeat if necessary. In class discussions exposed students to alternative student perspectives and differing views on morally sensitive subjects.
- There were less opportunities for student-instructor and student-student face to face interaction.
- Achievement remained high although methods of completion varied greatly.
- Made it easier to meet with students individually and more frequently.
- Class attendance was strong therefore assignments were always turned in on time and speeches were given on due dates.
- It improved their technical skills instead of just bookwork. Which most students learn best hands on.
- This year, there was little disruption in their learning. We did have one quarantine requirement during the semester, but we were able to continue zoom sessions during that time and make-up lab requirements at a later date. Again, this required us to be flexible with assessment due dates and make-up labs.
- Having more flexible due dates helped my students complete their work.
- Having flexible due dates increased student success (in some cases). In other cases, students simply procrastinated more.
- They slightly hindered the experiences of the students.
- As stated above, no changes were made to the course nor assessments that would have impacted the student achievement of the learning outcomes.
- It did not; although, I would have liked the entire class to have been able to interact with one another in a live setting. While the discussions met the desired outcome, I feel that a live interaction would have had more debate and a more last impact. (Although, students did report they gained much from the class discussions.)
- Students loved the videos. It was the one thing students mentioned over and over again in their feedback.
- I provided visual examples so the students would be comfortable and not surprised in the field.
- Overall, students did very well on their exams.
- The option of delivering this class in HyFlex made it possible for all students to attend class, because they could always choose the Zoom method. Thus, over the course of the semester, when a student was in quarantine and could not come to campus, they did not miss any class meetings.

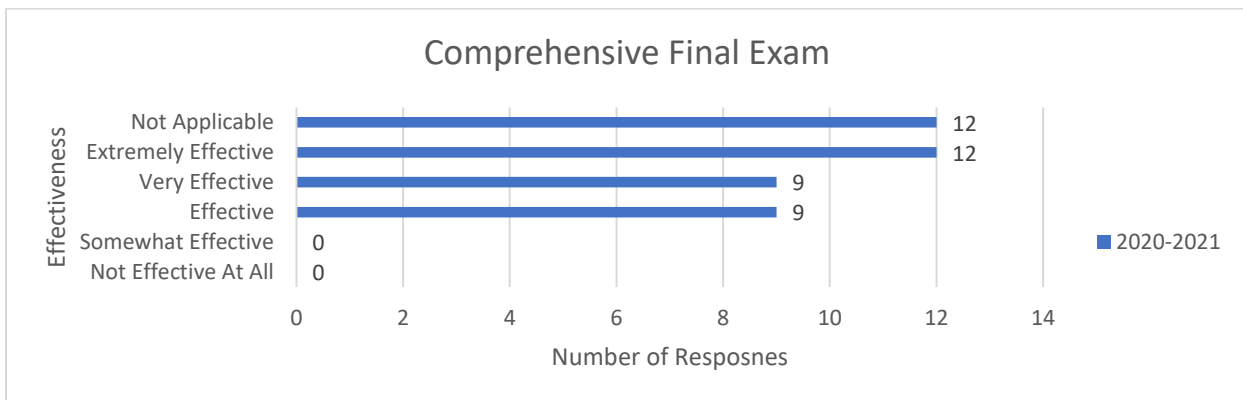
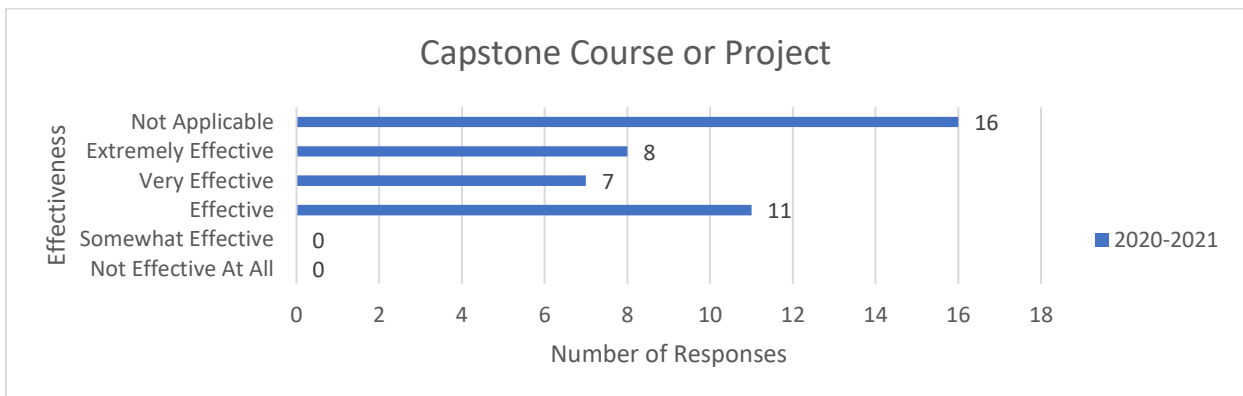
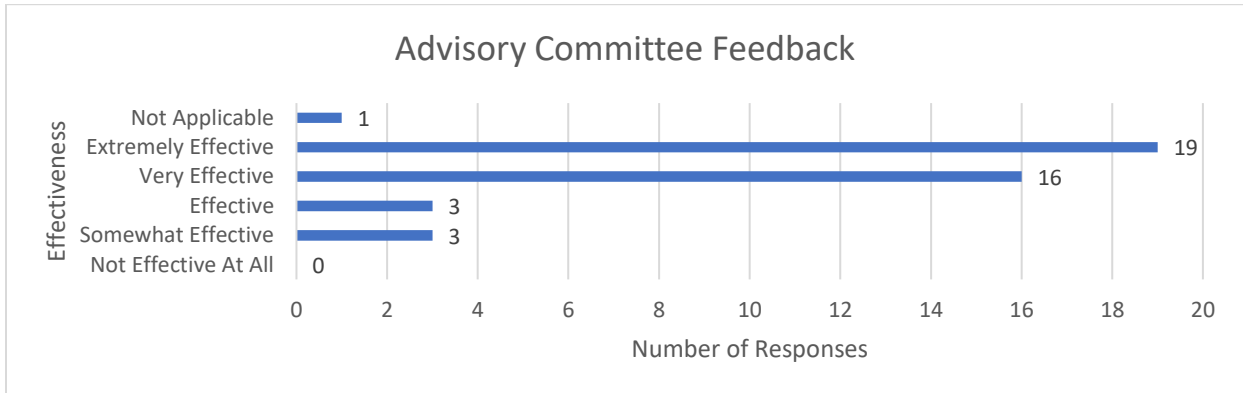
- A class designed for online learning and in-person learning helps student success.
- All students passed. Not one student dropped or withdrew.
- These changes made student achievement of the learning outcomes more difficult. Fewer students achieved the learning outcomes as a result of these changes.
- It does slow things down but nothing we can't overcome.
- There were no field trips that were done in the pass.
- It provided a better learning experience.
- I would say these changes did not have any specific impact on the student achievement of the learning outcomes.
- Allowed students to work through a simulation scenario online prior to performing in person. This enhanced their opportunity to improve on their in-person simulation.
- I feel that some students would have benefitted from an in-person requirement to keep them motivated; although, this did add a level of flexibility that may have benefitted students in ways not shared with me.
- Still provided a field experience like atmosphere without being able to physically be present in a classroom or center setting.
- These changes made student achievement of the learning outcomes more difficult, since they limited opportunities for collaboration and group work.
- Had to utilize more virtual lab school experiences.
- They were able to be hands on with their labs.
- I had a lot more students show up via Zoom and I thought it was very effective. I actually appreciate that students find it more conducive to their schedules and location to at least join via Zoom. I had more students attend lecture than I ever have in the past 5 years just by offering Zoom. I also saw improved student scores.
- Easier to ask question
- Student engagement was noticeably lower.
- Granting extensions enabled students to complete their assignments and receive credit for them.
- These changes had a positive impact on student achievement. For example, when students had to go into quarantine, they did not miss a single meeting because of the Zoom option of attending.
- They allowed for some flexibility in the course schedule.
- I feel that the students benefited from the changes as we could meet more frequently and answer questions as they came up.
- Negative...zoom is just not as good as in person
- Amazed at how well students have adapted to meeting online and how some have wanted to continue due to the efficiency it creates by being in their own office space for meetings or having me in my office space with access to my materials.
- I feel that it improved their learning as they couldn't be next to each other so it cut out a lot of the side chatter.
- Some service learning had to be modified to allow demonstration of skill on a mannequin, as opposed to a human client. The soft skills in those services were not allowed to fully develop.
- More engaged in the assignments by viewing the Signing Naturally videos.
- They did not seem to impact learning outcomes.
- Less clients were coming into the salon for students to work on them. Models were harder to find. Students were on campus less, zoom
- The virtual labs are not as good as the real thing and I think some students had a harder time connecting with them. That being said there wasn't really much of a choice this year with Covid.
- Much lower achievement
- It varied from student to student as some students were not able to overcome the independence of distance learning and continued to struggle, while others flourished. In regards to the switch to the essential of the essential content knowledge, I believe students understood these topics much better than in years past, but they were not the most confident in expressing their knowledge in the authentic

