

**Miles Community College**  
**Year One Self-Evaluation Report**  
**&**  
**Ad Hoc Self-Evaluation Report**  
**Prepared For**  
**The Northwest Commission on Colleges and Universities**  
**February 22, 2011**



**Miles Community College**

**2715 Dickinson**

**Miles City, Montana 59301**

**Affirmative Action / Equal Opportunity Institution**

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## **TABLE OF CONTENTS**

<b>TABLE OF CONTENTS.</b>	<b>i</b>
<b>INTRODUCTION</b>	<b>1</b>
<b>INSTITUTIONAL CONTEXT.</b>	<b>1</b>
<b>PREFACE</b>	<b>3</b>
<b>CHAPTER ONE – STANDARD ONE: MISSION, CORE THEMES, AND EXPECTATIONS</b>	<b>4</b>
<b>Section I: Mission</b>	<b>4</b>
<b>Section II: Core Themes</b>	<b>11</b>
<b>CONCLUSION.</b>	<b>20</b>
<b>ADDENDUM: Ad Hoc Self-Evaluation Report Regarding Recommendation on General Education Outcomes and Assessment</b>	<b>21</b>
<b>APPENDICES</b>	<b>30</b>
<b>Appendix A: Samples of Assessment Reports</b>	
<b>Appendix B: Faculty Action Plans – Closing the Loop</b>	
<b>Appendix C: Sample Syllabi Demonstrating Changes to Improve Teaching and Learning</b>	
<b>Appendix D: Flow Chart of Miles Community College General Education Assessment Plan</b>	



## INTRODUCTION

Miles Community College was founded in 1939 as Custer County Junior College. For almost 20 years, the College operated out of a few rooms in the local public high school. In 1957 the College moved into the former Milwaukee Railroad Depot building.

In June 1967, the College moved into a new building that was constructed after passage of a bond issue by county voters. On April 4, 1970, voters of the district elected the first independent Board of Trustees for the College. In December 1971, Miles Community College was granted accreditation by the Northwest Commission on Colleges and Universities.

The campus has grown and developed over the years since its 1967 move to its current location. From 1971 to 1972, the College constructed a student center that houses the cafeteria and bookstore. In 1977, the College received a grant of \$1.5 million from the Montana Coal Board for the construction of a vocational building and a library/classroom building. The College then constructed a physical education facility in 1980. In August 1997, the College built three student residential buildings and a commons building. In October 2003, the College completed a \$2.3 million residence hall. In recent years, the College has done much to upgrade its facilities, including an extensive remodel of the cafeteria and bookstore; the retrofitting of a classroom into an additional science lab; the installation of energy-efficient windows in the administration/classroom building; the installation of energy-efficient heating and air conditioning for the administration/classroom building, library/classroom building, and physical education facility; as well as installation of new carpeting in the hallways throughout the administration, library, and classroom buildings.

In addition to the development of the physical plant, the College (1) has developed curricular programs that meet the needs of transfer students in a variety of disciplines; (2) has been responsive to place-bound students by expanding its distance delivery of courses; (3) has created and modified professional-technical programs that prepare students for immediate entry into the workforce; (4) has refined assessment and placement of students who need additional academic preparation before enrolling in college-level courses; and (5) has been active in identifying appropriate partnerships with industry and other educational institutions to enhance economies of scale.

## INSTITUTIONAL CONTEXT

Miles Community College is located in Miles City, Montana, a rural community of approximately 9,000 people in southeastern Montana. It is one of three community colleges in the state of Montana. In addition, Montana is home to six colleges of technology and seven tribal colleges that offer two-year postsecondary education. At the Office of the Commissioner of Higher Education (OCHE), the Deputy Commissioner for Two-Year and Community College Education facilitates coordination and collaboration among the two-year colleges (excluding the tribal colleges, which are completely independent of the Montana University System) within the state.

Miles Community College offers general transfer Associate of Arts and Associate of Science degrees, an Associate of Science in Nursing degree that is also accredited by the National League of Nursing Accrediting Commission, Inc., Associate of Applied Science degrees in a variety of professional-technical fields, Certificate programs, Continuing Education and Workforce Training, and Adult Basic Education. The College also sponsors intercollegiate athletic teams in basketball, baseball, golf, and rodeo.

