

Assessment Progress Report

Status of Mesabi Range Community & Technical College's Outcomes Assessment Plan

2004-06



2004-06 ASSESSMENT REPORT

Table of Contents

I. Introduction	1
II. Assessment Approach	1
III. Assessment Resources	2
IV. Classroom Assessment	6
V. Academic Programs: Use of Results 2004-05..	10
VI. Academic Programs: Use of Results 2005-06..	16
VII. Technical Programs: Use of Results 2004-05 ..	24
VIII. Technical Programs: Use of Results 2005-06 ..	26
IX. Developmental Education Assessment.....	31
X. College Services: Use of Results	35
XI. General Education Assessment	39
XII. Program Review Process	40
XIII. MRCTC's Response to HLC Challenges.....	41
XIV. Conclusions	44

Bibliography of Assessment Resources and Activities

Appendices

Appendix A: Assessment Report Timeline

Appendix B: Excerpts of Results from Student Assessment Survey

Appendix C: MRCTC Library Faculty Resources

Appendix D: Examples of Course Outlines

Appendix E: English Department Meeting Notes Regarding Assessment of Developmental English

Appendix F: Examples of MRCTC's Strategic Plan

Appendix G: MRCTC Math Completion Percentages 2002-2006

Appendix H: Example of Form B: Plan for Assessment

INTRODUCTION

The 2004-2006 Assessment Progress Report is intended to provide meaningful information on the academic quality and student support services' efficiency of Mesabi Range Community & Technical College (MRCTC). Much credit must be given to Carol Helland, the former Assessment Coordinator, for her role in developing Mesabi Range's assessment program and also creating the framework for the Progress Reports.

First published in 2000, the Progress Report was developed to provide evidence of institutional effectiveness. In highlighting the institution's accomplishments and demonstrating progress towards improvement, the report gives faculty and staff important information about the assessment program and its effects on the institution. This report will focus mainly on the 2005-2006 academic year. 2004-2005 was a transition year for MRCTC as the former Assessment Coordinator assumed new duties during that time. "Challenges" outlined by the Higher Learning Commission in its Focused Visit Report (2003) will also be addressed.

Academic and college services' outcomes assessment at MRCTC is based on a process in which faculty and staff members have identified the most appropriate objectives for academic units, specific technical programs, student services, and college services. It employs a wide variety of measurements to discover as accurately as possible whether the department, program, and the institution are achieving the announced objectives in these areas.

Assessment of student achievement is a priority at our college, and we are proud of the quality teaching by our faculty and our students' successful learning. Our outstanding faculty and staff drive our efforts in assessment because classroom and course assessment, program review, and institutional effectiveness provide the college with information to shape the teaching and learning process and the services we offer our students.

MRCTC'S ASSESSMENT APPROACH

The College's assessment approach is dedicated to the assessment and documentation of student academic achievement and student support services. Faculty members administer direct measures of student learning on a daily basis through classroom assessment; other evidence of learning is gathered through course assessment: tests (standardized and classroom), papers, projects, portfolios, or employer input related to performance of students. Multiple constituencies contribute to the successful assessment operation, including students, faculty, administration, staff, an institutional researcher, advisory committees, employers, and graduates.

MESABI RANGE COLLEGE'S CAMPUS-BASED ASSESSMENT RESOURCES

Resources

- \$100,931 was allocated from 2003-2006 in strategic planning, assessment implementation, administration of assessment in-service/professional development days, faculty release time, clerical support, general administration and supplies.
- Assessment Coordinator (4 credits per semester) is responsible for assessment implementation and reports to the Dean of Academic Affairs and the Provost.
- Director of Instructional Studies, a newly created position, is responsible for program review and reports to the Dean of Academic Affairs.

Program and Curriculum Review

- Participatory program review was implemented in 1999 with seven chapters of program effectiveness and efficiency. Programs are evaluated on a five-year cycle; however, annual cycles provide recommendations on curricular change, technology requests, and requests for professional development funds.
- The Curriculum Committee comprised of faculty from both campuses provides assurance that each course will cover the essential points for transfer or business/industry expectations without prescribing the specific teaching methods to be used in helping the students learn those objectives or outcomes.

Faculty Review and Development

- New faculty performance appraisal was developed in 2001 (includes student evaluation and administrator evaluation).
- Full-time unlimited faculty evaluation was developed in 2001 and is performed once every five years (includes student evaluation and administrator evaluation).
- Faculty meetings and workshops are held to discuss assessment implementation and share information (convened by Assessment Coordinator and Assessment Committee).
- In-house newsletters, e-mail distributions, and oral presentations provide assessment information (more widely read formats include the Assessment Plan and the annual Assessment Progress Reports).
- Assessment Coordinator and Director of Instructional Studies attended the Higher Learning Commission conference in Chicago in spring 2006 and shared insights with the Assessment Committee.

Support Services

- **Testing, Career Advising, and Placement Center** handles entry and exit testing for transfer and technical programs; for student goals, graduation, and placement tracking, and for employer and student satisfaction tracking.

- **Office of Institutional Research:** The activities of this office fall into these main categories:
 - Perform region-wide survey administration, analysis and reporting;
 - Report enrollment using student databases;
 - Produce the College Fact Book;
 - Complete ad hoc requests such as information about concurrent enrollment;
 - Conduct longer term studies such as developmental education performance and transfer analysis;
 - Support and consult for other college activities, including The Higher Learning Commission, assessment, and grant writing.

Assessment Coordinator

The **Assessment Coordinator** works collaboratively with MRCTC's **Assessment Committee** to provide assistance to all programs, academic units, college services, continuing education departments, and concurrent enrollment teachers in developing assessment strategies.

The **Assessment Coordinator** chairs the **Assessment Committee**, publishes fall semester classroom assessment techniques and institutional assessment progress reports, conducts assessment workshops throughout the year, presents Mesabi Range College's assessment efforts at student and faculty fall orientations, informs and instructs new faculty and staff on assessment at the New Employee Orientation in September (and throughout the academic year as needed), reminds staff and faculty of assessment requirements and timelines (**see Appendix A**), and coordinates data gathering efforts with the **Office of Institutional Research** throughout the year.

In the **Office of the Assessment Coordinator**, discipline and program-specific data are kept as a resource for faculty and staff inquiring about various assessment techniques.

Assessment Committee

The **Assessment Committee** was resurrected during the spring semester in 2006 after being temporarily disbanded due to the Assessment Coordinator's assignment as Dean of Academic Affairs. Committee members accomplished the following:

- Surveyed goals and set new ones for the upcoming academic year;
- Created and administered a **Student Assessment Survey (see Appendix B)** to provide feedback regarding effective and ineffective teaching practices, communication between students and instructors, and factors contributing to student success;
- Made assessment forms available on the MRCTC website and on the Mesabi "Q" drive to facilitate access for faculty and staff;
- Collaborated with Concurrent Enrollment Program Director to create an assessment form for CEP instructors;
- Discussed ways to improve the assessment process, including having committee members sit in on breakout sessions for assessment orientation and moving to electronic submission of all assessment forms. Forms are now saved to MRCTC's server.

Administration

The **Provost** and the **Dean of Academic Affairs** work collaboratively with the Assessment Coordinator and Assessment Committee to provide assistance to departments and programs developing assessment strategies.

Library and Reference Materials

Reference materials have been purchased to assist faculty and staff with effective teaching techniques and assessment methods (**see Appendix C**).

Students

The mission of Mesabi Range Community & Technical College is to "provide high quality education resulting in rewarding employment, lifelong learning, and the enriched lives of our students and community." MRCTC students are actively involved in the assessment process to ensure that we are achieving this mission.

Mesabi Range College believes that **student involvement** is a critical component in the assessment process. Some of the ways students are informed that they are needed in this role and are active in decision-making and evaluation include the following:

1. Students are informed during orientation of the importance of the assessment process and their needed role in filling out surveys with care and seriousness.
2. Students are informed through the Student Assessment Handbook and on the Mesabi Range College website about the assessment process and its importance. A statement regarding MRCTC's commitment to the assessment process is also found on most course syllabi.
3. There are many different vehicles in which students can voice their opinions. Some of the typical ongoing surveys that students are asked to complete include the following: Graduation Satisfaction Survey, Student Satisfaction Survey, "Faces of the Future Survey," faculty evaluations, surveys regarding specific student services departments, program reviews, and the newly created student assessment survey.
4. Students are encouraged to take an active role in the decisions that are made on campus. One way students accomplish this decision-making is their service on various committees throughout the campus community to share their thoughts, ideas, and concerns. Some of the committees in which students have been active include the following: Judicial Board Committee, Student Life Committee, Cross Cultural Education Committee, and College Hiring Committee.

We believe that manageable assessment leading to continuous, incremental change will—over time—make a difference in increasing student success. We welcome student engagement in this critical process.

CLASSROOM ASSESSMENT

Formative Feedback from Students

2004-2006

Good teaching can only be occurring if students are learning effectively. Effective student learning depends on the instructor having a well-developed set of goals for the course and an effective pedagogical plan to meet those goals. However, instructors need to know if, in fact, students are learning. The information gathered about student learning affects the direction of future teaching by assessing the goals, sequencing, and activities employed by the faculty member. This is what **classroom assessment** is all about. MRCTC instructors have many techniques at their disposal for gathering information about student learning. Much of what an instructor is already doing may be a rich source of information on student learning.

Classroom Assessment

The following excerpts were recorded on the **Classroom Assessment Record** submitted to the Assessment Coordinator by MRCTC faculty during the 2004-2005 and 2005-2006 academic years. After analyzing the **Classroom Assessment Techniques** (CATs), instructors shared in their reports how the data affected their teaching and students' learning. To preserve the privacy of individual instructors, names are not mentioned.

2004-2005

Muddiest Point

Faculty asked this question: What was the "muddiest" point in this session? (In other words, what was least clear to you?)

- I've been using this technique in this course for 15 years now. It is not an extra in the course; it is central and essential. I have discussed the benefits in previous submissions of this form. Those benefits continue.

- I used the Muddiest Point assessment procedure to determine whether or not students had understood the creation and the correct usage of the Future Tense in French. Students' responses were compiled into a one-page transcript. I was surprised at how many of the students grasped the concept but had difficulty with the correct usage of the tense. Two respondents felt they should be more responsible for their own learning and that they had not put enough time into reviewing the concept. I did expect that students would ask for more time in class going over and reviewing the Future Tense. I am developing a new system of reviewing previously learned material into the lesson plan. This system will assess "weak" spots in the students' understanding of grammatical concepts from French I to French III. Each semester I grow more aware of the need to present new material in as many ways as possible.

2005-2006

Muddiest Point

- I used a variation of “Muddiest Point” to help my students and me identify weaknesses in their understanding of the kinds of grammar and mechanics proofreading errors they would find on the midterm...I think that my students are starting to realize that the skill of proofreading is a matter of looking for certain key words and marks of punctuation to help them unlock and make sense of the sentence. They are also learning that developing skills in proofreading is a process – that you don’t just do one exercise and you’ve got it.
- The results of the muddiest point paper indicated that the students needed more instruction on formulas and functions. I feel that the results were expected, because it is very difficult working with formulas using the conditional formatting, such as “If...Then.” No surprises.
- Students do not look at the material after the lecture. Many don’t even know what we had been discussing.
- It reinforced the idea that students need to be actively engaged and that lectures just aren’t the right style anymore for students. I will continue to utilize question/answer sessions and encourage their thinking through a muddiest point at the beginning of the semester.

The Minute Paper

Faculty asked two key questions in this popular assessment exercise: *What was the most useful or meaningful thing you learned during this session? What question(s) remain uppermost in your mind as we end this session?*

- I have learned that 50 minutes is too short a time to introduce a concept, demonstrate it, and then have them try the concept enough times so that it sticks in their minds. An hour and a half seems to be a minimum amount of time for introducing a programming concept.
- I learned that some students need more one-on-one directed teaching; whereas, others need very little help—they pick things up during lecture. One thing I did differently was that I started checking in with students more to see if they understood what I discussed in the lesson. Now I do minute papers much more frequently just to find out if students understand the concept we covered.
- Over the past few years I have made several changes to this course with more “hands-on” skills that reinforce the theory. I feel that it has strengthened the students and that is the feedback I got in the minute paper.

KWL Process

- I used the KWL process of inquiry before the lesson and I was happy that the students had a strong base of knowledge about Multiple Intelligences. I would change my introduction slightly by giving them a learning style inventory first to determine their personal Multiple Intelligence.

Classroom/Course Evaluation Form or Questionnaire

- I feel the students learn a lot from lab time and practice, and I will continue to spend a majority of time in the skills lab.
- I always address the students' comments/concerns after they complete the assessments, so they know that their opinions matter to me. The process did confirm things that I already knew. From now on, I will try to hand out a detailed course outline at the beginning of the semester. That's easier to do once I've taught a course already.
- By doing the assessment, I was able to identify some areas that I could improve. For example, the majority of students indicated that they did not like the textbook. This has caused me to consider using a different textbook, or at the very least, supplementing some of the readings with additional materials.
- Students told me which topics were most difficult, so I will try to come up with different ways to present these topics next year.

Exit Interview

- Students had the choice of a written response or an exit interview. I find that students are more forthcoming in a face-to-face interview. If time permits, this would be the preferable technique.

Role Play

- The immediate results were expected in that the class enjoyed the experience. The long term results were surprising in that students were better able to retain the knowledge and apply it to actual practice.

Questions & Answer Format

- What I learned is that I need to continue to try to present each unit as though it's the most interesting, most fascinating, most wonderful unit we've covered because SOMEONE sitting in the classroom will think so. What it really did was to give me a "shot in the arm" to continue this semester and energized me to try to do a better job next fall.

Online Discussion Board

- This was an on land course, so by enriching it with an online component, I was able to see more “quiet” students sharing. I was surprised that so many students had not been exposed to the computer lab and online learning.

Final Reflection Paper

- I was very pleased with the results of the Final Reflection Paper. I felt that the student responses were honest and sincere. I was a little surprised how much the students had enjoyed the online course, as I do not believe I have ever gotten such wonderful comments in an on-ground course. I have learned that the extra work that it takes before the semester begins to create a well-organized course is well worthwhile. This has also reinforced my theory that “the technology should not get in the way of the learning.” I, also, think that the students have learned how to navigate an online class and how to take responsibility for their own learning.

Essay Assessment

- I had students write a 1-2 page paper on what was the most important principle about writing they had learned. This was a follow-up to assessment we did as a department several years ago. I was gratified to find that students felt organization and development were the most important principles overall.

Concepts Quiz

- Students were more involved in the learning process when they knew there would be a quiz on every chapter. I would like to include more hands-on activities during class to relate to the material.
- Through reviewing the quizzes, I quickly realized what methods worked best for the students. Discussion and take home quizzes were most beneficial to students’ recall rate while hands-on activities proved most beneficial to student experience.

Research Assignments

- This spring I did short research assignments of either an observation or a “what if?” that applied to the subject of the class. It amazed me how many students did the assignments and this in itself caused greater participation in class, as I would usually add another component or an explanation to their findings. Many of the students shared openly and even those that I would call on, who didn’t volunteer, had an application ready.

DEPARTMENTAL/PROGRAM ASSESSMENT PLANS

When developing and implementing outcomes assessment strategies, academic units, technical programs, and college services have at least three purposes in mind: to improve, to inform, and/or to prove. The results from the assessment process provide information which can be used to determine whether or not intended outcomes are being achieved and how the programs can be improved. The assessment process is designed to inform the faculty, the staff, and other decision-makers about relevant issues that can impact student learning and the institution.