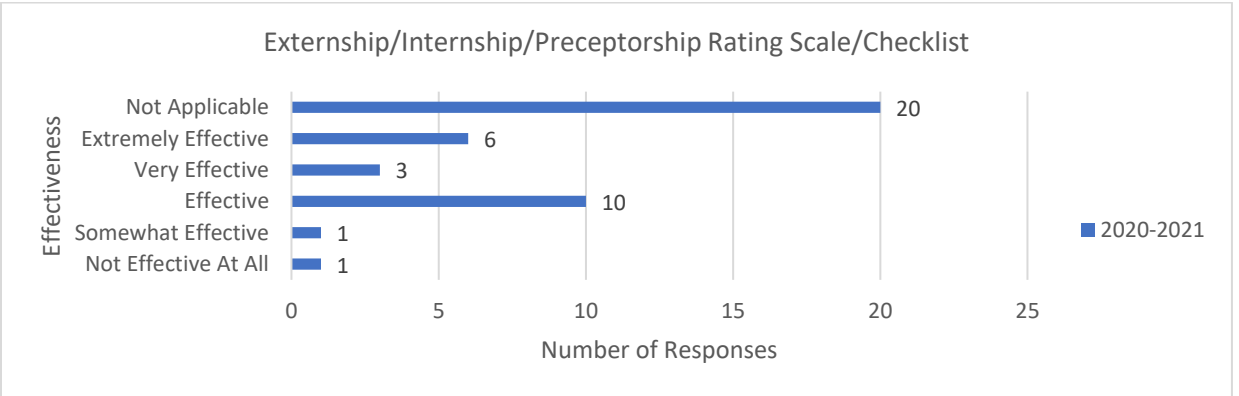
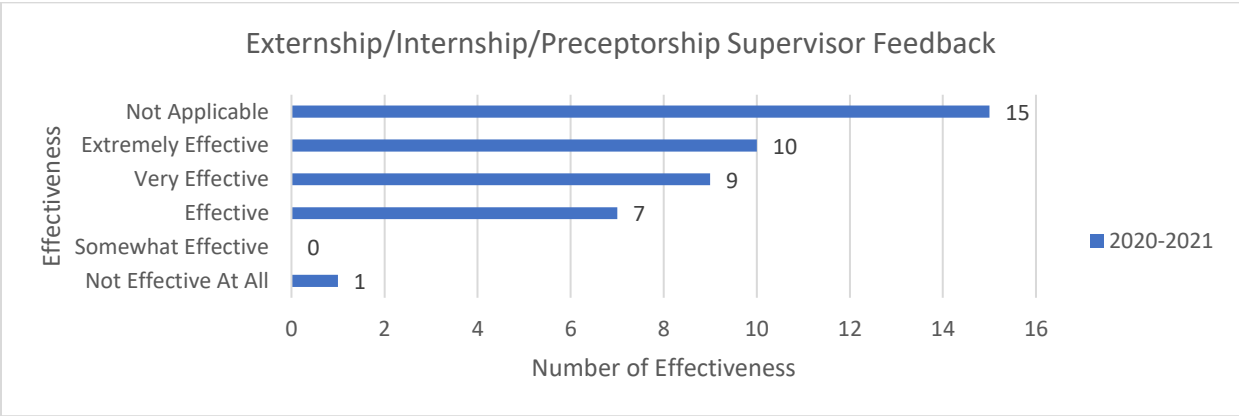
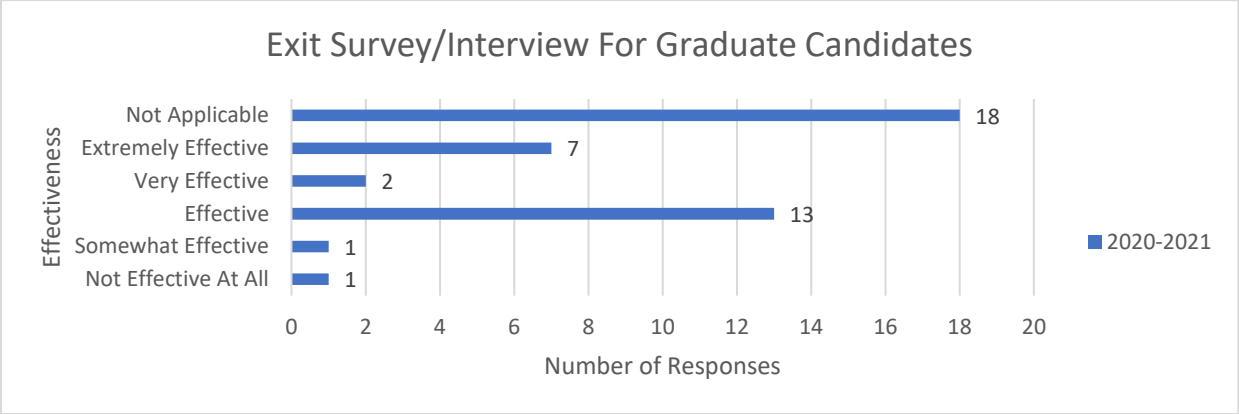
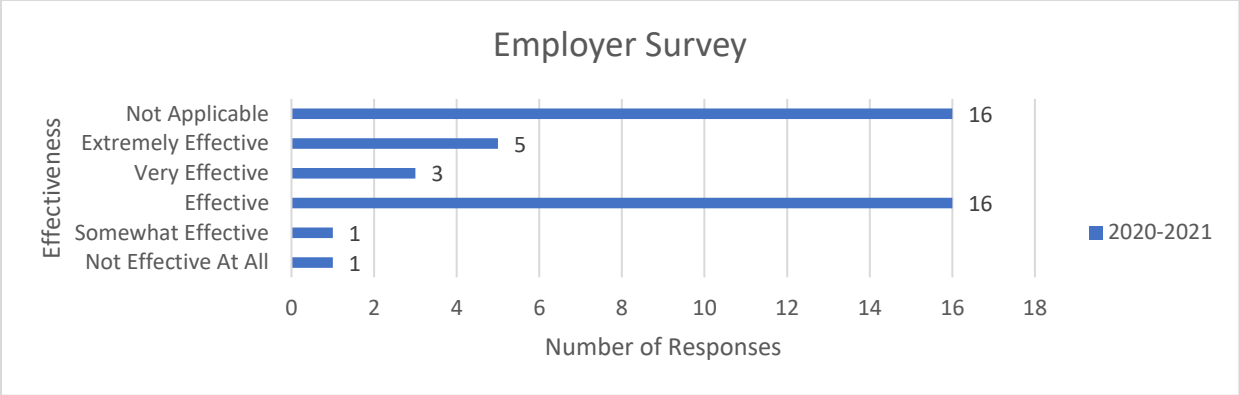
assessments. After working with the students, I realized this was not due to a lack of knowledge or skill, but rather exposing students to a different form of assessment that they were not used to and a fear of so much subjectivity that confused them. This is where I identified the errors in the lack of specificity on some of my rubrics, which required additional scaffolds from me and additional clarity on future rubrics.