The following table summarizes the demographics of Miles Community College for the fall 2010 semester:

<b>MILES COMMUNITY COLLEGE DEMOGRAPHICS, FALL 2010</b>	
Average Age	25.5
Female	62%
Male	38%
Total Headcount	515
Degree-seeking Headcount	470
Non-degree-seeking Headcount	45
Degree-seeking Freshmen	309
Degree-seeking Sophomores	161
Degree-seeking Students	77%
Non-degree-seeking Students	23%
Full-time Degree-seeking Students	355
Part-Time Degree-seeking Students	115
Enrollment FTE	419.53
Average Student Credit Load	13.39 credits per student
Gross FTE (Degree- & Non-degree-seeking)	436.49
Total Custer County Students	42%
Total Montana Students	84%
Total Out-of-State Students	16%
Caucasian Students	91%
Native American	3%
Hispanic, Asian, African-American	6%
Students in Transfer Programs	56%
Students in Career-Technical Programs	44%
Degrees Awarded Spring 2010	30 A.A., 28 A.S., 29 A.S.N., 14 A.A.S., 20 Certificates
NCLEX Pass Rate for Nursing Class of 2010	87%

## PREFACE

### Overview of Accreditation Actions Since Last Decennial Evaluation

Miles Community College underwent its decennial comprehensive evaluation on April 10 – 12, 2006. From that visit came five Recommendations which have been addressed via two Focused Interim Reports and Evaluations (spring 2007 and fall 2008) and a Progress Report that was submitted in fall 2007. As a result of these efforts, the NWCCU Board of Commissioners has deemed that Miles Community College has satisfied the criteria specified in four of the five Recommendations. In a letter dated February 17, 2009, Dr. Sandra E. Elman, NWCCU President, reaffirmed the institution's accreditation on the basis of the Fall 2008 Focused Interim Evaluation Report, with the caveat that Recommendation 1 was an area where Miles Community College substantially meets the Commission's criteria for accreditation but needs improvement. In a letter dated February 24, 2010, Dr. Ronald L. Baker, Executive Vice President of NWCCU, requested that the College address Recommendation 1 from the Fall 2008 Focused Interim Evaluation Report as an addendum to the Spring 2011 Year One Self-Evaluation Report. Accordingly, this report includes documentation to support the College's compliance with that Recommendation, which is as follows:

- 1. While the College has made progress in designing and planning for the implementation of assessment of general education outcomes, a systematic and comprehensive general education assessment process that results in improved teaching and learning and that demonstrates student achievement of learning outcomes needs to be fully implemented (Standard 2.B.1, 2.B.2, 2.B.3; Policies 2.1,2.2).*

### Changes Since the Spring 2006 Evaluation

The most significant change at Miles Community College since the spring 2006 evaluation visit was the hiring of Dr. Stefani Gray Hicswa as the College President effective July 1, 2006. Dr. Hicswa has been instrumental in providing the leadership that has been needed in order reduce the five Recommendations to the lone Recommendation that is addressed in the Addendum of this Year One Report.

The leadership structure has been revised two times during the presidency of Dr. Hicswa. In January 2007 Dr. Hicswa established her Leadership Team, which was comprised of the President, Dean of Administration and Finance, Dean of Student Services, Dean of Academic Affairs, and Associate Dean of Academic Affairs.

In the fall of 2008, Dr. Hicswa once again revised the leadership structure. The three dean titles were changed to Vice Presidents as follows: Vice President of Academic Affairs, Vice President of Student Success and Institutional Research, and Vice President of Administrative Services and Finance. The President and Vice Presidents comprise the Executive Team.

Additionally, Dr. Hicswa has established the President's Cabinet, which is comprised of the following nine positions: President, Vice President of Academic Affairs, Vice President of Student Success and Institutional Research, Vice President of Administrative Services and Finance, Dean of Enrollment Services, Associate Dean of Academic Affairs, Human Resources Director, Athletic Director, and Endowment Executive Director. These two leadership councils meet with the President weekly to discuss the needs of the College, to make administrative decisions, and to make policy recommendations to the Board of Trustees.

## **Date of the Most Recent Review of Mission and Core Themes**

The current Mission Statement and Strategic Initiatives were approved by the Miles Community College Board of Trustees on November 21, 2005. The Core Themes were approved by the Miles Community College Board of Trustees on December 20, 2010. A slight revision to Core Theme # 4 was approved on January 24, 2011. An overview of the process for the development and approval of the Mission, Strategic Initiatives, and Core Themes is provided in Chapter One: Mission, Core Themes, and Expectations.