With assessment planning located primarily in the departments, faculty and staff exercise their responsibility to devise appropriate methods to measure student academic achievement and program effectiveness. This process gives widespread ownership of assessment planning to faculty and staff and enables them to determine the methods and instruments that are most applicable to their educational or program objectives and missions. Technical programs, academic units, and college services are best suited to determine how assessment results can be used to ascertain strengths and weaknesses in the curriculum or student support services.

Course Assessment Form D: Use of Assessment

The following comments were extracted from *Form D: Use of Results*. This form describes the use of the assessment results and data (the feedback loop) which includes changes and improvements in the courses or that no change was needed.

Academic Disciplines' Course Assessments: Use of Results

2004-2005

Chemical Dependency Program: Of the 4 students who completed class on criterion 1-A the students received 83% accuracy on accurate DSMIV Diagnoses. For criterion 1-B students achieved a 99.9% accuracy demonstrating excellent role play skills in the interview process. For criterion 2-A students achieved 65% accuracy demonstrating a need for more education about levels of care. For criterion 2-B students achieved 81% and 100% on the exams, focusing on symptomology and criteria for placement. The students this year had the most difficulty with levels of care for treatment placement. This affected the assessment grades as that is one of the two major requirements in each assessment. This area needs more educational classroom focus. Next year the instructor will spend time each week specifically reviewing each criterion of abuse and dependence and how this information is used to define the diagnostic

impression. He will also spend more time in explaining levels of care and the assessment process recommendations for placement and continue to expand the role plays to include diagnostic impressions using abuse/dependence criteria and how that affects levels of care placement. The instructor will also develop a new assessment for the Dimensions' Criteria.

College Algebra: 9% of the students' scores placed them in the next mathematics course of Calculus I. 51% of the students' scores placed them into College Algebra which is the course they were currently enrolled in. 40% of the students' scores placed them in a course, Higher Algebra, which is lower than the current course they were enrolled in. Because this was the first year of using the CPT scores as an assessment tool, there is no previous data to make any kind of comparisons. With only 9% of the students indicating by their scores they are ready for Calculus, the instructor felt that the department needed to look at areas where they are deficient. The department is not really satisfied with the CPT and continues to look at the scores and the cut off scores for the students. At this time, department members feel the cut off scores do adequately place students according to their abilities, but they need to look at where students are deficient in their skills. They are not convinced this test really gives them the information about students' learning that they are looking for. Department members need another year of data before any statistical analysis can be made and any criteria set for success. They are choosing to keep the assessment plan the same to obtain relevant data. After next year's assessment, they will look at the results and determine the criteria for success and whether or not changes need to be made to the tool and to their teaching methods. An alternative tool is in the process of being constructed by Dr. L. Hazareesingh. This new assessment process is called *Center for Automotive and Collaborative Assessment*.

College Learning Strategies: Students rated their own learning very high in this class, giving 'yes' responses at a rate of 82% to 100% for the objectives listed. Their self-assessment does not match achievement as measured by final course grades. This finding is consistent over three sections of the course all year long. The instructor proposed two possible explanations for this result: (1) students are unrealistic and over-confident or (2) students falsely view the survey as a way to 'grade' the instructor and are being kind and generous. To deal with #2 a clear, pointed explanation might help. To deal with #1 perhaps additional practice in applying the knowledge could help. Students seem to indicate knowledge but do not demonstrate skill in applying it. Students view the course very positively, which is good. They indicate learning has taken place. It is good to be able to establish that the high number of Fs is directly related to non-attendance. It would be interesting to pursue the disconnect between self-perception of learning and actual achievement as reflected in grades.

Computer Science: This semester the instructor had a high rate of students quitting the course—one because of sickness and two others for reasons never

explained. Of the four who remain, one has struggled but will not give up and seems to be gaining ground. They all understand the principles of what was taught. The one who struggles has difficulty with basic concepts. Whether or not this person should even be taking the class remains to be seen. This person does not give up easily. The material being covered is adequately presented, but the instructor recognizes that there is always room for improvement. The book does a good job of helping cover all the salient points of each topic. The instructor will continue to analyze presentation technique and the assigned projects. Finding projects that equate with each student's life experiences and their interests is a challenge to improve on. Basing next year's plan on this year would be a mistake. The instructor is hoping for more students, and students who are better overall in their understanding of computer science. Next year will be a new year and the instructor will try to adjust to those students' needs.

Computer Science: The assessment for this course does not tell the whole story. Students could have accomplished more if they had done their homework when time was provided instead of waiting until the last day or two before it was due. The instructor attempted to teach them to be self learners and to set their own deadlines. In spite of the fact that many of them are procrastinators, they did quite well. The instructor was satisfied with the lecture for the Office Suite of applications. He will continue to struggle with ways to motivate them to look at each subject and assignment for the subject as a learning opportunity that they need to make the most of as soon as possible. As the instructor looks at each chapter and the one or more projects that will be assigned, he wants to be sure that students will have seen the tools demonstrated and then tried the tools on their own before leaving class on the day the tools are demonstrated. This semester's students have not really risen to the challenges provided until the last two or three weeks. Some of them seem to be just now learning how to study. The instructor has provided all the tools to help them measure their progress and keep track of where they are in the plan for the semester. The instructor will continue to try to communicate ever more clearly.

Foundations of Mathematics I: There was only one section of Foundations that took the CPT. Of these 15 students, no student scored higher than 100 to place them into a higher mathematics course. 47% scored between 50 and 100 which placed lower than the Foundations course cut off score. It is difficult to look at this data for any analysis when only 15 students were tested. Also, the CPT is an algebra test and the Foundations course is not an algebra based course. Because this tool does not give the department an adequate look at their learning or if the students are meeting the objectives of the course, an alternative tool must be looked at and implemented for next year. Instructors are looking at an alternative tool that is in the process of being constructed by Dr. Hazareesingh. This new assessment process is called *Center for Automotive and Collaborative Assessment*.

General Psychology: This past year the instructor made some changes from the fall to the spring classes. He added chapter quizzes as a suggestion from the fall classes. He also went to online or computerized testing in preparation for the online classes. From the findings of this past year, the instructor said that he needs to find ways to keep the interest of the afternoon classes piqued and find a bridge between the learning styles of the three main groups of students: the PSEO, traditional, and non-traditional. He will relate information to current or hands-on types of situations so that students can see how theories, etc. are important and work today. The instructor is also going to add the online classes to the assessment plan and see how test, quizzes, discussions, and paper outcomes compare to the on land classes.

Geography: Students participated in various levels of collaboration before writing issue papers and taking tests on subjects studied in class. The two categories of collaboration for which assessment was done according to Form B were no-collaboration and student-only collaboration. Results indicated that student learning was not appreciably improved from the no-collaboration to the student-only collaboration model, holding other variables as constant as could be achieved. This assessment clearly indicated that online collaboration, although it may increase the volume of student comments, does not necessarily improve the quality of learning. Online collaboration must be carefully designed to enhance student learning. The collaborative option that was not described in Form B was collaboration with invited guests. The results indicated that learning was significantly enhanced when students were able to interact with the invited guest experts before writing a paper and taking a test on the subject assigned. Whenever possible, the instructor will use this approach in the future for online collaboration. He recognizes that he will not always be able to invite guests to participate, so he has begun using other collaborative techniques to enhance learning, such as role playing, first person narratives, and bonus points for the best participation as voted on by class members. For collaboration to be effective, students must be as convinced as possible that their responses will make an actual difference to someone. The instructor needs to measure student learning again using other collaborative techniques he has begun to use. His perception is that learning is enhanced, but he would like to document the results as he did this year with the three levels of collaboration approach.

History 1556 & 1566: Not much change from past experiences. As usual, quality students take education seriously and out perform the apathetic students. Improvement must be analyzed in conjunction with cost and benefit. When the majority of students benefit, then we have done well. The extra cost or burden for the benefit of the minority of students failing may only be to the detriment of the greater majority. We must remember that we are an open enrollment facility. As with last semester, the majority of students benefited from current practices; therefore, the instructor envisions little change. He will maintain an open mind and look forward to a new group of learners.

HSER 1231 (Introduction to Human Services): The assessment results were predictable and constant with over 30 years of original design and constant revision of the course. The results of this assessment verify that the intended purposes of this course are being accomplished. Those students (4 of 19) that did not meet the requirements either did not complete the course or have withdrawn from the program. This would indicate that the serious and dedicated human service student will not only complete, but also do a good job in his or her efforts. The instructor has no intention of changing his/her approach. The current course requirements and content are necessary to encourage or discourage students from continuing in this or a related field. Suggestions are to continue and make changes when necessary.

HSER 1232 (Helping Process): The assessment results were predictable and constant with over 30 years of original design and constant revision of the course. The results of this assessment verify that the intended purposes of this course are being accomplished. This is the base course for the Human Service Program, which either encourages or discourages students to continue. The instructor has no intention of changing the approach. The current course requirements and content are necessary. Suggestions are to continue and make changes when necessary.

Political Science 1556 & 1557: Not much change from past experiences. As usual, quality students take education seriously and outperform the apathetic students. Improvement must be analyzed in conjunction with cost and benefit. When the majority of students benefit, then we have done well. The extra cost or burden for the benefit of the minority of students failing may only be to the detriment of the greater majority. We must remember that we are an open enrollment facility. As with last semester, the majority of students benefited from current practices; therefore, the instructor envisions little change. He will maintain an open mind and look forward to a new group of learners.

Sociology: The assessment results were successful. 39 students were present. At the beginning of class a 10-point quiz was given on the chapter. 39 students took the quiz. The average score was 81.1 or a B. The chapter was discussed and the same quiz was given at the end of class. 35 students took the quiz. The average score was 91.7 or an A. Apparently four students left class after taking the first quiz. They earned a 0. Most of the students in this class are rarely prepared for class. This assignment was not the case. They were told to read the chapter because they would be having a quiz for extra points. 39 students averaged 91.7 or an A on the second quiz. The breakdown was as follows: 12 students earned 10 points out of 10; 17 students earned 9 points out of 10; 6 students earned 8 points out of 10; 4 students earned 0 points because they left early, and 20 students did not attend class at all. Of these 20 students, 13 have an F average. The instructor's analysis suggests that one-third of the students in this class are failing and two-thirds are passing with a C or better. She wonders how instructors can accurately assess classes when perhaps students don't

care. The instructor felt that quizzing the students before and after each lecture is an excellent assessment tool, although too time consuming to do on a daily basis. However, she will use this technique from time to time.

Speech 1555 (Public Speaking): The students fell short of a score of “good” as defined on the rubric. The work of 19 students was included in the summary of the data. The instructor felt that the results would be better if they were collected after persuasive speeches. Some of the criteria on the rubric were not applicable to informative speeches. The instructor chose to do them after the informative speeches because she wanted to submit assessment results in a timely manner. Also, although the instructor handed the rubric out to the students and went over it with them, she did not have the students analyze themselves, nor did she require the audience to analyze the components. It became a bit cumbersome, so the instructor analyzed the results and concluded that the criteria need a higher grade weight or another aspect of public speaking needs to be focused on. She recommends assessing students on audience analysis, which is of critical importance. The instructor would like to take another look at goals. Public speaking has so many areas of concentration, and decisions need to be made as to which areas need focus. As stated earlier, a concentration on audience analysis would certainly be appropriate.

Speech: The instructor was moderately pleased with the way that the students documented their research on the preparation forms. Forms on MLA documentation had been handed out to them earlier in the semester and explained. Most students listed the title, author, date, etc. well in magazines or books that they had used, but many didn’t cite internet sources fully. Except for perhaps 50% of the students, many did a miserable job in citing sources when giving facts, figures, and ideas, in the speech itself. Usually, they did tell the audience who they interviewed, but didn’t always cite that person’s credibility. They also did not use “quote” / “end quote” when giving the interviewee’s exact words. The instructor feels that the students do not cite resources well in their speeches. The reasons that they gave for this is that they “forgot” or weren’t really sure how to do it. Those that DID do a good job citing sources in the speech said that they weren’t sure of how many times to mention the source if they had mentioned it already. The instructor will spend more time with the citing process, perhaps giving students “sample” information and ask them to place it in a make-believe speech. Perhaps working with groups will allow the students to ask more questions and feel more confident with the results. The instructor will accompany this exercise with the rubric and have students assess themselves on how well they did. This will be a non-graded learning assignment. The instructor would like to continue assessing this skill; however, she would also like to work on making sure that student Interpersonal Communication projects and papers are done in a more professional manner.

2005-2006

Anthropology: Forms C and D were not submitted.

Art 1541 (Introduction to Art): Most students improved with their analysis throughout the semester as expected. Those with fewer skills in reading and writing lagged behind, but improved as well throughout the semester, nevertheless. Most of the students were able to identify how they had applied concepts at the beginning of the semester, but the application of core concepts increased over the course of the semester probably due to the fact that students became more aware of the necessity of applying concepts discussed in class. Since the questionnaire was always included with the project objective and description, the students became aware, at the onset of the project, of what the desired results were. The instructor will use the self-analysis forms with each project, along with the project objective and rubrics, to allow the individual to determine if the objective has been met and how well it has been met. Of course, there is the possibility that some will “fudge” their form and try to fool the instructor into believing that they met the objective when they actually have not. This assessment boosts success, but it doesn't necessarily guarantee it.

Art 1545 (Ceramics): Tests and quizzes were excellent tools to determine the amount of information retained. The critique form, class critique, and individual critique had different levels of success based on the student involvement. The in-class critique needs to be shorter and more structured to make time more productive.

Art History 1521 (Online): Student work met the instructor's expectations. Most graded were A or B. Student evaluations of the course indicated they were very happy with the course, the way the material was presented, and the instructor's assessment of their work. Their expectations were met in this course and most were willing to continue on with another Art History course. The instructor believes that Renaissance to Modern Art should be developed and offered online.

Business: Assessment results were good, overall. As far as chapter testing was concerned, 21/31 or 67.73% of students in the course earned a C or better. 10 students (32.25%) earned below 70%. 19 students (61.29%) completed the study guide and earned a C or better. Three students (9.67%) did not show up for the test. The instructor stated that students need to complete the study guide in a more timely fashion and then study from it. As a result, test results should improve. Student learning could also improve if the answers to the study guide were not provided at the end. Next year, the instructor will hand out the study guide with each chapter, instead of the entire unit. The study guide could also be given as an in-class group assignment.

Computer Science: Half of the instructor's original list of students quit coming during the first week of the semester. The remaining four students attended almost every day. The instructor felt that the students were not spending enough time outside of class; most wait until the test comes to study and prepare assignments. The instructor is beginning a new approach, requiring students to turn in one assignment each day instead of just before the quiz or test. The instructor will also attempt to do a similar project from start to finish each day so that students can get repeated views of entire projects. This is a tall order since it will involve all phases of the plan (assumptions, flowchart, test-data, and specialized subroutines) and the actual program code. The instructor will continue to analyze his presentation technique and the assigned projects. Finding projects that equate with each student's life experiences and interests is the challenge that he will try to improve on. The instructor felt that more students in attendance would improve the overall class.

Concurrent Enrollment: The CEP Director is very pleased that Mesabi College has obtained membership in the NACEP organization and that MRCTC's request to seek accreditation was also approved. The accreditation process involved a team of Mesabi staff working with the CEP Director over the summer of 2006 to complete a comprehensive portfolio of the concurrent enrollment program. The one-year and five-year CEP alumni surveys were completed and mailed to former CEP students at the end of the semester. The CEP high school teacher surveys were reviewed by Assessment Committee members and have been revised according to their input. Unfortunately, data from these surveys will not be available for inclusion in this report. Once results have been tabulated they will be inserted into the Assessment binder for Academic Year 05/06. MRCTC will need to update the NACEP organization membership on a yearly basis. The accreditation status, however, will be updated every five years. It will be very important to keep careful records of the Concurrent Enrollment Program in order to facilitate the re-accreditation process. The program has been guided by three different leaders in the past five years, and the consistency of record keeping has suffered because of those changes. The one-year and five-year CEP alumni surveys will continue to be revised and disseminated each year. Results will be shared with administration and faculty. The NACEP accreditation process will help Mesabi better align CEP courses with on-campus college courses, thereby ensuring that quality, college courses are being offered to deserving high school students. The findings from the one-year and five-year CEP alumni surveys and the CEP high school teacher surveys will help the CEP Director make suggestions to administration and faculty for program improvement. These improvements may include changes in program structure, course offerings, course delivery, teaching expectations, teacher orientation, student handbook design, and student service assistance. Next year the instructor intends to develop the following: (1) a new survey for CEP college instructors, (2) a new system for student drops/adds/withdrawals, and (3) a new system for recording high school teacher credentials. She will also increase the percentage of CEP students who return to MRCTC to complete their AA/AAS Degree.