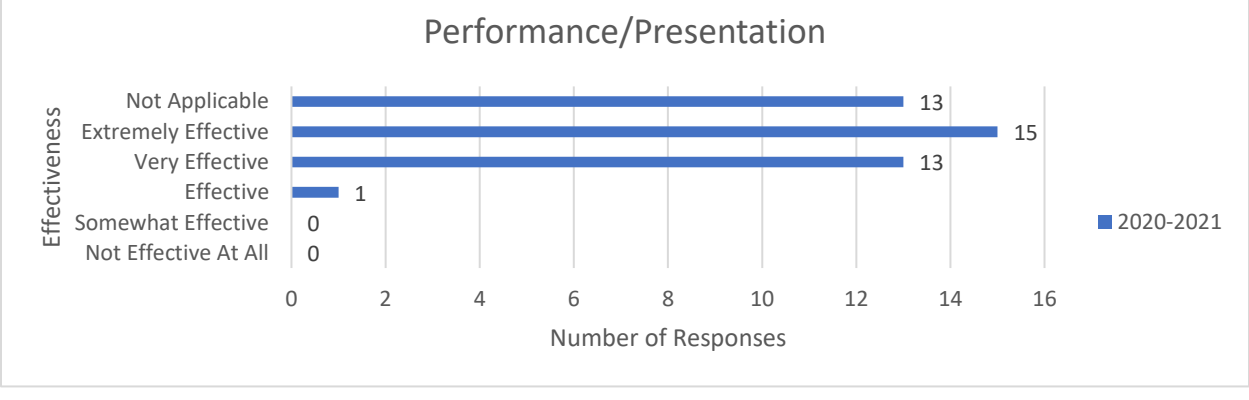
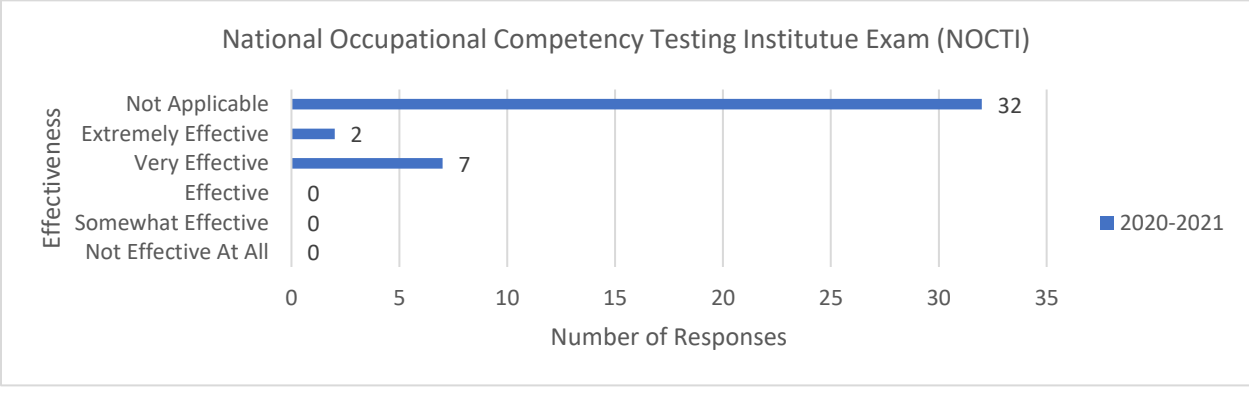
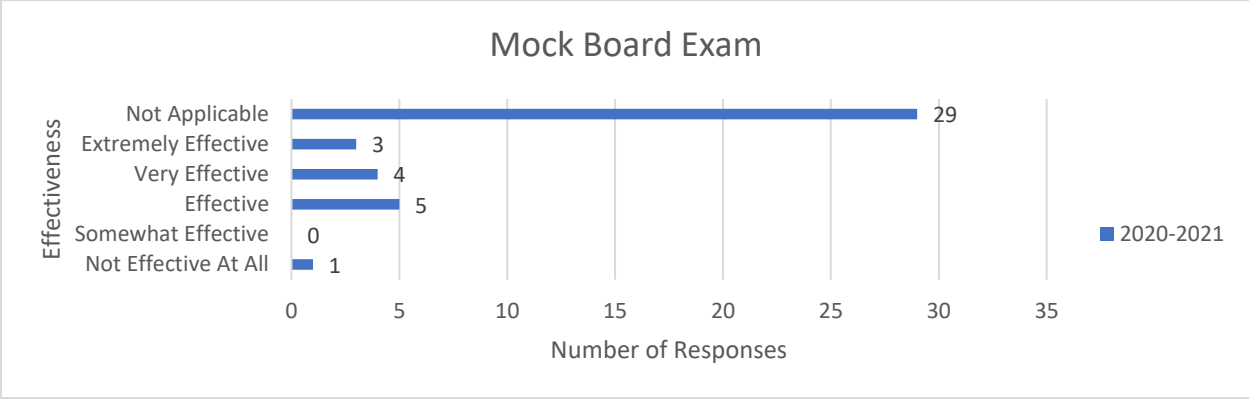
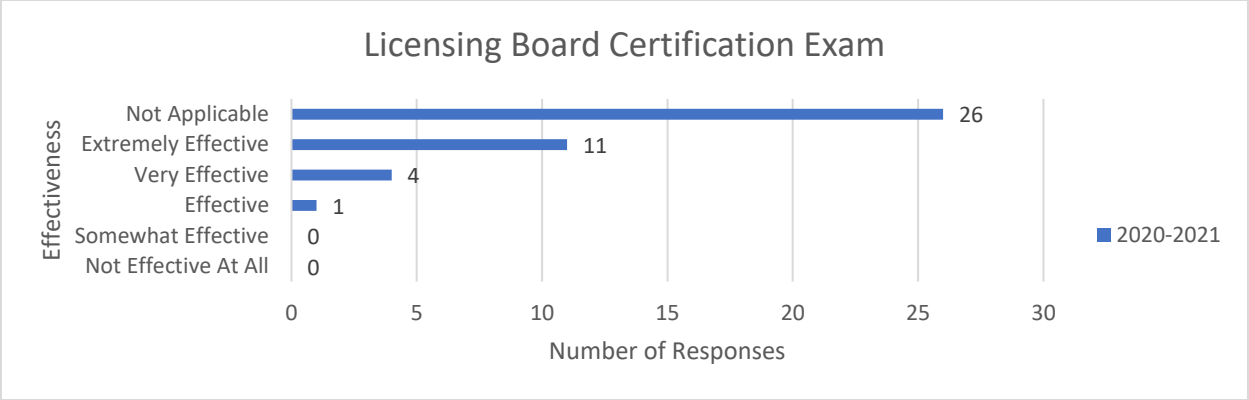
- I do not feel we reached the course goals I wanted due to this model. I had to think of a lot more curriculum that could be done at home.
- I felt that she did well and was still able to apply the material later in her papers and lesson plan
- Being in person this spring allowed more vibrant discussions and deeper insights into the novels.
- I noticed that their final research papers were noticeably shorter than usual and wondered if it was from some burnout of the stress of the last year and a half. They appreciated the online resources. I don't know that they even realized I was relaxing on the attendance policy.
- Students tend to disengage online
- The number of days that we had to move to Google Meet for distance learning were minimal and did not have a significant impact on student achievement of the learning outcomes. All assessments were done in person.
- I will know more next year due to first time with my changes.
- I think it was more individualized and learning outcomes did occur just different as a result of computer based or distance-based learning exercises.
- I would say with COVID and not having students in the classroom, proved to see who was more motivated and responsible. Having students in the classroom portrays more of that because we are together. I felt learning outcomes were better in house that not.
- I did not notice significant changes to the student achievement of the learning outcomes this semester.
- I actually feel they had a broader in-depth understanding of the objectives vs just reciting facts
- COVID made it more difficult to get students discussing as a group. Over zoom, discussions were very limited and short.
- It was a big challenge. I think we all got better as the year progressed. I think students were very resilient and were able to adapt to the challenges. They were very helpful for me as I learned strategies that could be affective as we switched learning models. Overall, I was pleased with the progress that students showed. I think I got more efficient in delivering the curriculum and the students responded well.
- I actually think these were much more effective than a pencil/paper test because it spurred students to be creative and analytical thinkers rather than rote memorization.
- Students seemed to like the recorded lectures. It allowed them to access the material when they felt that they needed it (rather right away, as they had problems and/or as a study tool). Because the lectures were recorded, most of my time was spent answering questions that the students had.
- It held them accountable for actually learning the material versus being able to use resources to look things up that they should understand or know how to do.