## **CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS**

### **Section I: Standard 1.A – Mission**

#### **1.A.1 Development, Derivation, and Dissemination of Mission Statement**

In preparation for the 2006 Comprehensive Self-Study, it was determined that even though the Mission Statement that was then in place provided a thorough and accurate overview of the College's function as a community college, the statement itself was much too cumbersome and lengthy. In the fall of 2005, Dr. Stefani Gray Hicswa, at that time an educational and planning consultant, was invited to conduct a two-day workshop to help the college community identify the strengths and priorities of Miles Community College. That campus-wide collaborative process resulted in the development of a Mission Statement and seven Strategic Initiatives, which were subsequently approved and adopted by the Board of Trustees on November 21, 2005.

#### **Mission Statement**

Miles Community College promotes student success and lifelong learning through accessible, quality programs and community partnerships.

#### **Strategic Initiatives**

1. Foster quality leadership
2. Provide a quality student experience
3. Provide quality academics
4. Cultivate quality community relationships
5. Recruit and retain students
6. Nurture a healthy College environment
7. Actively seek sustainable funding

The College's Mission Statement and Strategic Initiatives are made public through a variety of venues. They are published in the catalog and student handbook. As well, they appear on the College's web site. Additionally, the Mission Statement and Strategic Initiatives are posted prominently throughout the campus.

#### **1.A.2 Articulation of Mission Fulfillment: Outcomes and Threshold of Acceptability**

The seven Strategic Initiatives constitute the foundation and paradigm upon which mission fulfillment is articulated and assessed. Indeed, all planning and goal setting take place within the context of these initiatives. Each summer since 2007, the Leadership Team, and now the President's Cabinet, has



participated in a three-day retreat to review and analyze the accomplishments and challenges of the past year and to establish tactics for the accomplishment of the Strategic Initiatives for the upcoming year. The Strategic Initiatives have remained constant, whereas the tactics have changed from year to year, depending upon the needs of the College, external factors and forces, and the priorities established by the College Board of Trustees at their annual retreat. Early in January of each year, the President's Cabinet meets for a half-day retreat to conduct a mid-year review of the progress being made toward the fulfillment of the tactics that were established the previous summer.

The following table for the current academic year illustrates how this process takes place:

**MILES COMMUNITY COLLEGE  
STRATEGIC INITIATIVES  
President's Cabinet  
2010-2011  
MISSION**

**Miles Community College promotes student success and lifelong learning through accessible, quality programs and community partnerships.**

**Strategic Initiative 1: Foster Quality leadership**

<b>Strategic Initiative 1: Foster Quality leadership</b>					
<b>Core Theme</b>	<b>Tactic</b>	<b>By Whom</b>	<b>Performance Indicator</b>	<b>Timeframe</b>	<b>Status as of January '11</b>
<b>1,2,3,4</b>	<b>Institutional Research:</b> Gather baseline data on Baldrige quality performance criteria	Darren Pitcher-VP of Student Success and Institutional Research	Define criteria and data points for what we want to measure. Conduct the research Interpret the data Report the Data Develop action plans	October 30, 2010  August 2011	Developing base lines
<b>3</b>	<b>Policy Manual:</b> Review and revise Policy Section 600	Stefani Hicswa-College President	Board approval and post on H drive	June 30, 2011	In progress
<b>1,2,3,4</b>	<b>Core Themes:</b> Define Core Themes, Define performance indicators and performance outcomes	Garth Sleight-Associate Dean of Academic Affairs/Accreditation Liaison Officer	Complete Core Theme draft Year One Report Board approval of Core Themes	Dec 15, 2010	January 10, 2011  March 1, 2011  December 20, 2010

Strategic Initiative 2: Provide a quality student experience					
Core Theme	Tactic	By Whom	Performance Indicator	Timeframe	Status as of January '11
1,2,3	<b>Banner</b> Orchestrate effective Banner registration and fee payment processes	Jessie Dufner- Dean of Enrollment Services	Compile data to assess effectiveness of Spring registration and fee payment Implement action plan	March 15, 2011  April 1, 2011	On-going  On-going