Continuing Education: The information obtained from the staff and faculty was helpful because it assisted the CE Director in planning spring programs. Unfortunately, no community participants responded to the survey and this made planning programs that are sure to interest our community members difficult. It may be more helpful to conduct a telephone survey or personal interview. Individuals are too busy to complete interest surveys, even if they have the option to respond electronically. Perhaps including a coupon would have enticed some to participate, or perhaps the community is comfortable with what MRCTC offers and didn't feel a need to reply. This assessment made the CE Director think much more analytically about the Continuing Education program. She was disappointed about the fact that Community members did not respond, but this also made her realize that there are other options than paper surveys. As a result of this process, the CE Director has integrated an interest question on the evaluations. She plans on doing a similar assessment next year, but will do so with a variety of collection tools (telephone, personal interviews, etc.).

Educational Assistant: The assessment results were valid due to the fact that we selected standardized testing instruments from the American Heart Association and Head Start. Having a third party administer the testing ensured objectivity. Students achieved both outcome measures with 100% accuracy. Assessment results indicate that students met the outcome measures with 100% accuracy and we achieved our assessment goals. We need to begin measuring more challenging criteria. Future plans include adding a directions piece into each of our assignments listed on our syllabi with corresponding rubrics. The instructor also plans on having an American Heart Instructor share information for two days instead of just one day.

English (College Writing 1): The department exceeded its criterion of success for Outcome #1. Of 224 student scores, 93% demonstrated competency in organizing their essay. The department also exceeded its criterion of success for Outcome #2. Of 224 student scores, 93% demonstrated competency in editing their multi-paragraph essay. The department was not very good at monitoring the pre-course assessment and post-course assessment nature of this exercise. Some instructors did not do the pre-course assessment; others could not locate the pre-course assessment they did. It was apparent that individual instructors (particularly concurrent enrollment partners) handled this assessment differently. For some this was a one-period exercise completed in the computer lab; for others, it seemed that students prepared an outline and at least one other draft before submitting their assessment. Department members suggested that the next time the department assessed this outcome, a clearer, more uniform procedure should be decided on so that the results reveal more factual information. Also, the scoring phrase of this assessment was time-consuming. No course-level changes have been discussed or recommended.

French 1461 (French 1): Personal student copies of the listening component of the test program have had a positive impact both for flexibility and convenience and in excellent speaking test scores. Independent student use of the workbook was less successful. Students preferred to turn in the written workbook work and requested additional written work. The instructor surmises that students require the “teacher check” to prevent procrastination and even neglect in doing the work. For next year, the instructor will continue to provide CDs to students for personal practice with listening.

Freshman Year Experience: Much like other courses, the students who attended and participated were successful on the quizzes and projects. Only 91% of the students enrolled in FYE participated in the policy game and passed the policy quiz with an 80% or higher. The students who did not participate were students who never attended the class. 100% of the students who completed the course turned in their academic plan. The area of improvement that the instructor struggles with is getting the other 10% of students in the door. If they are in class, the instructor can work with them, engage them, and support them in their other classes. The area that is difficult is for the students who never show or show up only once or twice. Regarding suggestions for improvement, the instructor noted that this phase is still in progress; however, she is trying to tie Freshman Orientation to FYE. She would like to connect with students at orientation in some way and connect the orientation to the class. The instructor is also looking at some new curriculum materials for next year that will hopefully add to the course. Next year she plans to do a student evaluation/assessment of the course.

Geography 1556: Students were given four exercises designed to improve their understanding of social science including demographic and cultural patterns. In all cases the stated completion rates were achieved. Students were also tested on the concepts covered in the exercises. Test results indicate that when the exercises were used, students performed better than they did when tested on subjects for which no exercise was assigned. (This agrees with past assessment experience.) One exercise was specifically designed to test an explanatory theory described in the text. The results validated the theory. One of the assessments was a survey. Two students (15.4%) did not fully complete it, thus rendering their responses invalid. Precise analysis was not done, but a review of the valid survey responses indicated that too many answers were superficial. Students seem to be able to complete exercises well that have specific instructions, but they experience difficulty when reflection and critical thinking are required. The instructor plans to do more follow-up work with assignments. He believes this would help students learn concepts in the text better, and, just as importantly, they would begin to understand better the need to put more effort into critical thinking. The instructor would like to summarize responses, distribute them to the class in a random fashion, and then discuss the responses. This process would most likely encourage more thorough answers.

He plans to implement in-class discussions of submitted responses and assess their effectiveness. The instructor is beginning to understand the importance of helping students see the level of work their fellow classmates are producing. This is done more readily in an online environment. He needs to implement and assess the same learning process in an on-campus environment.

Health and Physical Education 1459 & 1449: This is the first year of a three-year data collection assessment. It is the department's goal to determine the variance between online courses and land based courses for completion rate as well as grade distribution. The analysis phase will take place after the three years of data has been collected. Instructors will continue to collect data for comparison next year.

History 1556 & 1566: The instructor noted no surprises. He will continue to put resources behind methods that prove successful for the majority.

Human Services Program Courses:

CDEP 2262: Of the three students who completed the class, 76% accurately identified and made accurate DSMIV diagnoses. In the role play assessment, 100% met the criterion for success in demonstrating excellent assessment interviewing skills. The students received 90% success on identifying disease symptomology in their assessments and 86% and 100% on the exams which focused on symptomology. The levels of care assessment criterion produced a 73% success rate. Levels of care placement is the area where improvement is most needed despite additional classroom time being spent on this area and additional time being spent on Abuse/Dependence criteria. Students had difficulty accepting factual material at face value despite classroom discussions. The instructor will devote more class time next year to interfacing abuse/dependence criteria with level of care placement. Students did receive 100% on the exam on symptoms of abuse/dependence. On the levels of care criterion, students showed marked improvement over the last two years. For next year's plan, the instructor will use the Dimensions Rating System for Assessment and will develop a means of assessment. Interviewing role plays will continue to be an important class component.

CDEP 1255 (Psychology of Addiction): Students did very well with the mid-term, role-plays, and quizzes. However, the final received much lower scores. Over 33% of the students' scored lower than 70%. There was a 23% difference in the success rate between the mid-term and the final, which suggests that portions of the final were either too confusing or too difficult for the students. 90% passed the mid-term and all other classroom work with a grade of 70% or higher. All the teaching strategies seem to be going very well for the mid-term and classroom assignments, but the final needs to be looked at critically and revised since students were not as secure in portions of the test. Some in-class information needs to be covered more carefully and reinforced. Quizzes listed on the Form B should be re-evaluated as they differed from those given in class.

HSER 1231 (Intro to Human Services): Assessment results indicate that the serious and dedicated Human Services student will not only complete the course but also do a good job in his or her efforts.

PSCY 2655 (Group Dynamics): Results were predictable and constant. The instructor has been constantly revising the teaching of this course over a 30-year period. Results verified that the intended purposes of the course are being met.

Mathematics 1521 (College Algebra): 16% of the students' scores placed them in the next mathematics course of Calculus I. 29% of the students' scores placed them into College Algebra which is the course they were currently enrolled in. 55% of the students' scores placed them in a course, Higher Algebra, which is lower than the current course they were enrolled in. Because this was the second year of using the CPT scores as an assessment tool, there is no previous data to make any kind of comparisons. With only 16% this academic year (and 9% last year) of students indicating by their scores they are ready for Calculus, the department needs to look at areas of deficiency. The department is not really satisfied with the CPT. Members continually look at the scores and the cut off scores for the students. At this time, instructors feel the cut off scores do adequately place students according to their abilities. But the department needs to look at areas of skill deficiency. Instructors are not convinced the CPT test really gives them the information about students' learning that they are looking for. At this time, the department is choosing to keep the assessment plan the same to obtain relevant data. Instructors will look at the results and determine criteria for success and if changes need to be made to the tool and to their teaching methods. They are also looking at an alternative assessment process called *Center for Automotive and Collaborative Assessment*.

Mathematics 1511 (Foundations of Mathematics I): There was only one section of Foundations that took the CPT. Of these 22 students, no students scored higher than 100 to place them into a higher mathematics course. 41% scored between 50 and 100 which placed them into the Foundations course, the course they were currently enrolled in. 59% placed lower than the Foundations course cut off score. It is difficult to look at this data for any analysis when only 22 students were tested. Also, the CPT is an algebra based test and the Foundations course is not an algebra based course. The tool does not meet the needs of the assessment. Because this tool does not give the department an adequate look at students' learning or if students are meeting the objectives of the course, an alternative tool must be looked at and implemented for next year. The math department is looking at an alternative assessment process called *Center for Automotive and Collaborative Assessment*.

Philosophy 1551 (Introduction to Ethics): Overall it was an effective program of assessment. The two major outcomes are quite clear and relevant to the class. The means of assessment fairly reflect the outcomes. The criteria of success were met for each assessment. The instructor is continually listening to

the students and adjusting plans to maximize learning. No obvious improvement is needed. The instructor noted that it is always good to experiment with new ideas. For example, he had the students organize into six small groups and then assigned six final papers on topics not covered in class. Each small group had one class session to prepare the presentation. During the last two class sessions, three groups made 20-minute presentations on the moral issue. The instructor thought it worked pretty well and is worth trying again in the fall.

Philosophy 1556 (World Religions): The outcome of learning the basic world religions was met. The means of assessment documented the learning. The criteria of success were not met for two of the four assessments. It is too high an expectation for 90% of all test scores to be “B” or better. That should be lowered to 75%. 87% of students accomplished the class attendance goal of 90% attending 80% of classes. That will be lowered to 80% attending 80% of classes for next year.

Political Science 15567 & 1557: Forms C and D were not submitted.

Psychology 2551: This past year the instructor added chapter quizzes as a suggestion from the fall classes. He went to online or computerized testing in preparation for the online classes. He also added more discussion groups so that the students could relate to current issues. From the findings of this past year, the instructor wants to find ways to do the following: (1) keep the on-line students on task as well as informed; (2) try to find innovative ways to present information to the online class that is easy to illustrate in the classroom, and (3) find a bridge between the leaning styles of the four main groups of students (PSEO, traditional, non-traditional, and online). The instructor feels that the challenge to see what works for everyone is overwhelming at times and tries his best to reach each and every student. In many cases this works, but he also loses some. The instructor is constantly searching for new and innovative ideas from co-workers and workshops. Next year, the instructor will try a more structured approach to the online classes. He will also determine if procrastination is an issue and whether or not shorter time frames for submitting assignments will help with that.

Science Courses:

Biology 1536 (Contemporary Issues): 70% of students did not meet the 65% mark. This was due to several very low scoring students. The instructor believes that students need to be better prepared prior to entry in science classes. Typically, the lowest scoring student on the pre-test improves the least. The instructor would like to see something done at the developmental level.

Chemistry 1522: Students performed better than the instructor’s expectation. For most students, a test is the most direct motivation for reviewing the material. Collecting homework and quizzes is also an effective means to keep students active in the course. Students perform well in the laboratory when working with a fellow student. The lab report is a group work effort and has a high level of success. The instructor believes that concepts need to be repeated in lectures

and in the lab portion. Instructors will continue to do that. They are also considering increasing the number of exams (one exam after every chapter) to keep students focused in the course. For next year, student surveys and pre- and post-lecture quizzes will be included in the plan. The American Chemical Society (ACS) Standard Exams will be adopted as an assessment criterion. CHEM 1511 and CHEM 1512 need to be assessed since there are no assessment reports on record.

Sociology 1555 (Intro Sociology): Most students completed the project. All achieved at least a “C” or better. More students failed the Institutions test than anticipated. Fewer students completed “writes” than anticipated. For fall 2006, the instructor intends to create a more structured “institutions” review and to continue to encourage students to attend all classes (“writes” are a loose record of attendance).

Spanish 1461 (Spanish II): The results derived from the quizzes used for the assessment are as follows: 27% received a C, 63% received a B, and 10% received an A. The instructor had an unusually good class. She would not change anything for these students. No suggestions at the moment.

Speech 1565 (Interpersonal Communication): Both Interpersonal Communication classes were asked to do a pre- and post-assessment concerning how effectively they would handle interpersonal communication situations with a variety of people and situations. All but three students indicated they felt they had acquired skills and knowledge that would help them handle situations/people more effectively at the end of the semester. The instructor felt that the findings were a fairly reliable perception of what students feel they have learned in the class. More specific skills could be assessed by doing the assessment question by question (questions are tied to specific skills and knowledge from the chapters). That will help students determine where they still need work. For next year, the instructor will create a more detailed chart that indicates areas of strengths and weaknesses for both individual students and the class as a whole. The results will be used to set up individual improvement plans for the students and to pinpoint what the instructor needs to spend more time on in class.

Theatre Program Courses:

Beginning Acting: Journals, quizzes, and verbal feedback were important in assessing the students’ progress. The class moved along well. In the future, the instructor would like to implement an in-depth character analysis in the beginning of the semester to allow students practice with this technique before the final project. The instructor will also relate each class event to the goals of the course so that students better understand their objectives.

Intro to Theatre: Even though the results of the students’ learning were positive, the instructor would like to include more hands-on activities in the class to solidify the history and theory of theatre and give students insight into the process.

Technical Programs' Course Assessments: Use of Results

2004-2005

ATMX 1245 (Automotive Technician—General Automotive Service): The assessment results indicate that the students have a clear understanding of the proper tire mounting and dismounting procedures. The only improvement that may be needed is the repetition of the hands-on observation. With repetition all will be competent at this procedure. The instructor plans to identify slower learning students and repeat the process with them until such time as they are able to do the procedure without hints from the instructor.

CARP 1241 (Carpentry 1st Year: Principles of Carpentry Lab): Students laid out common, hip and jack rafters. Math is a necessity in layout of rafters, but students did well even though it is tough to keep every calculation separate for the different rafters. The students need certain geometry understanding and the geometry class has been helping. This year more time needed to be spent on Pythagorean Theory because students didn't understand it in the general studies math class. The instructor will spend more time with geometry and not assume they understand it from the general math course. Next year the instructor will spend more time in the classroom teaching math and increase the number of rafting layouts from 10 to 16.

CARP 2259 (Carpentry 2nd Year: Wall Framing): In outcome #1, 100% of the students were proficient in applying industry standard procedures and techniques involved with wall layout and framing at the house project. In outcome #2, 100% of the students received a grade of "C" or higher regarding the critical thinking required to layout and frame any given wall in the house project. The assessment findings indicate that homework, lecture, quizzes, tests, lab assignments, demonstrations, and discussions clearly helped the entire class achieve a grade of "C" or higher. The instructor feels that no new changes are required, but would be open to them if the assessment outcomes dictated a need to change. The instructor plans on continuing assessment techniques and updating teaching aids as needed.