# Technical Program Assessment

## Effectiveness of Technical Program Assessment Methods Used

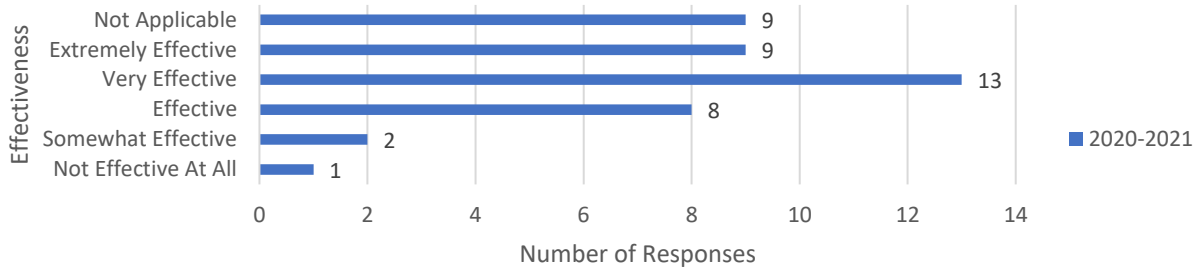




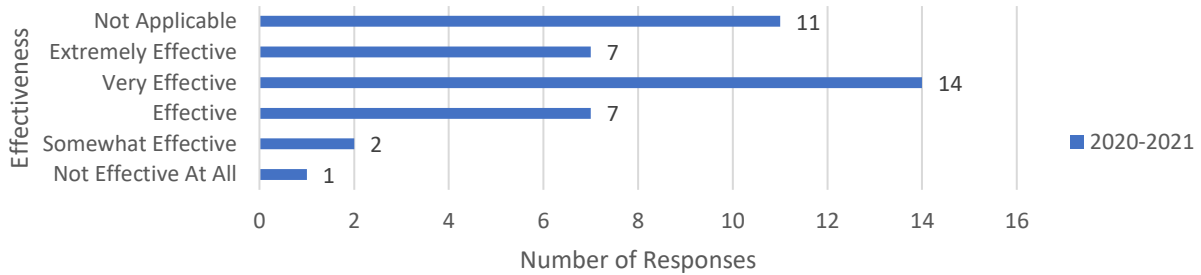




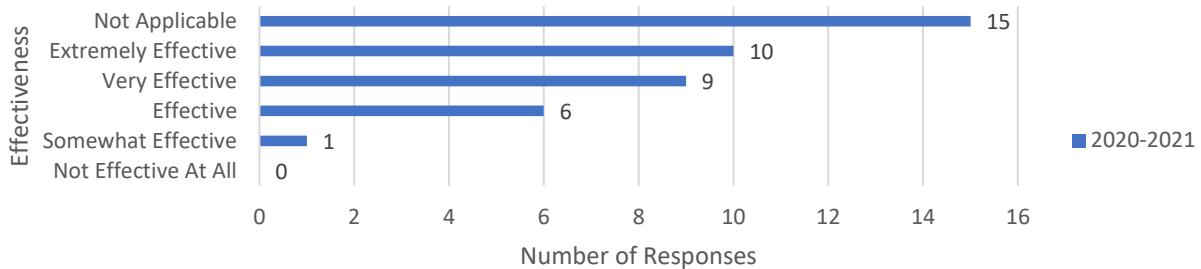
### Program Data Collection for Attrition/Retention