Strategic Initiative 3: Provide quality academics					
Core Theme	Tactic	By Whom	Performance Indicator	Timeframe	Status as of January '11
2,4	Create MOU for medical lab tech program with BSU	Shelly Weight-VP of Academic Affairs	MOU agreed upon and signed by both schools	Jan 28, 2011	On hold
2,4	Research additional allied health program partnership	Shelly	Research new program to be offered	May 2, 2011	Phlebotomy- waiting for provisional accreditation
2,4	Create two new academic programs (i.e. 2 + 2 secondary education, IT & animal science)	Shelly	Two academic programs with scope and sequences approved by academic standards *One Animal Science Course done.	February 11, 2011 *November 2010	Second course in progress
2,4	Develop project selection process for Auto tech and Heavy Equipment	Shelly	Written project selection document presented at the advisory board level	April 29, 2011	Heavy Equipment document completed Oct 2010

<b>2</b>	Document the effectiveness of dual enrollment (common course finals)	Garth	Alignment of course content through meetings with schools, faculty, and administration	April 29, 2011	Writing class-CCDHS  Calc final distributed
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<b>Strategic Initiative 4: Cultivate quality community relationships</b>					
<b>Core Theme</b>	<b>Tactic</b>	<b>By Whom</b>	<b>Performance Indicator</b>	<b>Timeframe</b>	<b>Status as of January '11</b>
<b>3,4</b>	Enhance community outreach in Athletics	Alan Wilson-Athletic Director	Host a coaches social event Track and document and evaluate outreach activities	March 1, 2011 June 30, 2011	In progress
<b>3,4</b>	Engage in strategic community involvement by President	Stefani	Track and document and evaluate community involvement	April 25, 2011	In progress

<b>Strategic Initiative 5: Recruit and retain students</b>					
<b>Core Theme</b>	<b>Tactic</b>	<b>By Whom</b>	<b>Performance Indicator</b>	<b>Timeframe</b>	<b>Status as of January '11</b>
<b>1,3</b>	Enrollment Management Refine comprehensive Enrollment Management Plan (capacity building)	Darren	Table of contents and overview First draft Submit plan to President's Cabinet	October 31, 2010 February 15, 2011 May 30, 2011	In progress

Strategic Initiative 6: Nurture a healthy College environment					
Core Theme	Tactic	By Whom	Performance Indicator	Timeframe	Status as of January '11
3	Create effective workflow process and procedures for Banner implementation	Jessie	Create process and procedure documents and present to President's Cabinet	August 1, 2011	Implementation in progress. Documenting daily tasks.
3	Provide Banner self-service training for faculty, staff and students	Shelly, Kylee Phipps (HR Director), Darren, Jessie	Conduct training sessions for faculty, HR training for staff/faculty	Oct 30, 2010  June 30, 2011	Complete
3	Provide support and recognition for Banner Team	Stefani	Distribute Banner bonus Provide regular personal interaction with Banner Team by Stefani Measure job satisfaction and performance of Banner Team	October 2, 2010 June 30, 2011  June 30, 2011	October 25, 2010 complete  Jan 5-7 Banner Morale
4	Revise staff evaluation policy	Kylene	Board approval and post on H drive	Feb. 28, 2011	Ongoing
3	Analyze effectiveness and efficiency of business office functions	Lisa Watson-VP of Administrative Services & Finance	Present an initial assessment to the President Present a proposal to Present	October 1, 2010  TBD	Complete

Strategic Initiative 7: Actively seek sustainable funding.					
Core Theme	Tactic	By Whom	Performance Indicator	Timeframe	Status as of January '11
3,4	Protect Community College definition in state statute (advocate and educate)	Stefani	Conduct meetings with legislators. Have a presence in Helena. Collaborate with FVCC & DCC Presidents and CC Lobbyist.	April 30 Jan1 – April 30 Ongoing	Ongoing  Ongoing  Ongoing
3,4	Improve Endowment's presence and status in community	Brandi Gray-Endowment Executive Director	Main Event sponsorship Track and report community involvement Increase non-designated fund Increase annual giving	Oct 23, 2010 March 31, 2011 June 30, 2011 June 30, 2011	Complete
2,3	Develop funding for infrastructure improvements	Brandi	Secure funding for Fretland property Secure site and determine design and funding requirements for baseball facility Re-evaluate costs of materials and viability of vendor for the agra-equine complex	June 30, 2011 June 30, 2011  June 30, 2011	No progress