CSCI 1485 (Computer Operating Systems): The students in class knew the information and could complete the labs, but getting them done on time was a HUGE problem. The instructor expected more of the class. She has taught this same course before, and the scores were higher. There were five students in this class to assess. In other classes there have been 12-16. The chosen objectives could not have been more different. Students had prior knowledge of one and not the other. The instructor expected the students to be more successful with the first objective than the second. This proved correct, but the instructor had expected students to perform better than they did. Perhaps the motivation piece was lacking in class. The instructor gave very descriptive directions and due dates, but the students did not seem to be motivated to complete the labs or

study for quizzes. This was attributed to a different teaching style than the students' learning styles. The instructor will find out what motivates her students: good grades or practical knowledge. Surveying the students on their motivation for being in class and possibly bringing in guest speakers from the computer networking field could get the students motivated to learn.

EIAT 1266 (Industrial Motor Control): The observed number of students that could perform to the instructor's satisfaction was far less than satisfactory. More individual attention is required, including special focus on requiring students to work independently on basics and requiring more discipline in workmanship. The instructor plans on having more practical assignments and assessments, along with lab supervision.

EIAT 1253 (Introduction to DC/AC Electronics): The instructor feels there are some serious issues with the number/overall caliber of the students enrolled as freshmen for the fall of 2004. While the philosophy is, and always will be, to give 110% to all students, including the ones who underachieve academically, groups like this where a disproportionate number of an already small group have academic/behavior/attendance issues make the teaching/learning process very challenging. Steps are being taken to change our recruiting techniques in an effort to not only increase our number but also improve on the overall quality of the students who enroll in the program. The instructor will use the outcomes declared in this assessment, along with an increased effort to better teach the concepts related to the outcomes, at least one more year to track the results.

GRAP 1226 & GRAP 1235 (Graphic Communications): The students were given the assignments and given two days to complete each. The goal was 100%. In reality, that should have happened. Early in the year some students fall behind. The instructor will allow more time for assignments and explain to students the outcomes (grades) for not getting work in on time.

Information Management Specialist Program:
IMSP1285 (Spreadsheets 1) and IMSP 2285 (Database Concepts & Applications I): 100% of students received 94-100% on their One Step Further exercises. The exercises combine computer technology and critical thinking skills in order to be completed. Both IMSP instructors were satisfied with the results because of the advancement of the exercises. Presently, the instructors are working on an updated curriculum for all of the Computer Application courses. The new curriculum will use Skills Assessment Manager (SAM), which will be an even more advanced assessment method for students.

2005-2006

Automotive Technician (General Automotive Service): The instructor stated that complete understanding is desirable, but usually it cannot be achieved. He will continue to strive for 100% understanding of the material presented.

Carpentry II: All students met the criteria for layout and application of roof shingles to any and all roof designs and according to industrial standards and procedures. For exterior finishing, the instructor thought that the class house project is an excellent teaching and learning tool. Not only do the students learn, but more importantly, they also understand what they are learning by participating daily in this hands-on environment. The instructor felt that the tests, quizzes, and completed house project helped reinforce the fact that his teaching practices are working. Moreover, the hands-on teaching techniques make the academic learning process more understandable for the technical students. The instructor feels no need for modifications at this time, but feels that student attendance could be improved.

Computer Networking 1229: Form D was not submitted.

Electrical and Industrial Automation Technology: For Outcome #1 (differentiating between the procedures used for measuring DC current and DC voltage using a handheld DMM) there was a marked difference between the classroom and hands-on assessment of competence. 90% of the students scored 100% on the written test with only 60% of the same students satisfactorily meeting the criteria in the hands-on test. Outcome #2 (students' ability to wire and test a timed start industrial motor control station with no assistance) found some lack of understanding of knowledge that needed to be applied in the lab evaluation. For Outcome #1 a closer correlation between knowledge and practice needs to be achieved. Another interesting observation was that 20% of the students that failed to meet the criteria for the hands-on test had, one day earlier, correctly answered questions on the written final exam covering the same material. For Outcome #2, more individual attention is required as well as a special focus on requiring students to research and read additional technical references. Additional reading assignments with verification of assignment completion should be added. For Outcome #1, the instructors need to ensure that students are associating what they "know" with what they "do" on a more consistent basis by stronger reinforcement throughout the semester. For Outcome #2, the instructors want a lower student-to-instructor ratio. They will assign more research and reading with daily verification of completion. For Outcome #1 next year, the instructors may need to consider doing the hands-on assessment at a point earlier in the semester as opposed to the last day before break. After the first month of instruction, students typically show little sign of having significant trouble with the concepts being assessed by the final hands-on test. For Outcome #2, the instructors will continue doing the things that have worked well, such as spending more time working with students individually.

EMTP 1120 (Paramedicine) & EMTP 1220 (Paramedicine Skills): The overview of this DOT mandated curriculum was completed by the 14 enrolled students as regulated as to hours and skills. Skill competencies need to include more equipment to add to students' level of skill preparation for readiness in the work force. Students' evaluations reflected good instruction but wished for more structure in the curriculum. The instructor believes that more written evaluations and testing are needed. More hours of skills can be accomplished by putting the written evaluations and tests online. For next year, the instructor plans to regulate the sections of knowledge based from reading lessons and chapters/workbooks etc. to be interspersed with class lessons to better correlate the reading with skill competencies to enhance better learning.

GECL 2175 (Job Search Strategies): With the exception of one instructor, the minimum percentage of students required to attain a proficiency level of 80% or higher was not realized. The GECL 2175 instructors noted that a large number of students failed to complete the required assignments for the portfolio and/or did not appear for the Mock Interview. Student absenteeism was also a factor in low percentages. Students seem to need clearer directions for course expectations and assignment deadlines. Technical program instructors could play a larger and more positive role in the course by encouraging students to include examples of their classroom assignments and/or photographs of their products in their portfolios. For next year, instructors will do the following: (1) encourage students to develop technical skills necessary to attach and send cover letters, resumes, and reference lists electronically; (2) revisit a trend towards eFolio portfolios, as this skill does not seem relevant to the majority of technical career programs on the Eveleth campus, and (3) encourage students to highlight job skills in their portfolios that are related to their program as well as soft skills.

Graphic Arts Program:

GRAP 1235 (Offset Press) & GRAP 1236 (Offset Inks): Worksheets provide good realistic results. The instructor will incorporate review as part of the day-to-day curriculum.

GRAP 1255 (Advanced Press I) & GRAP 1256 (Quality Control in Graphic Arts): Student reports exceeded the instructor's expectations. For future, the instructor will try to be more hands-on with the lecture and will provide more live examples.

Information Management Specialist Program:

IMSP 1285 (Spreadsheets) & IMSP 2285 (Database Concepts): 100% of the students completed the SAM Trainers and Examinations (testing software) and received 100% in Excel Spreadsheets and 95% in Access Database using Microsoft Office Software. The instructor was very satisfied with the results, especially in Excel; however, Access was not quite as successful with only 95%. It is a very difficult software program to catch on to, but 95% is still a satisfying result. SAM (testing software) was also a challenge. At times, SAM was very

difficult to get around and the students got frustrated and often times they would do the right steps and if it was not the way SAM wanted you to do the steps, it was marked incorrect. This would result in having to adjust the grading tool. The instructor will not use SAM as the complete evaluation tool next year since the students' frustration was far worse than using textbook evaluations. Next year the instructor will create and customize evaluations or the textbook-generated examinations and will probably do more hands-on evaluations and take the examinations from the chapters that students are working on.

Industrial Maintenance Technology Program:

IMT 1251 (Basic Arc Welding and Cutting): Standards (based on industry standards) were set at 70% and exceeded. Students are doing better in welding and cutting than in previous years.

IMT 2262 (Hydraulic Troubleshooting): With the onset of newer or different components used in industry, a more detailed method needs to be used to meet industry needs. The instructor will continue to educate students to meet industry standards.

Masonry: The instructor's goal for students to show 80% improvement from the pre-test to the post-test was not met. The instructor attributes this result to the following factors: student immaturity, poor attendance, and failure to cover all of the material before the post-test. A stricter attendance policy will be implemented in future and the schedule of testing and chapter assignments will be followed even if some students fall behind. The instructor will not lower his criteria.

NURS 1215 (Nursing Assistant): Student needs are evaluated on an ongoing basis. The instructor tries to arrange class and labs to promote interest and ongoing stimulation for the students' learning process. Students are encouraged to be active learners and participation is very good. The instructor will continue to cover course objectives as set by the Minnesota Department of Health and will continue to make the course interesting and beneficial to students.

NURS 1222 (Applied Nursing Skills) & 1232 (Applied Math & Medications): For NURS 1222, the students are performing as well as previous years on the skill performance; however, they are doing worse on the tests. Great improvement is needed on the tests. In analyzing the results, more questions arose than instructors were able to answer. Perhaps this group in general did not take the test portions seriously (more than other groups in past) and therefore did not do as well. Or perhaps this group was much weaker initially. Instructors will continue to pursue the questions as they prepare for next year's class. Some changes in instruction and perhaps in the test may occur. This will continue to be a work in progress as instructors plan the course for the fall and through the sequence of the course. Because of the poor results of this year, the department will continue the same assessment plan for the following year, being careful to note any changes made, so the changes can be evaluated for their merit.

For NURS 1232, students are continuing to improve on their Math test because instructors are doing more math earlier in the semester. Since instructors have switched the multiple choice test to the front, students are not doing as well on it. However, the advantage is that students are completing the demonstrations earlier, allowing them to give medications at the clinical site earlier, which in the long-run is a bigger advantage to student learning and competency. Overall results still need improvement. The department did, however, reach its goal last year of having more students pass the demos on the first attempt. Department members plan to continue this same assessment for next year to more fully assess the reliability of the changes made. Their preferred outcomes seem to be reached. Instructors will reexamine what they are doing and carefully consider any changes. Overall the changes made in the course from the last time gave instructors the preferred outcomes. They would like to see if the results next year are similar before making any changes. Some classes simply perform better than others.

Technical Communications (GEDC 2716): The instructor thought that neither outcome was effective this semester. One problem was having an unusually large class in one of the sections. Also, this group was particularly immature. Most of the written feedback was woefully inadequate, and many students didn't even bother to come for an exit interview. Some did have legitimate reasons for not attending the interview sessions: they were called out on a job through their program. The instructor also had to modify the time frame and teaching methods previously used in the written instruction component. It was not possible to accommodate all the students adequately with a full follow-up on the instructions, and unlike students in previous semesters, many chose not to refine their instructions for a better grade. The instructor felt this group was not necessarily representative of a typical class. None of the previous classes have performed so poorly or irresponsibly. Having students from two programs in the course presents problems with attendance. The instructor has discussed other possibilities with the Dean of Academic Affairs and the program instructors, such as delivering the technical communications class at the Mountain Iron site (preferably in a two-hour block). The instructor also suggests that the interview component be revisited.

Welding Program:

WELD 1232 (Entry Level Welding): Outcome #1 target had mixed results. In stressing the extreme safety precautions needed to insure no accidents, the instructor believes he created enough awareness for the need to learn the theory; however, the students fell short on their practicum. Students did not meet his expectations. Outcome #2 was a repeat of #1. Although the written assignments were adequate, the practical assignments fell short. They require a great deal of hand/eye coordination and several of the students did not practice enough to become proficient at the task. The instructor has determined that those students not meeting the practical criteria for both outcomes did not spend sufficient time practicing their techniques. Many of them expect to utilize the

same amount of time as their peers to complete an assignment when, in fact, all persons do not learn at the same rate of speed. The deficient students needed to spend more time, time they were unwilling to dedicate, practicing. Next year the instructor will continue to stress that what time and effort students put into learning will affect their learning outcomes.

WELD 2244 & WELD 2253 (Template Development I & II): Classroom participation and attendance are high for a number of reasons. Step by step methodology as it applies to a specific template is done in the classroom. The assignments would be difficult if not impossible without the classroom walkthrough. Assumed basic skills in math and mechanical drawing, which are lacking, could be addressed. A good deal of the homework could be done in class. Assignments had to be done on time to stay on schedule with application in the welding lab. This hands-on approach kept interest and attention up. Grades from the marginal students rose substantially (in most cases, one full grade). The better students' grades remained consistently high as was predictable. Written tests on assignment material and lecture improved only when reference to notes and homework was allowed. Since the ability to reference tables and other sources is essential for the fabrication and assembly of an item and technical in nature, conventional test taking is out of place for most applications to this class. Reference is most often used. In future, the instructor will expand the amount of material covered as it applies to future industry needs. The most significant lesson learned from this class is the need to structure the students' time and resources.

DEVELOPMENTAL EDUCATION ASSESSMENT

Evidence of Commitment to Developmental Education

Students admitted to Mesabi Range Community & Technical College are expected to take Reading, Writing, and Math College Placement Tests (CPT) in order for counselors to assist them in developing their educational plans and placing them into appropriate level coursework. Evidence of specific placement scores is a pre-requisite to entering college-level math, English, history, political science, sociology, and science courses.

There are several levels of developmental coursework. In writing, the lowest level is Basic English 091, and the subsequent level is Refresher English 092. In math, the lowest level is Arithmetic with Applications 091, then Beginning Algebra 093 and Higher Algebra 094. Students who do not have college level reading placement test scores are placed into Efficient Reading I 081 or Efficient Reading II 082.

Data collection and analysis of students placed in developmental courses in subsequent college level courses provides faculty and administration with information to assess the developmental program effectiveness. Annually, the English, math, and reading developmental programs conduct assessment. The following statements are drawn from their assessment reports.

2004-2005

English 0091: Basic English: From the limited assessment results received, there did not seem to be a high level of student success. Poor attendance by those students appears to be a major factor. One student who attended regularly and received individualized instruction from the instructor did very well in the course. There was not enough data to analyze. Since attendance appears to be a factor, the English department should consider requiring students to be in attendance for a set number of hours to help improve student success. All instructors of Basic English need to meet to discuss assessment requirements at the beginning of the semester.

English 0092: Refresher English: Only one instructor responded with assessment data. The results of that data indicate success. The criteria for the two assessments (paragraph and survey) were met successfully; therefore, there are no recommendations for improvement. The results seem to affirm that students who complete the course are achieving success, so no action is required. More instructors need to complete and turn in their assessment results in order to have a more comprehensive picture of student achievement.

Math 0091, 0092, 0093: Developmental Mathematics: 58% of the students in Developmental Mathematics completed the course with a passing grade of C or better. This exceeded the criterion by 8%. Of the 104 students, 46% scored high enough to place them into the next course in the mathematics sequence. 50% of the students had scores that would place them into the same mathematics course. 4% received a score that was lower than the cut off score for the course they were currently enrolled in. The course passing rate does indicate there is learning taking place but does not show in what specific areas. It indicates that over half of the students are ready to enroll in the next course. It does not indicate the deficiencies of the students who did not receive a C or better in their course. The mathematics department did not set any criteria for this objective of the CPT because it was the first time this assessment tool was used. Because this was the first time using the CPT scores, the department will continue to use this tool for assessment. The passing rate will be used as a tool to look at the assessment of mathematics students. An alternative tool called *Center for Automotive and Collaborative Assessment* is in the process of being constructed by Dr. Hazareesingh. For next year's assessment plan, the department is waiting to see if the grant for the *Center for Automotive and Collaborative Assessment* is received. The department will then make decisions about the assessment plan for 2005-2006.

Developmental Reading: The scores for the fall classes were satisfactory; in fact, slightly higher than in the past. The spring section of Reading II was a semi-disaster. The withdrawal rate was unusually high, and the instructor lost a few more along the way as well. The students who remained were mostly dedicated, but the disruption of losing people seemed to have an adverse effect on the rest of the class. Once again, when analyzing the CAPP scores at the end of both semesters, it became clear to the instructor that those students who scored a "40" or higher on the initial CAPP entrance test were much better served by their developmental reading courses. These students overwhelmingly scored at college level or, in some cases, 20 to 30 points above the base college level score. Those students whose entrance scores were below "35" were far less likely to test into the next course or at college level. The instructor believes it would be a good idea to add a lab component to the course. She has suggested this, but at this time, all the labs (especially fall semester) are taken up with other courses. The instructor suggests adding a lab credit for those students scoring below "30" on the initial placement inventory.