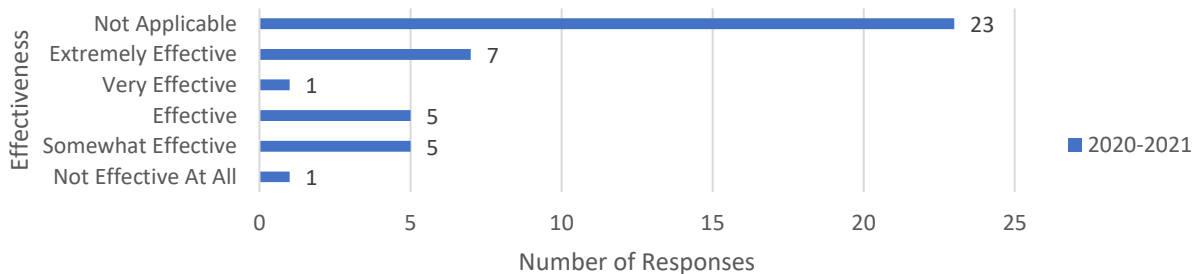
### Program Data Collection for Job Placement



### Simulations



### Other Industry-Based Assessments



## Changes Made to Technical Programs to Improve Student Learning

- Encourage them to take more notes.
- The department looked to deliver some of the courses in a new format.  
The department eliminated some certificates to make it easier for our students to know what to register for
- The curriculum changes implemented in the Fall of 2018 (added HIMC1160 - Intro to Medical Coding and HC1290 - Healthcare & Society, dropped ADSM1125 - Medical Office Procedures II, and rearranged required content/competencies) with the goal of improving the administrative area of the program appear to be beneficial. Administrative scores on the 2019 CMA Exam showed the average first-time taker score improving to 70 compared to 57 on the 2018 Exam.
- The Simulated Microbiology lab was held the first two weeks of the semester, prior to the students going to their Clinical sites. Having the SIM Micro lab, the first 2 weeks gave the students a microbiology review and hands-on practice prior to the additional 2 weeks at a Clinical site. The students survey determined that they found the SIM lab to definitely prepare them for the Clinical Micro lab. However, there continues to be hospital labs that no longer perform Microbiology. This was discussed at the April 8th Board meeting. Additional emails were sent to Advisory members inquiring the possibility of having the SIM Lab for 3 weeks and only 1 week at a clinical site. The majority of the members felt that the 2 weeks of microbiology in a clinical setting was important and decreasing to 1 week was not advisable at this time. We will discuss this again at the next year's Advisory meeting.  
2020 Graduates. Due to COVID the students were not able to continue at their Clinical sites after March 15th. I developed more case studies with pictures to identify, used U. of MN virtual hematology lab, used virtual labs I found online, developed my own virtual labs, and used YouTube videos where the student had to answer questions. I did the Capstone class virtually. I am not sure if it was COVID related but 6 students passed the first attempt and 3 students failed. One of the 3 students repeated the exam but failed again. She was also unable to pass her Medical Assistant boards previously. I believe it may be due to the fact that English is her second language.  
ACTION: For 2021 Grads I had a case study in every course in Clinicals to enhance student learning
- I changed the questions on the Externship final comprehensive exam to align with the board exam. When teaching phlebotomy, I used more videos, especially for what to do when you have a difficult draw, to enhance learning.
- Met with Advisory Board and area employers to get their opinions and also surveying them for needs. Reviewed MN POST learning objectives to monitor changes recommended by licensing authority for the state of Minnesota.
- We contacted our Advisory Board and prospective employers.  
We have changed, updated texts and added more hands-on learning opportunities.  
We have given first year students more opportunities to observe second year students going through scenarios.  
This also includes opportunities for first year students to be role players so they get the chance to observe what they will encounter in the second year.  
We have resituated our classrooms to allow for a computer lab setting in both of our main law enforcement classrooms to simulate a squad room environment similar to what the students will in the field.  
We continued with face-to-face teaching even during COVID to keep the students in a learning environment.
- The most recent advisory committee meeting indicated the program was successful and no changes needed currently.
- The Administrative Support Programs ladder – meaning students can start at the entry-level Receptionist, Certificate (17 credits) and continue to build upon their skills and knowledge by completing additional technical focused course work to earn the mid-level degree Administrative Assistant, Diploma (35 credits) or the Administrative Assistant, AAS (60 credits) or Office Management (60 credits) degrees. The Administrative Assistant AAS and Office Management degrees incorporate general education course work.

The National Occupational Competency Testing Institute (NOCTI) exam was not able to be completed in the spring of 2020 due to the COVID pandemic so the feedback was limited to performance on key assessments performed at the course level.

Course assessments have been reviewed and modified to ensure connection with course and program learning outcomes for all programs.

Grading rubrics have been modified in some courses. Frequency of tests completed in some courses was modified to be every chapter/topic instead of multiple chapters/topics.

An additional one-third of the ADSA curriculum's course outlines have been reviewed by the Administrative Support Programs Advisory Committee to ensure the skills and training provided are relevant and meet the demands of the workforce.

Program Learning Outcome to Institutional Learning Outcome mapping has been completed.

Connected with faculty in program to ensure they were utilizing Office 365 2019 instead of 2016 software in application courses.

- The Brakes class seemed to cause the students the most issues. I plan to focus more on the practical theory of the topics in the lecture portion of the class.
- Due to Covid allowed more time to complete assignments  
Revamped the AAS program
- According to the last Advisory board meeting the program was doing well.
- more online theory was used via zoom this past year
- We did do more assessments on manikins
- We did incorporate more assessments on manikins.
- We did assess more on manikins
- We have a very life like shop learning scenario that the students learn well from.
- Continue to enhance industry background experience and career exploration
- Program review resulted in identifying courses that are not currently offered or have been retired. Progress was made to identify replacement courses or courses that could be petitioned into the program to meet the requirements and keep the students on track toward graduation.
- Enhanced Distance Delivery
- 1. Had students do a test a week from their Surgical Technologist Certifying Exam Study Guide. They turned in their answer sheets with writing out their wrong answers.  
2. Had them take two NBSTSA practice exams.  
3. Had them take practice exams in D2L.
- Updating PLOs and SLOs to better connect with the ILOs and clearly identify PLOs and SLOs to program accreditation competency standards.
- We spend more time with the students in the lab so they gain more experiences from lecture to the lab.
- Added new machines with multi processor that shows the student new technology in the welding Industry.
- With COVID our program saw some dramatic changes in delivery methods since historically we offer one-on-one instruction. Our instructors were able to be flexible and adapt to changing circumstances. Our instructors were able to meet with our students virtually and focused efforts on streamlining information sharing.
- A variety of Field Experience settings and experiences.
- More zoom webinars  
Regular Newsletters
- Increased more lab mock-ups, more and better equipment
- Orientation for new students has been enhanced to include more thorough information to adequately prepare the students for the program.

A communication assessment was added to an existing lab that is completed in Proc 3 per advisory board recommendation.

An assessment covering fluoroscopy communication was added to existing checklist for clinicals at each site that offers fluoro.

## Proposed Changes to Technical Programs to Improve Student Learning

- Encouraged them to take more notes and created worksheets with instructions.
- 2. Perform analytical tests on body fluids, cells, and products: The students struggled with Spinal Fluid chapter. ACTION: Next year have 2 or 3 spinal fluid labs rather than just one and add more review question for the exam
- 4. Monitor quality control within predetermined limits: Per last year's assessment changes, I added more QC and Levey Jennings problems for the student to evaluate and solve. I will continue this next year.
- 5. Perform preventive and corrective maintenance of equipment and instruments: Prior to Clinicals I had discussed with the laboratory managers/educator coordinators to make sure to include this learning outcome; which is on the competency checklist. All Clinical students indicated they had performed preventive and corrective maintenance on equipment. Heather's course assessments states that next year in Clinical Chemistry she is going to find more videos on instrumentation and also make drawings of different instruments to enhance the students learning of instrumentation.
- 9. Relate laboratory findings to common disease processes: Heather and I both added more case studies to our courses. In Clinicals, rather than having the student write one case study, I developed case studies for each area of the laboratory. Last year, I would give each student a different case study per course. This year I decided to give each student all the case studies so they could review every case study. Each student then chose one case study to present to the class in the Capstone class. I will continue this next year.
- The following curriculum changes have been approved for 2021-22: Removing HIMC1160 - Intro to Medical Coding (2 credits), Adding 1 credit each to ADMS1120 - Medical Office Procedures I and HIMC115 - Reimbursement & Insurance in Health Information. These changes were made due to necessary changes in the HIT & Medical Coding Programs so were not implemented specifically to improve learning in the MA Program.  
However, with these changes came the opportunity to add and/or enhance some of the required accreditation competencies and some areas the advisory board recommended. These included: completing an inventory, the role of the MA as a scribe, patient navigator, computer security and meaningful use. The hope is to further improve the administrative portion of the program for both career and certification exam success.
- The department moved from teaching the Office 2016 suite to the Office 365 software and always staying up to date with our technology offering.
- Assessment activities at this time are successful in measuring Program Learning Outcomes
- Adding more scenario-based training to incorporate critical thinking skills which are necessary to make good decisions at the speed of life.  
Increasing debriefings after field actions so students have the opportunity to learn from the decisions (good or bad) they make during training. Give students more opportunities to complete more repetitions in training scenarios in order for the students to have a positive training experience in order to build confidence in their abilities and carry it forward into the workforce.
- Using employer surveys.  
Increasing scenario-based training and simulations - adding in to more than lab classes.  
More kinesthetic learning opportunities for the students.
- Demonstrate understanding of requisitions, specimen transport and processing: Compared to last year I did more labs that included specimen integrity, processing and transport. I also had the student print labels on the new label maker
- Continue to utilize D2L methods
- Program Learning outcomes were met.

- Continue to keep updating on software  
Continue to utilize practice sets/business simulations
- Students were given numerous skill assessments throughout each class within the program. After seeing the results of the A.S.E. (end of program) tests, I think changes need to include more emphasis on the theory behind the tasks rather than just learning to accomplish the task.
- Continuous review of curriculum and course assessments is necessary for all degree programs.
- Administrative Assistant, Diploma and AAS Programs - As these programs are completely online, it can be hard for students to know how to review/prepare for the National Occupational Competency Testing Institute (NOCTI) exam. A study guide resource is available for the NOCTI exam, that includes access to online tests for practice. This resource will be purchased and incorporated into the program effective fall semester 2021. This tool will help reduce some anxiety students may face regarding the exam and also help Second Language Learners who may encounter more issues with a multiple-choice test format. The Administrative Assistant Diploma and AAS students are they are the only programs who complete the exam.
- Staying up this industry and industry partners in what is new out there
- New instructing methods, technology
- Additional hybrid options for course offerings.
- Mock national exam
- There was continued focus on the annual reports created with students. The agricultural economy is very volatile at the moment and it was critical this year to keep an understanding of farm financial status to make informed decisions.
- I believe that more field trips in to area manufacturing would give the student a better idea as what to expect for their career ahead.
- We try to bring in as much real-world work so the students gain practical experiences.
- New competency and accreditation standards require an update to PLOs and SLOs for FY21-22. Creating a mapping of these to share with students throughout their program time and during their Mock exam prep to close the circle on what was taught and how applied to Mock exam.
- Externship data is always hard to evaluate because I think often they give "emotional scores" and not true performance scores. The evaluators seem to not want to give a "poor grade" because they don't want the student to feel bad. I'm not sure how to change this to make it more valid.
- More organized when students come into Center.
- Continue to utilize technology to aid in program delivery.
- Because this is a partner college program, it is necessary to review the system-wide course offerings that could be taken by our students when the courses are not offered through MN West during any given semester. Updating this list will serve the students well and streamline advising in effort to keep them on track in the program.
- More Industry training would be good.
- Staying up with instructing methods and industry
- Instructing methods
- Instructing methods continue learning new methods of training,
- Reevaluating and changing how critical thinking skills are taught and assessed in the program is one area that could be changed to enhance student learning.
- More mock-ups, field trips to area businesses involved in construction, more hands-on labs
- Increased field days; Guest speakers; Farm tours

## FUNDS: How Purchased Items Enhanced Student Learning

- The computers will enhance the lab areas where our law enforcement students learn to work in the same setting as working in the actual field. This allows the students to utilize program specific software which is similar to what they will use in the field. The force-on-force vests and training bags purchased

enhance the scenario-based training the students receive by allowing the students to be prepared for what they might come in contact with in real-work situations they will experience in the field.