2005-2006

English 0091: Basic English: Department members are continuing to refine the placement process. In 2006-2007, a list of students who have placed into Basic after taking the placement test, as well as students who have passed those courses, will be provided to instructors early in the semester in order to check for discrepancies. The department will also track current cut scores to determine whether or not they need adjustment. Of the one CPT post-test submitted, the

student demonstrated readiness for Refresher English. 67% of students demonstrated readiness for Refresher English through an exit paragraph. Of the surveys submitted, 100% of students averaged a satisfaction rating of 3.0 or above in the course survey. More CPT post-tests need to be administered in order to have more accurate data. Class sizes tend to be small, so a comprehensive outlook is not always possible. The department did not meet its goal of having 80% or more students demonstrate readiness for Refresher English through an exit paragraph. Poor attendance and lack of effort on in-class and homework assignments are contributing factors. Students are satisfied with the course and the instructors, however.

Accuplacer parameters will be broadened so that students will be directed into WritePlacer to produce more writing results upon which to assess students' abilities and placement. WritePlacer may be used as a component in the exit requirements for Basic; however, those students would write a one-paragraph essay which would be scored by the department. Future students may need a C or above in order to be eligible for the final exam. Course outlines will be revised to reflect the move to the WritePlacer and to clarify how successful completion of the courses will be determined. Elements of the assessment plan should be updated.

English 0092: Refresher English: Department members are continuing to refine the placement process. In 2006-2007, a list of students who have placed into Refresher after taking the placement test, as well as students who have passed those courses, will be provided to instructors early in the semester in order to check for discrepancies. The department will also track current cut scores to determine whether or not they need adjustment. Only one instructor submitted paragraph results. Of the three students who participated, 100% demonstrated readiness for ENGL 1511. No paragraphs were submitted for the pre- and post-test writing samples, but one instructor had 94% of students pass the course with a C or better. Of the three instructors, survey results were only submitted by one. 100% had a 3.0 satisfaction rating or better. That exceeded the goal of 80%. The results seem to affirm that students who complete the course are achieving success. There are still issues with placement, however.

Accuplacer parameters will be broadened so that students will be directed into WritePlacer to produce more writing results upon which to assess students' abilities and placement. WritePlacer may be used as a component in the exit requirements for Refresher. Future students may need a C or above in order to be eligible for the final exam. Course outlines will be revised to reflect the move to the WritePlacer and to clarify how successful completion of the courses will be determined. More instructors need to complete and turn in their assessment results in order to have a more comprehensive picture of student achievement. Instructors were notified of the assessment requirements prior to each semester's start. Elements of the assessment plan should be updated.

Mathematics #0091, #0092, #0093: 72% (129/179) of the students in Developmental Mathematics completed the course with a passing grade of C or better. This exceeded the criterion by 8%. Of the 142 students, 54% (76/142) scored high enough to place them into the next course in the mathematics sequence. 38% (54/142) of the students had scores that would place them into the same mathematics course. 8% (12/142) received a score that was lower than the cut off score for the course they were currently enrolled in. The course passing rate does indicate there is learning taking place but does not tell the department in what specific areas. It tells instructors that almost three-fourths of the students are ready to enroll in the next course. It does not tell the department the deficiencies of the students who did not receive a C or better in their course. Because this was only the second time for the department using the CPT scores, members will continue to use this tool for assessment. They will also use the passing rate as a tool to look at the assessment of the mathematics students. The department is looking at an alternative tool that has been constructed by Dr. Hazareesingh. This new assessment process is called *Center for Automotive and Collaborative Assessment*. This fall department members will make decisions about their plan for assessment for 2006-2007.

Reading #0082: The scores for the fall classes were good; in fact, significantly higher than in the past. The instructor believes that this has something to do with the caliber of the students enrolled this fall. They seemed to be better prepared than last year's students. Like other semesters, when analyzing the CAPP scores at the end of this semester, it was obvious to the instructor again that those students who scored a "40" or higher on their initial CAPP entrance test were much better served by their developmental reading courses. These students overwhelmingly scored at college level or, in some cases, 20 to 30 points above the base college level score. Those students whose entrance scores were below "35," were far less likely to test into the next course or at college level. The instructor is currently trying to spend more time on comprehension by omitting the speed reading portion of the course. She is not thrilled with having to do this as reading rate is an important issue when determining a student's long-term success; however, she also believes comprehension skills must come before improvement of reading speed. The instructor thought it would be interesting to see what difference the increased time spent on comprehension makes next year.

College Services' Assessment Results

College Services' assessment seeks constantly to challenge current ways of doing things by assessing whether outcomes are appropriate and whether methods in use are achieving those ends. This assessment is continuously seeking improvement in the *process*. The intent of college services' assessment, in addition to the collection of data for process mapping, is to initiate on-going discussions and move toward designing services to better accommodate student needs.

Administration: The administrators were very excited to review the outcome of this year's initiative with leadership development. It has been an area that they are extremely passionate about, yet they needed to strengthen the college's efforts in promoting more opportunities in this arena. Student leadership training has resulted in an increase of the number of clubs and organizations in place at the college – four new clubs were granted charters and two were reinstated. Additionally, three students held leadership positions at the state level. The local chapter of PTK received two awards, a regional and national award for membership. Areas cited for improvement include the following: expanding opportunities to include a larger population, advertising and promoting efforts campus/community wide to assist in changing the image, and encouraging an ongoing dialogue with the administrative team (in the areas of personal and professional strengths and challenges) in order to move the organization to higher levels of effectiveness.

The results from this year's effort were in direct alignment with the college's mission. Possible options for MRCTC next year include the following: (1) creating partnerships with regional school districts, business and industry, student and community groups, governmental agencies and other higher education institution, and (2) growing our resources by maximizing and leveraging state resources and increasing the amount of grant funding and revenue through mutually beneficial agreements with external partners.

Administrative/Faculty Support: Assessment of the Fall 2005 Duty Day was beneficial. It affirmed that administrative/faculty support members were successful in their goal to provide essential information to faculty and staff, thereby enhancing communication within the college. It also highlighted areas where members could (and did) make improvements for future Duty Days.

Assessment tools did several things. First, the notes allowed members to capture the conversation of the Strategic Plan sub-committees participating in breakout planning sessions and documented the accomplishments of the committees over the past year, goals for future initiatives, and concerns/areas of need. Second, the survey was an excellent tool in helping determine what was done correctly and where improvement was needed in planning for Duty Day. Comments were

especially helpful. Members would like to revise the survey a bit for next time and also take the time necessary to actually tabulate the results.

Areas noted for improvement are as follows:

1. Agenda topics should have a brief explanation of the topic, and a bio for guest speakers should be included.
2. It would have been helpful to provide more specific guidelines for committees taking notes – format and expectations. This would have facilitated compiling the notes for the Strategic Plan.
3. When considering topics for Duty Days, members need to be more cognizant of the audience. When the topics are specific, breakout sessions should be considered. Otherwise, topics should be broader. Surveys revealed there were some topics that were presented to the entire group that were not applicable for everyone and, therefore, were not “beneficial.”

Results from surveys were used to make improvements for Duty Days throughout the year and agenda items were adapted to the audience. More detailed instructions for expectations were provided during breakout sessions. For next year, a well-defined mentoring program will be utilized on both campuses at MRCTC by Administration and Human Resources.

Athletics: Upon analysis of current data, the Athletics department is well above the 75% retention rate for the entire season and within reasonable percentage points of its retention of second season player criteria. After three years of data and analysis, the department has maintained very near to a 90% completion of season rate. This is a very good statistical completion rate as per NJCAA and NCAA guidelines. Department members could discuss increasing their criteria for completion of season rate.

Bookstore: Form D was not submitted.

Business Office: Form D was not submitted.

Computer Services/Technology: Students who use the technology services on campus are satisfied, with one main exception – Internet access. From the comments, the department concluded that students want wireless Internet access on campus and students are not using their campus e-mail accounts. If their email address lasts longer than the duration of their education at MRCTC, students may be more willing to use it, so the department may be moving to a different e-mail service for students. Wireless access may be available by spring of 2007, but not at this point. Next year the department will assess faculty and staff regarding their satisfaction with computer services.

Counseling/Advising – Virginia Campus: This year's assessment plan was inadequate as the outcomes were non-measurable. There was no concrete data and a survey was not completed. With limited personnel, the department members did not focus on assessment as they should have. They will try to do better. For next year, members will use quantitative measurements versus qualitative. They will also set a plan for next year during the summer so as to better measure their effectiveness.

Enrollment Services: 93% of students rated their satisfaction with the Enrollment Services office at a four, which exceeded the goal of 90%. Results also indicated that the campus visit is very important to a student making a final decision to attend Mesabi Range College. Enrollment Services staff members take time in giving the prospective student what he or she needs to enroll at MRCTC. They also met their goal of increasing the number of high school visits and college fairs by 2% but will continue to work on this. Staff members will meet this summer to create a new assessment plan.

Financial Aid: Results indicated that 90% of students are using web based loans.

Food Service: Form D was not submitted.

Human Resources: Form D was not submitted.

Library Services: The library collection was evaluated and cleaned up for migration. All records were reviewed and errors were corrected. Reclassifications were made. MRCTC library records are 99% error free based on error reports from PALS. Library staff members have been able to apply training sessions successfully to day-to-day operations.

Learning Center – Virginia Campus: It was determined that office space was a priority for the 2006-2007 fiscal year and that planning could begin for the re-design. Tony Bartovich decided that the remodel could be worked into the 2006-2007 budget. Letters of support for the necessity of separate spaces were collected from faculty, staff and students. Student Services' staff members were contacted and it was decided that the Career Center would stay in the Learning Center until further notice, or it could be relocated if another space in the Student Services Suite became available. An architect visited the current office space to provide a conceptual drawing of what the revised office space could look like and to decide if the project was possible. MRCTC is still awaiting word from the architect. The turn around time (time from the meeting to the actual decision on the situation) could be improved, but it is understandable due to scheduling. The services to students offered through the Office of Disability Services would improve if the space were to be separated from the Learning Center and Career Center. The students would then have a confidential office to disclose private information and a quiet testing center (provided through accommodations). MRCTC's Career Center will be assessed and evaluated next year.

Maintenance: Form D was not submitted.

Records Office – Eveleth Campus: All of MRCTC’s advising staff members help students access information online. Faculty members are self-sufficient with class rosters and grade reports. The Records Office has noticed a marked reduction in paper flow for these services. Students had trouble remembering their IDs and passwords for web usage. Faculty members also had trouble remembering to choose the proper term for grading and the class roster. After the changes were made, students and faculty members saw the benefits of working online. The department is planning to create the same rules for all passwords so that the students can use the same password for multiple areas. DARS will be assessed next year.

Student Services/Eveleth Campus – (Advising, Admissions, Counseling, Disability and Placement): The survey indicates that student services should take more time to ensure that all student questions and concerns are answered during registration sessions. The portion of the survey that pertained to the issue of listening to students resulted in a 93% satisfaction rate. Students identified through the survey that they felt the services received were helpful in completing their technical education. Survey results indicated that more time is needed during the registration process. Consequently, more time and an informative PowerPoint presentation were added to the registration process. In the other areas of the measurement instrument, the students responded that they were very satisfied when they met with an advisor or counselor. The Eveleth campus will continue to revise strategies for online registration and develop criteria to ensure students concerns are addressed

Student Support Services – Virginia Campus: Assessment results will not be available until fall 2006.

True North Upward Bound (TNUB): TNUB had five activities on the MRCTC campus during the 2005-2006 year. Nearly half of the TNUB graduates will be enrolled in summer courses or for fall term. Participants feel comfortable on the MRCTC campus and are apt to take courses on campus. Continued programming on campus and building connections between TNUB participants and MRCTC staff/faculty will improve student retention and college-going rates.

GENERAL EDUCATION ASSESSMENT

General Education Philosophy/Mission Statement

Mesabi Range Community & Technical College provides an appropriate general education component in all degree, diploma and certificate programs as an essential intellectual and practical foundation to students' life-long learning.

General Education Goals for Student Success

An ongoing task for MRCTC is refinement of the general education assessment process. The Assessment Committee has discussed the possibility of embedding the general education outcomes within certain “capstone” courses in lieu of (or in combination with) pre-tests and post-tests, such as the Accuplacer. Assessment of General Education is college-wide and currently takes place in each course through the program review process. General Education matrixes are applied to evaluate the general education components in the technical and liberal arts programs.

In the spring of 2006, MRCTC completed the post-test assessment of General Education goals outlined in the plan developed for Institutional Assessment. A cross-section of students were administered the Accuplacer, the college placement test. Students were randomly chosen on the criteria of having completed the following: (1) an initial assessment with MRCTC using the Accuplacer, and (2) two years of program curriculum at Mesabi Range by spring 2006.

Twenty-six students voluntarily participated in the Accuplacer post-test, which is identical to the initial placement test in order to compare pre- and post-test assessment. Of the twenty-six students who completed the post test, nineteen students were found to have the necessary criteria for those areas of the Institutional Assessment.

The assessment instrument tests three core areas—reading comprehension, sentence skills, and basic arithmetic—in both the initial assessment and post assessment. While the test formats are identical, question banks in each of the assessment areas vary for each student to ensure a comprehensive examination.

Student post-test results were compared with their initial assessment. The median score from the *Arithmetic* was a positive +30.32. This means that as a group, students' scores on their post-tests increased, on average, 30 points per student. The median score for *Reading* was a positive +5.30, and the median for *Sentence Skills* was a positive +16.

MESABI RANGE COMMUNITY & TECHNICAL COLLEGE PROGRAM REVIEW PROCESS

The purpose of program review at MRCTC is to study each program of the College every five years in a manner that accommodates improvement, change, and recognition of a job well done. Only by taking the time to look thoughtfully at various aspects of all programs (instructional and non-instructional) can we assess the needs and determine the future direction of the College. Program review provides the opportunity to reflect on what works and what must improve within our programs. The process can be very productive and a worthwhile learning experience for the program being reviewed and the entire College. Program review emphasizes the assessment of student learning and program efficiency.

The Provost Office at MRCTC coordinates a comprehensive program review process for all college academic units, technical programs, and administrative and college support units. Program review is part of the institution's overall planning/institutional effectiveness process. The review is formative in nature and is approached as a self-study, with the goal of assisting faculty, staff, and administration across campuses in improving and refining college programs and services.

Five basic types of programs are identified for evaluation: academic transfer programs, technical/career programs, college services, continuing education programs, and administrative/support services. The review process is initiated early in the academic year in meetings with the Provost and each of these program divisions. Each program to be evaluated is provided a Program Review Guidebook. This Guidebook requests the information necessary to systematically review the achievement of a program's missions and goals and Mesabi Range College's Goals for Student Success. Programs are also asked to synthesize the information into a list of strengths and limitations, visions for the future, and cost effectiveness. The Review should be completed by April and returned to the Office of the Provost. This administrator reviews all information contained in the Review and makes the final determination of program strengths, limitations, recommendations, and actions to be taken.

During the 2005-06 academic year, the Geography, Human Services, Speech, Chemistry, Philosophy, Psychology and EIAT departments participated in program review. These reviews are available for reading in the College Library Resource Room or in the Office of the Provost.

Program review has become a very powerful process at MRCTC. Results from program evaluations have been used as the basis for program and course revisions, budgeting decisions, and as opportunities to build on strengths and remedy limitations.

MRCTC'S RESPONSE TO CHALLENGES OUTLINED IN THE FOCUSED VISIT REPORT (2003)

(1) The first challenge highlighted in the HLC's Focused Visit Report (2003) concerned learning outcomes. The HLC felt that they should be "more accurately defined" and that many course syllabi and outlines "evidenced a lack of measurable, observable specified outcomes" (10). MRCTC's response to this issue is ongoing. The Curriculum Committee meets regularly throughout the academic year to review course outlines (**see Appendix D**). Beginning fall 2006, the Assessment Coordinator will serve on the committee to assist in this process. According to the Committee Chair, Dr. Bonnie Edwards, course outlines do not get approved by Curriculum without meeting the standards of measurable and observable outcomes. Faculty are encouraged to write their outcomes in a manner that reflects the wording of the Minnesota Transfer Curriculum Competencies, while adding phrases that tailor the competencies to the specific course.

(2) The second challenge stated that the college "needs to embrace a continuous improvement philosophy" (11). This is also an ongoing process. Many departments, such as the English department, meet regularly to discuss assessment results and to determine how to improve the assessment process (**see Appendix E**). Instructors are also choosing to assess different courses each year to provide a more comprehensive outlook regarding areas for improvement. Moreover, the newly created student assessment survey is providing feedback regarding effective and ineffective teaching practices.

MRCTC has also made considerable progress in its Strategic Plan. The Plan links assessment into the college process through the following goals: (1) enhance communication within the college; (2) be an active participant in community development and planning; (3) enhance and maintain diversity within the college community; (4) develop comprehensive recruitment plan for the college; (5) conduct comprehensive review and explore enrichment of technical programs (**see Appendix F**); (6) conduct comprehensive review and explore enrichment of transfer programs (**see Appendix F**), and (7) enhance public perception of the college.

As part of the improvement philosophy, the Focused Visit Report stated that "attention to the math program should be a high priority for Mesabi" (12). In response, MRCTC is funding a sabbatical for the spring 2007 semester for Dr. L. Hazareesingh to develop a new math assessment process called *Center for Automotive and Collaborative Assessment*.

In regard to the math program, the HLC also outlined the following concern:

“...the math program review reports that since conversion to semesters, the math success rate has fallen from 77% to 43%. Because math is a gatekeeper for many high-skill, high-pay careers, this situation must be turned around” (6).

This analysis was based on data given to MRCTC by Doug Olney, Director of Institutional Research, at the time of the program review. It was later discovered that the semester success rate was calculated before any of the concurrent enrollment grades had been recorded, thus skewing the results. Doug Olney has supplied the actual completion rate for 2002 along with completion rates for 2003-2006 (**see Appendix G**). Data separation issues cited in the Focused Visit Report have also been resolved.

(3) The third challenge involved encouraging faculty to “build assessments that are authentic or performance oriented” (12). The new Assessment Coordinator began her duties during spring 2006. She has begun meeting with faculty to discuss outcomes and assessment criteria for assessment plans. This should ensure more clarity and reflection in the assessment process (**see Appendix H**). Each Form B: Plan for Assessment (turned in during the fall of each academic year) will be reviewed thoroughly by the Assessment Coordinator. Moreover, the assessment process will be reviewed for faculty and staff during the duty day orientation.

(4) The fourth challenge stated that the “linkage between the Minnesota Transfer Curriculum and courses at Mesabi Range needs to be strengthened” (13). A Strategic Plan Sub-Committee was formed to deal specifically with transfer programs. One of their goals was to convince each department to review current curriculum in detail in comparison with four-year transfer schools. Many departments have already completed that process. The committee has also clarified the step-by-step procedure and the people responsible for articulation of programs and individual courses. The position of transfer specialist will be maintained as part of the job description for one of the counseling positions.

Ensuring that the goals of the Minnesota Transfer Curriculum are linked to the course outlines of transfer courses at Mesabi will continue to be a primary goal of the Curriculum Committee during the upcoming academic year with the assistance of the Assessment Coordinator. As mentioned previously, faculty members are being encouraged to incorporate the wording of the MNTC into their outcomes to strengthen the link between the competencies and our transfer courses (**see Appendix I**).

(5) Finally, institutional research was identified as an “area for improvement” (13). Since the HLC’s visit, Doug Olney has compiled the MRCTC Fact Book. The Fact Book is a “reference tool” that “provides general statistical and descriptive information about the college which may be useful to those engaged in...assessment” (i). Copies were circulated for perusal by MRCTC faculty and

staff. The MRCTC Fact Book can also be referenced on the MRCTC website under "Assessment."

The Office of Institutional Research also pulled relevant data regarding MRCTC from the Community College Survey of Student Engagement (CCSSE). The survey provided feedback regarding institutional practices and student behaviors that are associated with student learning and retention. Mr. Olney submitted copies of this report to the MRCTC Assessment Committee, of which he is a valued member and contributor. The Committee will continue to discuss how best to use this information in our assessment process in the upcoming academic year. One immediate offshoot of that report was the development of our own Student Assessment Survey, which was administered to 100 randomly selected students in spring 2006. Dr. Aaron Kelson, Instructor of Economics and Geography, will analyze the survey results to determine options for future research that will further improve MRCTC's ability to assess the role of student involvement in learning success.

CONCLUSIONS

Outcomes assessment is a valuable and integral part of MRCTC's institutional improvement and review—from the classroom to the conference room. It continues to impact students, faculty, and staff throughout the campuses. Faculty and staff have acquired useful information about students' learning and services that support existing educational practices and demonstrate where necessary changes need to occur. Faculty and staff work collaboratively to develop strategies that fit with the College's and department's/program's mission, goals, and outcomes.

We are celebrating assessment of student learning and support services at Mesabi Range Community & Technical College for several reasons:

- The College continues to assess learning at the curriculum level, the program level, the general education and course level to determine if students are developing the appropriate skills, abilities, and knowledge base through a carefully planned curriculum and through services that support learning.
- Faculty members are increasingly engaged in interpreting assessment results, discussing their implications, and recommending changes in academic and technical programs and other areas in order to improve student learning;
- 73.5% of the faculty (adjunct and tenured) participated in Classroom Assessment activities during 2005-06. Faculty members make adjustments in their classrooms, and they collaborate in order to make adjustments to the curriculum and to academic and technical programs. All faculty members are working on aligning course outcomes and methods for assessing to what extent outcomes have been achieved.
- 96% of transfer departments participated in departmental assessment.
- 100% of technical programs participated in departmental assessment.
- 100% of developmental programs participated in program assessment.
- 76% of college services programs participated in assessment. MRCTC as a whole makes adjustments to the budget, to the services provided, and to the day-to-day activities that support learning.

Level of Implementation

Assessment has become part of the “culture of evidence” at Mesabi Range Community & Technical College. It is “an institutional priority, a way of life, sustained by a faculty and administrative commitment to excellent teaching and effective learning.” We believe that MRCTC is at *Level Three: Maturing Stages of Continuous Improvement*. Our assessment program continues to produce a significant impact on instructional programs as well as general college operations.

Appendix A

ANNUAL OUTCOMES ASSESSMENT REPORT TIMELINE

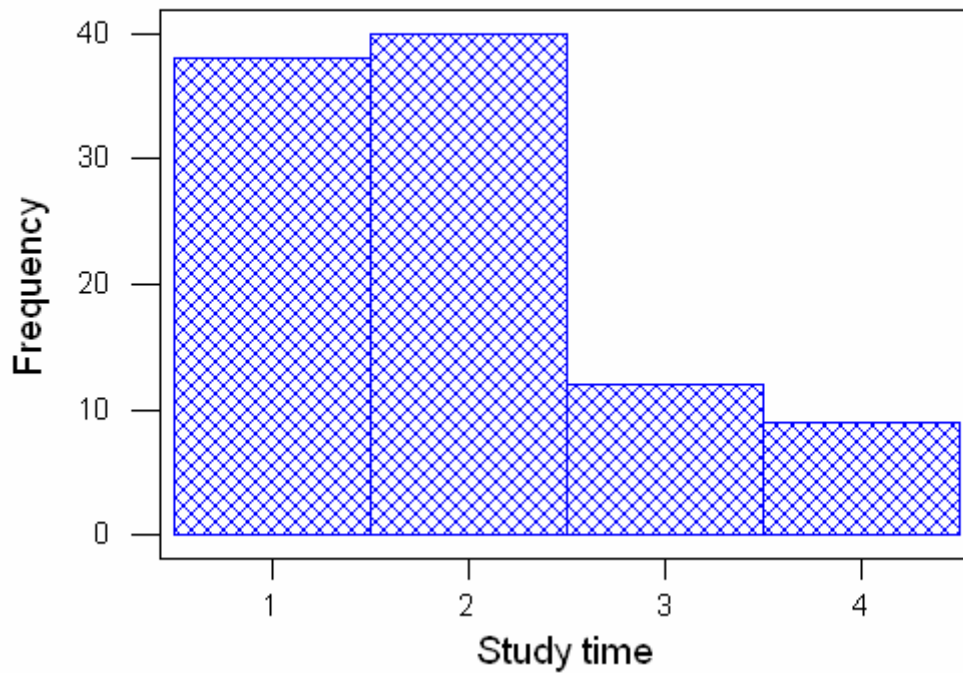
August	Departments/Programs' assessment activities during Staff Duty Days
3rd Fri. Sept.	Assessment Contact Sheet (FORM A) DUE
	Disciplines, programs, college services submit form to Assessment Coordinator
2nd Fri. Oct.	Plan for Assessment (FORM B) DUE Departments/disciplines, programs, college services submit form to Assessment Coordinator
Fall Semester	Classroom Assessment Record DUE
	Individual full and part-time faculty submits Assessment Record to Assessment Coordinator before final exams.
Fall Semester	Submission of Annual Assessment Progress Report by Assessment Coordinator
1st Mon. April	Assessment Results (FORM C) DUE Programs, departments/disciplines, college services submit form to Assessment Coordinator
2nd Fri. May	Use of Results (FORM D) DUE Programs, disciplines, college services submit reports to Assessment Coordinator
Spring Semester	Classroom Assessment Record DUE Individual full and part-time faculty submits Assessment Record to Assessment Coordinator before final exams.

Appendix B

EXCERPTS OF RESULTS FROM MRCTC STUDENT ASSESSMENT SURVEY

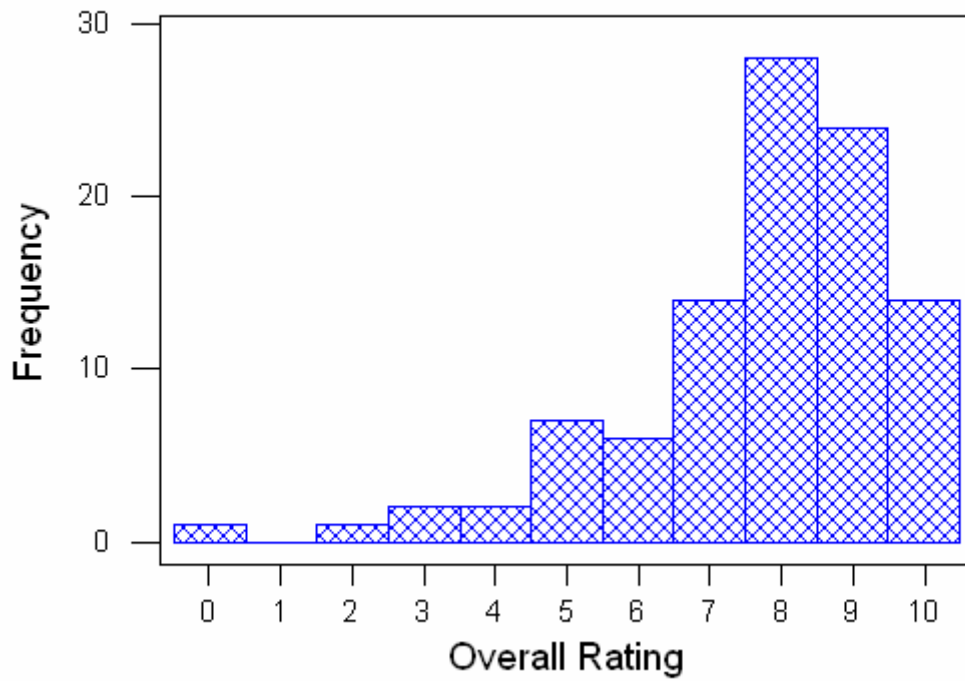
2. How much time on average do you spend per week studying or working on assignments?

Key	
1	0-5 hours
2	6-10 hours
3	11-15 hours
4	16-20 hours



Average study time per student: 7.6 hours

6. Rate your overall experience at Mesabi Range so far from 0 (poor) to 10 (excellent).



Mean: 7.727

Standard Deviation: 1.905

Appendix C

MRCTC LIBRARY FACULTY RESOURCES

Author	Title	Year
Allitt, Patrick	<i>I'm the teacher, you're the student: a semester in the university classroom</i>	2005
Gallien, Louis B.	<i>Instructing and mentoring the African American college student: strategies for success in higher education</i>	2005
Henson, Kenneth T.	<i>Writing for publication: road to academic advancement</i>	2005
Levinson, David L.	<i>Community colleges: a reference handbook</i>	2005
Pascarella, Ernest T.	<i>How college affects students. Vol.2, A third decade of research</i>	2005
Bain, Ken	<i>What the best college teachers do</i>	2004
Birnbaum, Robert	<i>Speaking of higher education: the academic's book of quotations</i>	2004
Boettcher, Judith V.	<i>Faculty guide for moving teaching and learning to the Web</i>	2004
	<i>Addressing faculty and student classroom improprieties</i>	2004
Conrad, Rita-Marie	<i>Engaging the online learner: activities and resources for creative instruction</i>	2004
	<i>Serving the millennial generation</i>	2004
	<i>Assessing character outcomes in college</i>	2004
Kadison, Richard	<i>College of the overwhelmed: the campus mental health crisis and what to do about it</i>	2004
Lyons, Richard E.	<i>Success strategies for adjunct faculty</i>	2004
Walvoord, Barbara E. Fassler	<i>Assessment clear and simple: a practical guide for institutions, departments, and general education</i>	2004
Bertrand, Yves	<i>Contemporary theories and practice in education</i>	2003

Bowen, William G.	<i>Reclaiming the game: college sports and educational values</i>	2003
Bowman, Sharon L.	<i>How to give it so they get it: a flight plan for teaching anyone anything and making it stick</i>	2003
Chatterji, Madhabi	<i>Designing and using tools for educational assessment</i>	2003
Cohen, Arthur M.	<i>The American community college</i>	2003
Kramer, Gary L.	<i>Student academic services: an integrated approach</i>	2003
Lyons, Richard E.	<i>Teaching college in an age of accountability</i>	2003
Merges, Robert P.	<i>Intellectual property in the new technological age</i>	2003
Palloff, Rena M.	<i>The virtual student: a profile and guide to working with online learners</i>	2003
	<i>Intellectual property</i>	2003
Piskurich, George M.	<i>Preparing learners for e-learning</i>	2003
Wacker, Mary B.	<i>Stories trainers tell: 55 ready-to-use stories to make training stick</i>	2003
	<i>Field guide to academic leadership</i>	2002
Elbaum, Bonnie	<i>Essential elements: prepare, design and teach your online course</i>	2002
Kouzes, James M.	<i>The leadership challenge</i>	2002
Meyer, Katrina Anne	<i>Quality in distance education: focus on on-line learning</i>	2002
	<i>Addressing contemporary campus safety issues</i>	2002
Bowman, Sharon	<i>Preventing death by lecture!: terrific tips for turning listeners into learners</i>	2001
	<i>Blackstone's Statutes on intellectual property</i>	2001
	<i>100 classic books about higher education: a compendium and essays</i>	2001