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- Since 1994 I have been teaching the manual procedure to wash cells for blood banking. Blood bank cell washers are used in the industry so the student is now familiar with the procedures for automatic cell washers. The hemCue is a "hand-held" analyzer for measuring hemoglobin. This is an analyzer that can be used in the Physician Office Lab (POL) so not only can the MLTs use this analyzer, the phlebotomy and Medical Assistance can use this CLIA approved instrument. I also use it when I do career fairs.
- A fingerstick is used to retrieve blood to perform hemoglobin on the HemCue so this enhanced their knowledge and skills for dermal punctures. Additionally, the value is used to calculate the Hematocrit so the student needs to know the formula.
- MotoLogic is an automotive repair database that the students could access from their personal electronic devices. This made it possible for students to continue learning even when quarantined by COVID.
- The National Occupational Competency Testing Institute (NOCTI) exam fees are used as an assessment tool to measure program learning outcomes for the Administrative Assistant, Diploma and AAS programs. (Receptionist, Certificate and Office Management, AS do not utilize).
- This allows me to see areas where student performance indicates need for further attention. Faculty instructing in those areas of the program can then modify or add learning resources/course assessments, etc. to assist with development of these areas.
- Fall semester students have a 2 cred Computer Aided Design class. Parts designed in this class can be printed with the 3D printer
- FINPACK is used in almost every student interaction and is the tool that is utilized to best organize student data into industry relevant materials. The laptops are used during every student contact day to assist in compiling information with students or providing materials for instruction.
- The student had more confidence in setting the weld machine to do welding in several of the assignments.
- It teaches our students the cutting edge of fuel injection that runs our diesel engines.
- Expose and train students on technology used in the industry.
- We used them as soon as we received them and the students were very pleased we were able to get them. My students could even use them on their cars also, which gave them more confidence in their mechanical ability.
- Donation in equipment help the program and in the future purchasing equipment need.
- By being able to purchase items that would or will be needed in the powerline industry
- Using these funds to get new underground equipment needed for the underground equipment and overhead equipment like buck trucks and digger trucks along with tools used in powerline industry
- Was purchased at the end of the year, next year it will increase our time spent in labs because we'll be able to have all equipment at the jobsite and not making trips back and forth.
- GoPro-Was able to take some of our in-person trainings virtual this year. The GoPro allowed us to tour and video operations we normally don't see and reach students all over North America
- The Computer Monitors and Zoom Room Equipment have enhanced our ability to communicate with students virtually. We host a number of webinars and meetings over zoom with our students and it allows us to better stay connected with them.

## Evaluation of Changes: Changes Recommended From the Prior Academic Year; From Advisory Committees, Faculty, Outside Agencies/Workforce, Etc.

- Continue to keep up to date with business regulations and opportunities.
- The curriculum changes implemented in the Fall of 2018 (added HIMC1160 - Intro to Medical Coding and HC1290 - Healthcare & Society, dropped ADSM1125 - Medical Office Procedures II, and rearranged required content/competencies) with the goal of improving the administrative area of the program appear to be beneficial. Administrative scores on the 2019 CMA Exam showed the average first-time taker score improving to 70 compared to 57 on the 2018 Exam.
- A recommendation from our advisory committee was to look at offering python as a programming language in the next year or two. The course will need to be taught by an adjunct if offered as we don't have an instructor to teach it.
- Our department has been in discussion with the nursing and law enforcement programs on offering a Computer Applications for nursing students and Computer Applications for Law Enforcement. The courses were in development but with Covid the development was stopped and will be revived in the Fall of 21 to see if courses can be created and be helpful to those programs as they have reached out saying they have a need for them.
- The most recent advisory committee meeting indicated the program was successful and no changes needed currently.
- We have made text changes, course lineup times and semesters offered. We have made it a priority for students to have many repetitions of hands-on lab training. We are adding ITV class offerings some students from other campuses will have the ability to take classes at our different campuses and then come to Worthington for their second year of education. We have also added OER resources in the classroom to cut text costs for our students.
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- Graduating Class of 2020 was the second class to have the SIM Microbiology lab; however, due to COVID it was done virtually. 2021 Graduates were the first to have it the first 2 weeks of the semester. There are no statistics at this time because at this time no students have taken the board exam.  
2020 grads average score in Microbiology was 469 (low of 148 and high of 650). If take out students who failed the exam the average score is 544.  
Graduating class of 2019, first class to have SIM Microb Lab, microbiology average score was 580. 400 is passing score.  
ACTION: Will continue to assess SIM Micro lab effectiveness on National Board of Certification exam.
- New Lab area was a big success for the program kept students in an area to help instruct.
- With the help of Judy Tebben and advisory committee went through the learning outcomes and looked at each program and its outcomes.
- The advisory board approved the following changes for the automotive student:
  - entry level scan tool for each student
  - clamp style amp probe/volt meter
  - 48-inch maximum toolbox length
- The scan tool and meter will make it possible for all students to learn on the same platform. The toolbox size was selected to maximize the lab space for the student's learning.
- At the end of the 19-20 academic year I indicated I would consider adding a graduate exit survey or employer survey to provide more methods of opportunity for program assessment. I reached out to several technical faculty and requested examples of their program graduate/employer surveys. I discussed the possibility with the Administrative Support Advisory Committee members at the March 2021 meeting. It was decided to go ahead and implement a graduate survey only as employers may not

be able to release information on employee performance without the employee's approval. A graduate survey was created and the first mailing of surveys were sent out to the spring 2020, fall 2020 administrative support program graduates in mid-April 2021. No responses have been received back from graduates at this time. Despite this, I did mark that the survey will be an effective method to assess the program learning outcomes due to the variety and context of the questions on the survey. I look forward to receiving feedback that can benefit the administrative support programs. I plan to mail out the graduate survey to all future graduates approximately 4-6 months after graduation.

- The Administrative Support Program's Institutional Learning Outcome to Program Learning Outcome map was completed spring 2021. This provides a visual representation to see the connections between course assessment, program learning outcomes and institutional learning outcomes.
- Advisory committee- working with program in developing and working with Mnwest in making sure what is going on in industry
- Advisory board would like to work with the program in helping students.
- Advisory recommendation - Continue working with our farmers in providing high quality, accurate information so our farmer students can make sound business decisions. Impact - Emphasis on this with new faculty and reminder with existing faculty.
- Advisory recommendation - Put focus on working with new and diverse farmers in the profession. Results - Strong focus on recruitment of new farmers. Worked with the MN Dept of Agriculture to secure scholarships for beginning farmers along with those in organic production and who have achieved Water Quality Certification.
- There begging for skill employees to work for them.
- We introduced some new advisory committee members to our program. By doing this we got different input views into our program.
- Suture session with Advisory Board surgeon before they go to clinicals. Gives the students an understanding of the different sutures so they can prepare for surgeon's needs.  
Added a lab
- Working more closely with Century College and Saint Cloud Technical & Community College to update and share course offerings between the partner colleges. This is a work-in-progress and will assist with student advising.
- Advisory Committee recommended instructors to explore different meeting times such as a eat and learn noon meeting. Several noon and evening meetings were conducted with similar attendance.
- Advisory Committee recommended to incorporate specialists into program. Multiple guest speakers were added to program delivery. Students valued specialists' presentations and discussion.
- Recruiting
- I was asked to use Polaris training. We did the bronze training and some students even got a lot of the Polaris Silver done. I think this was a good idea to implement this into the program.
- Advisory board committee help with program in donations and technology information
- Working with industry partners on what is being used in the substation portion of substation.
- Advisory committee - work with them in developing what the students will need to know.
- It has been recommended to continue to enhance student's critical thinking skills. This recommendation has come from faculty and advisory committee.
- The only thing that comes to mind is to change CRPT 2249 Cabinet Installation to Cabinet installation and Cabinet construction. This is currently a 4-credit course and we need to add Cabinet construction to utilize the time 4 credits offers.
- New faculty so not aware of changes that were recommended from 2019-2020 school year.