Hawke, Constance S.	<i>Computer and Internet use on campus: a legal guide to issues of intellectual property, free speech, and privacy</i>	2001
Light, Richard J.	<i>Making the most of college: students speak their minds</i>	2001
	<i>Many streams one river an introduction to faculty development in the Minnesota State Colleges & Universities</i>	2001
Palloff, Rena	<i>Lessons from the cyberspace classroom: implementing the plan in higher education</i>	2001
Vaidhyanathan, Siva	<i>Copyrights and copywrongs: the rise of intellectual property and how it threatens creativity</i>	2001
Bligh, Donald A.	<i>What's the use of lectures?</i>	2000
Boice, Robert	<i>Advice for new faculty members:</i>	2000
	<i>Facilitating online learning; effective strategies for moderators</i>	2000
Finkel, Donald L.	<i>Teaching with your mouth shut</i>	2000
Hanna Donald E.	<i>Higher education in an era of digital competition: choices and challenges</i>	2000
Hanna Donald E.	<i>147 practical tips for teaching online groups: essential roles for department chairs</i>	2000
Salmon, Gilly	<i>E-moderating: the key to online teaching and learning</i>	2000
Zachary, Lois J.	<i>The mentor's guide: facilitating effective learning relationships</i>	2000
Brookhart, Susan M.	<i>The art and science of classroom assessment: the missing part of pedagogy</i>	1999
Eyler, Janet	<i>Where's the learning in service-learning?</i>	1999
	<i>Assessment practice in undergraduate mathematics</i>	1999
McKeachie, Wilbert James	<i>McKeachie's teaching tips: strategies, research, and theory for college and university teachers</i>	1999

Menges, Robert J.	<i>Faculty in new jobs: a guide to settling in, becoming established, and building institutional support</i>	1999
Riley, Gail Blasser	<i>Censorship</i>	1998
Sugar, Steve	<i>Games that teach: experiential activities for reinforcing learning</i>	1998
Walvoord, Barbra E. Fassler	<i>Effective grading: a tool for learning and assessment</i>	1998
	<i>Teaching college: collected readings for the new instructor</i>	1998
Bowman, Sharon L.	<i>Presenting with pizzazz: terrific tips for topnotch trainers</i>	1997
Dolence, Michael G.	<i>Working toward strategic change: a step-by-step guide to the planning process</i>	1997
McCombs, Barbara L.	<i>The learner-centered classroom and school: strategies for increasing student motivation and achievement</i>	1997
Patton, Michael Quinn	<i>Utilization-focused evaluation: the new century text</i>	1997
Rowley, Daniel James	<i>Strategic change in colleges and universities: planning to survive and prosper</i>	1997
	<i>Assessment in practice: Putting principles to work on college campuses</i>	1996
Cross, K. Patricia	<i>Classroom research: implementing the scholarship of teaching</i>	1996
Shade, Richard A.	<i>License to laugh: humor in the classroom</i>	1996
Upcraft, M. Lee	<i>Assessment in student affairs: a guide for practitioners</i>	1996
	<i>The electronic classroom: a handbook for education in the electronic environment</i>	1995
Duffy, Donna Killian	<i>Teaching within the rhythms of the semester</i>	1995
Wlodkowski, Raymond J.	<i>Diversity and motivation: culturally responsive teaching</i>	1995

Angelo, Thomas A.	<i>Classroom assessment techniques: a handbook for college teachers</i>	1993
Astin, Alexander W.	<i>Assessment for excellence: the philosophy and practice and assessment and evaluation in higher education</i>	1993
Davis, Barbra Gross	<i>Tools for teaching</i>	1993
	<i>Rethinking tradition: integrating service with academic study on college campuses</i>	1993
Magan, Robert	<i>147 practical tips for teaching professors</i>	1990
Upcraft, M. Lee	<i>The freshman year experience: helping students survive and succeed in college</i>	1989
Lucas, Ann F.	<i>Leading academic change: essential roles for department chairs</i>	2000
Rowley, Daniel James	<i>From strategy to change: implementing the plan in higher education</i>	2001
Jolliffe, Alan	<i>The online learning handbook: developing and using web-based learning</i>	2001
Donald, Janet Gail	<i>Improving the environment for learning: academic leaders talk about what works</i>	1997
Delaney, Kirk	<i>Taking back the classroom: tips for the college professor on becoming a more effective teacher</i>	2004
Blythe, Hal	<i>It works for me</i>	2004
	<i>It works for me too</i>	2004
Baker, George A.	<i>Cultural leadership: America's community colleges</i>	1992
	<i>Phi Theta Kappa: development program</i>	1996
Roueche, John	<i>The entrepreneurial college</i>	2005
Roueche, John	<i>High stakes, high performance</i>	1999
Stewart, Deborah A.	<i>Effective Teaching</i>	2004

*Electronic Books Located on Library Web Site

Appendix D

MESABI RANGE COMMUNITY & TECHNICAL COLLEGE – VIRGINIA/EVELETH

Course Outline

Course Title: Introduction to Literature
Semester Course Prefix and Number: ENGL 1575
Old Quarter Course Prefix and Number:

Submitted By: K. Sutton Ongalo
Approval Date:
Revision Date:

Number of Credits: 3 **Number of Lecture Credits:** 3
Semester(s) Offered: **Number of Lab Credits:** **Number of Lab Hours:**
Class Size: **Number of Studio/Demonstration/Internship Credits:**
Negotiated by AASC on
(Date)___

Course Purpose Code:

- 0 – Developmental Courses
- 1 – Non-transferable, General Education
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 – Other college course not considered a part of general education (MNTC) e.g. computer science, health, physical education
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

Catalog Description:

Introduction to Literature introduces students to three major genres of literature: fiction, poetry, and drama. A wide range of literary periods and authors will be examined as students develop their skills in critical reading and literary analysis. Students will also learn the literary terms and concepts that will aid their understanding and analysis of these various genres.

Prerequisites and/or recommended entry skills/knowledge:

Course Prerequisite(s): None
Reading Prerequisite: CPT Score of 72 or higher, or “C” or better in READ 0082
Composition Prerequisite: Completion of ENGL 1511 (College Writing I) is helpful.
Mathematics Prerequisite: None

Career Programs and Transfer Majors Accessing this Course:

For English majors and for general education requirement or elective credit.

Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable: Notes: No more than two goals may be met by any one course. (Curriculum Committee review and the Chief Academic Officer’s approval are required).

- | | |
|--|---|
| 0. <input type="checkbox"/> None | 6. <input checked="" type="checkbox"/> The Humanities and Fine Arts |
| 1. <input type="checkbox"/> Communications | 7. <input type="checkbox"/> Human Diversity |
| 2. <input type="checkbox"/> Critical Thinking | 8. <input type="checkbox"/> Global Perspectives |
| 3. <input type="checkbox"/> Natural Sciences | 9. <input type="checkbox"/> Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> Mathematical/Logical Reasoning | 10. <input type="checkbox"/> People and the Environment |
| 5. <input type="checkbox"/> History and the Social and Behavioral Sciences | |

Learning outcomes, including any relevant competencies listed in the Minnesota Transfer Curriculum:

The student will be able to

- Demonstrate awareness of the scope and variety of works in fiction, poetry, and drama.
- Understand those works as expressions of individual and human values within a historical and social context
- Respond critically to works of fiction, poetry and drama.
- Articulate an informed personal reaction to works of fiction, poetry, and drama.

Student assessment methods:

Possible student assessment methods include

- Short writes
- Journal responses
- Individual analysis papers
- Group analysis and presentations
- Tests

Use of instructional technology (includes software, interactive video and other instructional technologies):

- Videos/DVDs of dramatic productions
- Recordings of writers reading their works

Outline of the major course content:

- I. Development of fiction
- II. Elements and analysis of short fiction
- III. Development of poetry
- IV. Elements and analysis of poetry
- V. Development of drama
- VI. Elements and analysis of drama

Additional special information (special fees, directives on hazardous materials, etc.)

This is a reading-intensive and writing-intensive course.

Transfer Information: (Please list colleges/majors that accept this course in transfer.)

UMD – ENGL 1907 – Introduction to Literature (Category 9)
BSU – ENGL 1250 – Understanding Literature (Category 6)
St. Scholastica – ENG 1115 Introduction to Literature (Category 4) 4 credits
St. Cloud -- ENGL 184 Introduction to Literature

Approvals:

Body	Representative Signatures	Date
Curriculum Committee	Dr. Bonnie Edwards (on file)	3-24-05
Faculty Association	Roger Hoffman (on file)	3-24-05
Academic Affairs Standards Committee	Carmen Seppa (on file)	3-24-05
Chief Academic Officer	Carol J. Helland (on file)	3-25-05

Distribution: Original – Administrative Office

Copies: Curriculum Committee Chair, Learning Center, Library, Originating Faculty Member, Records, Student Services, Scheduler, Transfer Specialist

Learning outcomes, including any relevant competencies listed in the Minnesota Transfer Curriculum:

Students will:

- Create a personal educational philosophy
- Participate in textbook circles
- Develop grade level appropriate lesson plans
- Apply newly acquired teaching strategies
- Analyze classroom presentations by providing constructive feedback
- Demonstrate the role of the professional educator
- Prepare for a professional interview

Student assessment methods:

- Observations
- Journaling
- Classroom presentations
- Peer reviews
- Professional interview
- Examinations

Use of instructional technology (includes software, interactive video and other instructional technologies):

VCR, Television, DVD, digital camera, computer, overhead projector, Proxima (LCD)

Outline of the major course content:

- I. The Professional Educator
- II. Career Options in Education
- III. Philosophy of Education
- IV. Educational Strategies
- V. The Inclusive Learning Plan
- VI. Educational Theories
 - A. Learning Styles
 - B. Multiple Intelligences
 - C. Brain Based Learning
 - D. Emotional Intelligence
 - E. Cooperative Group Learning
 - F. Exceptional Learners
- VII. Teaching Methodologies
- VIII. Constructive Feedback

Additional special information (special fees, directives on hazardous materials, etc.)

Transfer Information: (Please list colleges/majors that accept this course in transfer.)

University of Minnesota Duluth

Approvals:

Body	Representative Signatures	Date
Curriculum Committee	Dr. Bonnie K. Edwards (on file)	10-11-05
Faculty Association	Kerry Duncan (on file)	11-1-05
Academic Affairs Standards Committee	Carmen Seppa (on file)	11-22-05
Chief Academic Officer	Carol J. Helland (on file)	11-22-05

MESABI RANGE COMMUNITY & TECHNICAL COLLEGE –
VIRGINIA/EVELETH

Course Outline

Course Title: Environmental Ethics
Semester Course Prefix and Number: PHIL 1585
Old Quarter Course Prefix and Number:
Submitted By: Dr. Aaron Kelson
Approval Date:
Revision Date: Nov. 2005

Number of Credits: 3
Semester(s) Offered:
Class Size:
Negotiated by AASC on
(Date)____
Number of Lecture Credits: 3
Number of Lab Credits:
Number of Studio/Demonstration/Internship Credits:
Number of Lab Hours:

Course Purpose Code:

- _____ 0 – Developmental Courses
- _____ 1 – Non-transferable, General Education
- _____ 2 – Technical course related to career programs
- _____ 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- _____ 4 – Other college course not considered a part of general education (MNTC) e.g. computer science, health, physical education
- x 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements.
- _____ 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

Catalog Description:

This course provides a broad overview of the ethical perspectives regarding man's proper relationship with the natural world. Ethical considerations are applied to environmental issues pertinent to development in rural areas. Students will become familiar with the environmental/political climate and are encouraged to develop a heightened awareness of the natural environment and how the two interrelate.

Prerequisites and/or recommended entry skills/knowledge:

Course Prerequisite(s): None
Reading Prerequisite: This course is reading intensive.
Composition Prerequisite: None
Mathematics Prerequisite: None

Career Programs and Transfer Majors Accessing this Course:

Environmental Studies
Political Science
Philosophy

Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable: Notes: No more than two goals may be met by any one course. (Curriculum Committee review and the Chief Academic Officer's approval are required).

- 0. _____ None
- 1. _____ Communications
- 2. _____ Critical Thinking
- 3. _____ Natural Sciences
- 4. _____ Mathematical/Logical Reasoning
- 5. _____ History and the Social and Behavioral Sciences
- 6. x The Humanities and Fine Arts
- 7. _____ Human Diversity
- 8. _____ Global Perspectives
- 9. _____ Ethical and Civic Responsibility
- 10. x People and the Environment

Learning outcomes, including any relevant competencies listed in the Minnesota Transfer

Curriculum: Upon completion of this course, students will be able to:

- examine social institutions and processes across a range of historical periods and cultures by comparing how attitudes toward land use, natural resources, and population have evolved in the United States from the late 1700's to the present.
- use and critique alternative explanatory systems or theories by becoming familiar with a wide range of ethical perspectives regarding mankind's proper relationship with the natural world.
- develop and communicate alternative explanations or solutions for contemporary social issues by being involved in in-class discussions centered on ethical viewpoints that include wilderness, sacred places, factory farming, ecofeminism, deep ecology, radical environmentalism, ecotheology, animal welfare and rights, and ethics used in policy formation.
- discern patterns and interrelationships of bio-physical and socio-cultural systems by learning how economies influence land use patterns and management techniques particularly in rural areas.
- critically evaluate environmental and natural resources in light of understandings about interrelationships, ecosystems, and institutions by learning about the dynamic, often cyclical, nature of external and internal influences.
- articulate and defend the actions they would take on various environmental issues by writing an in-depth personal statement of environmental ethics.

Student assessment methods:

*Four subject-specific tests and a comprehensive final are administered.

*Ten in-class assignments are given. The assignments are designed to involve students in the subject matter both individually and as a group.

*Class discussions are required and graded.

*An in-depth issue paper is required.

Use of instructional technology (includes software, interactive video and other instructional technologies):

PowerPoint presentations are utilized. PowerPoint presentations and accompanying notes are put on the Internet and made available through the D2L program. Videos are used when appropriate.

Outline of the major course content:

- I. Introduction to Ethical Reasoning
- II. Aesthetics and Wilderness
- III. Sacred Places and Homeland Connections
- IV. Environmental Justice
- V. Global Trade
- VI. Ecofeminism
- VII. Land Ethics, Deep Ecology, Radical Environmentalism
- VIII. Animal Welfare and Rights
- IX. Ecotheology
- X. Market Based Environmentalism
- XI. Ethics and Policy Formulation

Additional special information (special fees, directives on hazardous materials, etc.)

Transfer Information: (Please list colleges/majors that accept this course in transfer.)

Any college with a natural resources program would accept this course. (We are in the process of articulating an agreement with UMD that would enable us to provide almost all the courses necessary to meet the requirements for an environmental studies minor.)

Approvals:

Body	Representative Signatures	Date
Curriculum Committee	Dr. Bonnie K. Edwards (on file)	11-10-05
Faculty Association	Kerry Duncan (on file)	12-6-05
Academic Affairs Standards Committee	Carmen Seppa (on file)	12-20-05
Chief Academic Officer	Carol J. Helland (on file)	12-20-05

MESABI RANGE COMMUNITY & TECHNICAL COLLEGE –
VIRGINIA/EVELETH

Course Outline

Course Title: Mathematics for Elementary School Teachers Submitted By: G. Suoja
Semester Course Prefix and Number: Math 1415 Approval Date: November 2005
Old Quarter Course Prefix and Number: None Revision Date:

Number of Credits: 4 Number of Lecture Credits: 4
Semester(s) Offered: Number of Lab Credits: Number of Lab Hours:
Class Size: Number of Studio/Demonstration/Internship Credits:
Negotiated by AASC on
(Date)___

Course Purpose Code:

- _____ 0 – Developmental Courses
- _____ 1 – Non-transferable, General Education
- _____ 2 – Technical course related to career programs
- X 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- _____ 4 – Other college course not considered a part of general education (MNTC) e.g. computer science, health, physical education
- _____ 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements.
- _____ 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

Catalog Description:

This is a course designed to give pre-service elementary teachers the opportunity to develop a clear understanding of the mathematical concepts, procedures, and processes they will be called on to teach. The course will have a balance between what to teach (content and concepts), and how to teach (processes and communication). Each student will be required to present a math lesson to the class. The use of manipulatives will be demonstrated.

Prerequisites and/or recommended entry skills/knowledge:

Course Prerequisite(s): Math 0093 (Beginning Algebra) or appropriate placement test score
Reading Prerequisite:
Composition Prerequisite:
Mathematics Prerequisite:

Career Programs and Transfer Majors Accessing this Course:

This is a course designed just for elementary education majors. It is modeled after UMD's Math 1141 to allow for a two plus two agreement for elementary education majors.

Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable: Notes: No more than two goals may be met by any one course. (Curriculum Committee review and the Chief Academic Officer's approval are required).

- 0. X None
- 1. _____ Communications
- 2. _____ Critical Thinking
- 3. _____ Natural Sciences
- 4. _____ Mathematical/Logical Reasoning
- 6. _____ The Humanities and Fine Arts
- 7. _____ Human Diversity
- 8. _____ Global Perspectives
- 9. _____ Ethical and Civic Responsibility
- 10. _____ People and the Environment

5. _____ History and the Social and Behavioral Sciences

Learning outcomes, including any relevant competencies listed in the Minnesota Transfer Curriculum:

The student will be able to:

1. Problem solve using several standard strategies
2. Explain sets, whole numbers, and numeration systems
3. Use all four operations and all seven properties for whole number arithmetic, fraction arithmetic, decimal arithmetic, integer arithmetic, and real number arithmetic
4. Use proportional reasoning
5. Demonstrate beginning Geometry ideas
6. Explain approximation techniques and calculator use
7. Calculate probability for events

Student assessment methods:

Students will be assessed through a variety of methods including quizzes, tests, graded homework, and a presentation to the class.

Use of instructional technology (includes software, interactive video and other instructional technologies):

Calculators in the classroom will be studied. Various math soft wares will be demonstrated.

Outline of the major course content:

1. Introduction to problem solving
2. Sets, whole numbers, and numeration
3. Whole numbers, operations and properties
4. Fractions, operations and properties
5. Decimals, operations and properties
6. Integers, operations and properties
7. Proportional reasoning
8. Probability
9. Introduction to Geometry
10. Teaching techniques including manipulatives for these topics.

Additional special information (special fees, directives on hazardous materials, etc.)

Transfer Information: (Please list colleges/majors that accept this course in transfer.)

We hope to have the following schools accept this course since they have very similar ones in their catalogs: UMD, St. Scholastica, Bemidji, Hibbing Community College, and Lake Superior Community College. This course would only be used for elementary education majors.

Approvals:

Body	Representative Signatures	Date
Curriculum Committee	Dr. Bonnie K. Edwards (on file)	10-18-05
Faculty Association	Kerry Duncan (on file)	11-1-05
Academic Affairs Standards Committee	Carmen Seppa (on file)	11-22-05
Chief Academic Officer	Carol J. Helland (on file)	11-22-05

Distribution: Original – Administrative Office

Copies: Curriculum Committee Chair, Learning Center, Library, Originating Faculty Member, Records, Student Services, Scheduler, Transfer Specialist

Appendix E

ENGLISH DEPARTMENT—Minutes from April 5, 2006

Submitted by: Kristi Ongalo Sutton

Placement Test, Cut Scores, Basic and Refresher Requirements

1. To ensure accurate placement in Basic, Refresher, and College Writing I, the department needs to receive cut scores and/or previous course grade along with our class rosters in order to identify and respond to inaccurate placement, especially now that students are able to register themselves online.

Possible Concerns:

- Privacy
- Distributing cut score information

2. The department would also like to use WritePlacer for all of our placement scores and assessments for Basic and Refresher instead of Accuplacer. We feel that a writing test would give more accurate results for placement than a sentence test.

Possible Concerns:

- Cost
- Appropriate cut scores
- Options if student feels that he/she did not produce the kind of writing he/she is capable of producing, etc.

3. Department would like to use the WritePlacer as the exit requirement for Basic and Refresher students. We will draft a revised course outline indicating that students will take the WritePlacer as the exit requirement for Basic and Refresher with the stipulation that students must be passing the course (Basic or Refresher) in order to be eligible for the exit exam.

Possible Concerns:

- Cost
- Appropriate cut scores

4. Department shared resource ideas for online instructional support for Basic and Refresher. We would like to continue researching such resources and encourage incorporating them into our classroom curriculum to enhance skill development.

- OWL – Purdue
- nutsandboltsguide.com

Appendix F

CONDUCT COMPREHENSIVE REVIEW AND EXPLORE ENRICHMENT OF TRANSFER PROGRAMS		
Objectives	Strategies	Progress/Successes
<p>Improve transfer articulation with receiving institutions of all applicable courses and degrees and promote those transfer opportunities to students and prospective students.</p>	<p>Convince each department to review in detail their current curriculum in comparison with 4-year transfer schools.</p> <p>Encourage each college department to “get on the Internet,” visit our transfer schools’ websites, and look for transfer equivalency information.</p> <p>Kerry Duncan will organize the English Department. Georgia Suoja will organize the Math Department. Kim Giermann will organize the Science Department.</p> <p>Transfer programs will create Articulation Agreements with various colleges and universities.</p>	<p>Education Articulation Agreements are in progress with UMD and The College of St. Scholastica.</p> <p>Accomplished— A checklist has been prepared for Articulation Agreement steps and procedures.</p> <p>A proposal has been approved to make Articulation Agreement and review of curriculum with four primary receiving institutions part of the program review process for each transfer department.</p> <p>Accomplished:</p> <ul style="list-style-type: none"> - Biology A.S. - Exercise Science A.S. - Elementary Education A.S. <p>In Progress:</p> <ul style="list-style-type: none"> - Environmental Studies A.S. - Chemistry A.S. <p>12/05—Meeting with MnSCU transfer and program collaboration specialists.</p>
<p>Offer degrees completely and efficiently through evening, online, and satellite delivery.</p>	<p>Clarify step-by-step procedures and the people responsible for</p> <p>Articulation of programs Articulation of courses</p>	<p>Offerings in online courses have more than doubled.</p> <p>A.A. Degree at Pine Tech College</p>
<p>Improve the value of course schedules by publishing them on a yearlong basis and eliminating inter-disciplinary class hour conflicts.</p>	<p>Maintain the position of Transfer Specialist as part of the job description for one of the counseling positions.</p>	<p>College team will be attending training for new transfer specialists in February/2006.</p> <p>Yearlong course schedule is available.</p>

CONDUCT COMPREHENSIVE REVIEW AND EXPLORE ENRICHMENT OF TECHNICAL PROGRAMS

Objectives	Strategies	Progress/Successes
Return off campus technical programs to the Eveleth Campus.	Promoting capital bonding issue.	Capital bonding request in place. - #25 of 27 on bonding list.
Explore new programs and implement appropriate offerings.	<p>Visited with Bemidji State administrators regarding an Applied Engineering degree (EIAT Program).</p> <p>Continue to pursue grant funding.</p> <p>Pursue A.A.S. Degree in Graphics with an Articulation Agreement with UMD.</p> <p>Pursue possibility of Mining Technical Program.</p> <p>Create Educational Assistant Program.</p> <p>Redesign CNET to one-year certificate program.</p> <p>Pursue Welding Certificate and A.A.S. Degree with Ferris State.</p> <p>Expand Customized Training/Continuing Education programs.</p> <p>Expand Paramedic Program.</p> <p>Maintain and add program accreditation and compliance to national standards.</p> <p>Select Coordinator from faculty for industrial training needs, mining and area industry.</p> <p>Inform parents and public of PSEO and Concurrent Enrollment options.</p> <p>Additional options to fund CLA's.</p> <p>Purchase new modular classroom for carpentry program with appropriate promotional graphics.</p>	<p>In progress</p> <p>Ongoing: - Grants secured: - Nursing - Regional Applied Math Project - Advisory Boards and Technology</p> <p>In progress</p> <p>In progress: A.A.S. Degree, Fall 06</p> <p>Accomplished</p> <p>On hold</p> <p>Accomplished: Certificate In progress: AAS Degree</p> <p>Ongoing</p> <p>Ongoing: - Stevens County Program to begin Fall/06.</p> <p>Ongoing: - Printing and Graphics program pursuing continuing accreditation. - Auto Technology will pursue NATEF Certification. - Welding Program AWS Certified.</p> <p>Ongoing: - Ironworkers - Steelworkers</p> <p>Ongoing: - Held open house. - Added CNA sites at Cook High School, Virginia Technical Center, and Mesabi East High School.</p>

Appendix G

*Chart supplied by Doug Olney, Director, Office of Institutional Research,
Grand Rapids, MN

Mesabi Range
Math Course Completion Rate

	Fiscal Year				
	2002	2003	2004	2005	2006
Math Completion	78.2%	70.9%	74.4%	63.8%	69.8%
All College	67.8%	68.5%	71.0%	77.4%	73.1%

Appendix H

COURSE ASSESSMENT

ASSESSMENT YEAR: 2005-2006 DATE SUBMITTED: March 28, 2006

SUBMITTED BY: Sara Schleppegrell
(Assessment person)

Phone: 749-7765

Form B: Plan for Assessment

Freshman Year Experience

[Discipline/Technical Program/Developmental Program]

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE

Mission: Mesabi Range Community & Technical College provides high quality education resulting in rewarding employment, lifelong learning, and the enriched lives of our students and community.

Goal (s): Curriculum and program innovation

Mesabi Range Community and Technical College will create flexible curriculum and program initiatives to meet varied learning needs of the region in global community.

INTENDED COURSE OUTCOMES

Outcome #1: Students will be able to clearly articulate college policies and procedures as they relate to student responsibility and success.

1a: Means of Assessment and criterion for success:

100% of students will participate in Policy Jeopardy (100%) and 100% will pass the policy quiz with a score of 80% or higher.

Outcome #2: Students will demonstrate a clear understanding of transfer possibilities and procedures based upon their desired transfer goal.

2a: **Means** of Assessment and **criterion** for success: 100% of students completing the course will produce a two to three year academic plan with an attached program plan from a four-year college. Students will use mntransfer.org to assess individual course transferability.

Describe fully **the plan** for carrying out these assessments (Methods) in your assessment project.

Outcome #1 will be measured by the number of students participating in the Jeopardy game as well as the individual scores on the policy quiz. Outcome #2 will be assessed by the number of students completing their academic plan correctly—including transfer information.

Assessment instrument(s) to be used: Policy quiz, academic plan sheet.

Target date for the collection of data: May 5, 2006

Courses/sections/campus in which the outcomes will be assessed:

Course number	Section(s)	Campus
FRYR 1315	Two	Virginia

Person in the discipline/program responsible for the assessment plan:

Sara Schleppegrell

Phone number: 218-749-7765

ASSESSMENT YEAR 2005-2006 DATE SUBMITTED March 28, 2006

Appendix I

MESABI RANGE COMMUNITY & TECHNICAL COLLEGE – VIRGINIA/EVELETH

Course Outline

Course Title: Introduction to Communication
Semester Course Prefix and Number: SPCH 1550
Old Quarter Course Prefix and Number: SPCH 1457

Submitted By: Dr. B. Edwards
Approval Date:
Revision Date: 2/2/06

Number of Credits: 3
Semester(s) Offered: F, S
Class Size: 30
Negotiated by AASC on
(Date)___

Number of Lecture Credits: 3
Number of Lab Credits: Number of Lab Hours:
Number of Studio/Demonstration/Internship Credits:

Course Purpose Code:

- _____ 0 – Developmental Courses
- _____ 1 – Non-transferable, General Education
- _____ 2 – Technical course related to career programs
- _____ 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- _____ 4 – Other college course not considered a part of general education (MNTC) e.g. computer science, health, physical education
- X 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements.
- _____ 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

Catalog Description:

This survey course will introduce the student to the basic process of human communication in today's diverse society by balancing scholarship and emphasizing skills. The primary topics covered will be interpersonal communication, public speaking, and small group communication.
(3 credits, MnTC Goal 1)

Prerequisites and/or recommended entry skills/knowledge:

Course Prerequisite(s): None
Reading Prerequisite: None
Composition Prerequisite: None
Mathematics Prerequisite: None

Career Programs and Transfer Majors Accessing this Course:

This course is an excellent General Education course for all technical programs. It is also the required or highly recommended communication liberal education course at a number of Minnesota and Wisconsin colleges (e.g. St. Cloud State University, The College of St. Scholastica, Minnesota State University Moorhead, Minnesota State University Mankato, University of Wisconsin Superior).

Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable: Notes: No more than two goals may be met by any one course. (Curriculum Committee review and the Chief Academic Officer's approval are required).

- | | |
|--|--|
| 0. <input type="checkbox"/> None | 6. <input type="checkbox"/> The Humanities and Fine Arts |
| 1. <input checked="" type="checkbox"/> Communications | 7. <input type="checkbox"/> Human Diversity |
| 2. <input type="checkbox"/> Critical Thinking | 8. <input type="checkbox"/> Global Perspectives |
| 3. <input type="checkbox"/> Natural Sciences | 9. <input type="checkbox"/> Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> Mathematical/Logical Reasoning | 10. <input type="checkbox"/> People and the Environment |
| 5. <input type="checkbox"/> History and the Social and Behavioral Sciences | |

Learning outcomes, including any relevant competencies listed in the Minnesota Transfer Curriculum:

Upon completion of this course, the student will be able to:

1. **Understand/demonstrate the writing and speaking processes through invention, organization, drafting revision, editing, and presentation**
2. **Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.**
3. Select appropriate communication choices for specific audiences whether in writing, public speaking, or small group situations.
4. Construct logical and coherent arguments in order to communicate differing views effectively.
5. Employ syntax and usage appropriate to academic disciplines and the professional world in order to ensure effective communication.
6. Understand the development of and the changing meaning of group identities in history and culture and demonstrate this knowledge through effective communication within diverse groups.
7. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
8. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.
9. Identify multiple ways in which language shapes perceptions and reflects attitudes about people, objects, and events.
10. Explain how verbal and non-verbal cues may complement or contradict each other.

Student assessment methods:

Assessment methods may include, but are not limited to: tests, quizzes, assignments, five-minute writes, presentation critiques, reflection papers, peer review, group projects.

Use of instructional technology (includes software, interactive video and other instructional technologies):

Proxima, computers, Video camera, Desire2Learn for the online course,

Outline of the major course content:

- I. Foundations of Communication: Perceptions, Personal Identity, Culture, Listening, Verbal and Nonverbal dimensions of communication.
- II. Interpersonal, Group, and Mass Communication: Personal Relationships, Task Groups and Teams, Media Literacy
- III. Public Communication: Planning public speaking, Researching and Developing Support for Public Speeches, Organizing and Presenting Public Speeches, Informative and Persuasive Speaking.

Additional special information (special fees, directives on hazardous materials, etc.) None

Transfer Information: (Please list colleges/majors that accept this course in transfer.)

St. Cloud State University, The College of St. Scholastica, Minnesota State University Moorhead, Minnesota State University Mankato, University of Wisconsin Superior

Approvals:

Body	Representative Signatures	Date
Curriculum Committee	Dr. Bonnie K. Edwards (on file)	2-2-06
Faculty Association	Kerry Duncan (on file)	2-7-06
Academic Affairs Standards Committee	Carmen Seppa (on file)	2-23-06
Chief Academic Officer	Carol J. Helland (on file)	2-23-06

Distribution: Original – Administrative Office

***Examples of Minnesota Transfer Curriculum Competencies (Communication) have been bolded in the Learning Outcomes' section.**