## COVID-19: Changes Made to Program Due to the COVID-19 Pandemic

- The majority our current computer science courses are offered online so we did not have to make any changes to the assessment methods.



- Fall 2020 and Spring 2021: students were face-to-face with masks which made it easier for Assessment than virtual Zoom learning. If a student did test positive for COVID or had any COVID symptoms I would Zoom them into the lecture and they made up lab time when they returned to school.
- Fall 2020: Students were able to come to class and lab face-to-face with masks and following all COVID guidelines. I did not have any problems and assessments were continued as usual. If any student was exposed to tested positive for COVID, I would have them do lectures via Zoom at time of lecture and I made up their lab when they were cleared to come back.  
Spring 2021: First year MLTS: same as Fall. All students were able to go to Clinicals. As of March, most hospital sites were requiring COVID Vaccines for the students to continue their Clinicals
- We changed classrooms to accommodate for COVID protocols and physical distancing. Lab classes were broken down into smaller groups to avoid all students being in contact with each other during scenario-based training.
- Expanded lab facilities to maintain Covid restrictions and provide 2 sections in Jackson.
- we had to do on line classes last year and for 1 week this year. did some test on line this year. Most of it was face to face learning
- did face to face this year with one week of on-line learning. did some test on line (D2L)
- Some faculty discovered they were able to assess a learning outcome with fewer assessments being completed by a student. Communication is essential to maintain engagement with students, especially in online course and while teaching during a pandemic. Faculty continued to engage with students through course announcements, e-mails and Zoom sessions as necessary to assist with the learning of the content.
- National Occupational Competency Testing Institute (NOCTI) Exam was able to be administered this academic year (fall 2 students, spring 4 students) with social distancing measures in place.
- Electude and MotoLogic were selected because of the pandemic. Electude in an electronic textbook and MotoLogic is automotive repair database.
- Allowed more time for completion of assignments and quizzes
- Maintaining safe working practices.
- We assessed more work on manikins this past year.
- Additional PPE masks/shields. Change of draping between each guest
- Additional PPE and changing of draping between each guest
- More PPE face masks/shields. Change of draping between each guest
- Some D2L test on line. One week of on-line class this year
- Was ready to do Distant Learning but we ended up not having to because we never had to shut down the program at all.
- Reduced in person program delivery and increased Zoom meetings.
- Mixed results: Based on travel to meeting locations some preferred zoom meetings. Networking of students became more difficult.
- This continues to be an on-line program with little impact from the pandemic. Students impacted by the virus were allowed extensions on assignments, quizzes, and exams without penalty.
- Wore masks and social distanced during lecture. In lab we were not close to each other more than 15 minutes.
- Very little, only safety concerns with social distancing.
- Because individualized instruction is critical to the success of our former students this proved to be a hurdle for our team. We were able to meet by Zoom with our students to review data from the previous years and help them understand their plans for the upcoming year.
- Everything went online
- Online program- internships postponed
- Provided virtual lab and field experiences.
- None, met face to face

- Many more zoom webinars and meetings with students  
Moved an entire short course to virtual due to capacity restrictions  
Virtual farm visits where held which made assessments during a portion of the time very difficult
- Zoom lectures where used at the beginning of the year, labs where mostly in the shop because of a delay with our house project.
- Due to COVID-19, many courses were delivered hybrid therefore many of the assessments were completed online.

#### COVID-19: How Did These Changes Impact Student Achievement of Learning Outcomes?

- The changes were minimal and student achievement and learning outcomes were not impacted.
- Allowed student to complete labs face-to-face.
- The changes made created a challenging environment for the students and instructors, but also helped us to bond more closely due to law enforcement being about the only students on campus for fall semester. Many of the other classes were still being held online or via Zoom. The changes met the learning outcomes based on the MN POST Board learning objectives.
- Our program met face-to-face for all law enforcement classes, however some of the liberal arts classes embedded in our degrees met online or by Zoom due to COVID. In talking to our students, they want to meet face-to-face and are affected when they have limited access to their instructors.
- There was no impact on student achievement and learning outcomes.
- Somewhat affected it however, we were able to offer more hands on than any other cosmetology program in MN
- Definitely helped students learn
- Even through quarantine, students continued to learn.
- Reduced the workload for students - avoided duplication of an assessment completed in the course. Students who were struggling were less hesitant to reach out for assistance and were able to meet and get the help they needed to further their understanding related to document formatting, etc. Completion of the National Occupational Competency Testing Institute (NOCTI) Exam allows the program to collect data that can identify areas of weakness where additional focus needs to occur.
- Most of the year was face to face hands on learning but did have to adapt some to the social distancing
- this year was face to face learning except for one week. some students did have to not attend for so many days because of Covid -19. had to adjust the program
- Due date extensions allowed students to successfully complete course work without the worry of falling behind.
- Technology and lack of student networking for some students had an impact on achievement of learning outcomes.
- It would have not been as easy to do another year of distant learning, and we are grateful these students did not have to do that at all.
- Delayed only
- We learned about online software to complete labs and hands on learning.
- Students were still able to achieve their outcomes and achieved at a high level. Some of our older farmers struggled with the technology.
- It only affected them slightly.
- Students have to wear masks during lab anyway, because it is part of the attire for the Operating Room.
- most of it was face to face learning but had to manage different methods because of some students had to stay away cause of Covid for a period of time.
- We tried to make sure the college absorbed the extra cost and that the students did not have to purchase any of the supplies.
- additional cost to the program as we tried to limit any cost to students
- Additional cost to program.
- The changes we had to be make due to COVID-19 has a negative impact to student achievement.

- I felt the lab projects in the shop and zoom lecture made it easier to an achieve learning outcomes. Lab projects where only focused on lectures and easy to follow. Zoom lectures allowed for focused time with no classroom disruptions and the students could ask questions in the chat privately
- Due to some restrictions at facilities, we had fewer in person attendees at various events. This led to loss of communication and sharing of ideas between students. Also resulted in less participation in various meetings. We also had to cancel our main yearly meeting of all the producers which was very well felt when communicating with students.