3	Synchronize fundraising priorities between Athletics and Endowment	Alan and Brandi	Track, document, evaluate, and enhance strategies to increase funding	June 30, 2011	In progress
3,4	Lay the groundwork to integrate surrounding counties into our service region	Stefani	Identify spark plugs Meet with community members Research ballot process	Oct 15, 2010 Feb 1, 2011 April 29, 2011	Complete  Complete
3	Analyze and evaluate current tuition and fees	President, Vice Presidents, and Board of Trustees	Collect the data Conduct the analysis Present summative narrative to the Board	Dec 1, 2010 Feb 28, 2011	Complete

By way of clarification, the “By Whom” column identifies which member(s) of the President’s Cabinet has (have) responsibility for identifying and involving appropriate stakeholders to ensure completion of the identified tactics. From a more holistic perspective, the President and Vice Presidents oversee the completion of the tactics that fall within their respective jurisdictions by collaborating with the employees they supervise to accomplish these goals and their individual department goals.

The “Performance Indicator” column articulates the “acceptable threshold or extent of mission fulfillment” in that particular tactic.

## **Section II: Standard 1.B – Core Themes**

### **1.B.1 Essential Elements of the Collective Mission**

In response to the recent implementation of the new accreditation standards and evaluation process that have been approved by the Board of Commissioners of the Northwest Commission on Colleges and Universities, we have identified four Core Themes for Miles Community College. The Core Themes were approved by the Board of Trustees on December 20, 2010, with a slight revision to Core Theme # 4 approved on January 24, 2011.

The **Core Themes** are as follows:

1. Student Success
2. Academic Excellence
3. Resource Management
4. Community Outreach and Partnerships

The Core Themes were derived from the Mission Statement and Strategic Initiatives and represent our judgment of the essential elements that collectively encompass the College's Mission to "promote student success and lifelong learning through accessible, quality programs and community partnerships" in a manner that strategically focuses on (1) fostering quality leadership, (2) providing a quality student experience, (3) providing quality academics, (4) cultivating quality community relationships, (5) recruiting and retaining students, (6) nurturing a healthy College environment, and (7) actively seeking sustainable funding.

### **1.B.2 Objectives with Meaningful, Assessable, and Verifiable Indicators of Achievement**

The following tables indicate each Core Theme with its respective vision statement, objectives, indicators of achievement, and rationale for how the objectives are assessable and meaningful.

<b>CORE THEME # 1: STUDENT SUCCESS</b>
<b>Core Theme Vision Statement:</b> At Miles Community College we have an open-door admissions policy. As a result, we face the ubiquitous challenge and opportunity of admitting students from diverse educational and socioeconomic backgrounds. Our goal is to identify our students' current level of preparation and then to help them succeed at achieving their academic potential in order to fulfill their personal goals. In addition, we strive to provide the students with socially and culturally enriching opportunities as they attend Miles Community College.
<b>Objective # 1: Equip students with basic knowledge needed to navigate the educational process.</b>
<b>Indicators of Achievement:</b> <ul style="list-style-type: none"><li>• Student Orientation and Registration (SOAR) sessions are comprehensive in scope.</li><li>• Attendance is required for all new students.</li><li>• First Year Pioneer course is required for all general AA and AS students.</li></ul>
<b>Rationale for Indicators:</b> <ul style="list-style-type: none"><li>• Students who are aware of the available resources and services are more likely to utilize them in order to succeed.</li></ul>
<b>Tools of Assessment:</b> <ul style="list-style-type: none"><li>• Comprehensiveness of SOAR.</li><li>• Attendance.</li><li>• Survey students to see if the SOAR info helped them succeed.</li><li>• Compare retention rates from first year to second year of FYP enrollees in a general AA or AS degree to those not required to take the course.</li></ul>
<b>Action Plan for Improvement: TBD</b>

**Objective # 2: Provide a sequence of developmental courses to prepare students for college level courses.**

**Indicators of Achievement:**

- 70% of full-time students graduate within three years of start date.
- Enrollment for part-time students is continuous from semester to semester.

**Rationale for Indicators:**

- Degree completion within 150% of time is a nationally recognized benchmark.
- Continuous enrollment shows progress towards degree completion among part-time students.

**Tools of Assessment:**

- Graduation Rate (Percentage).
- Retention from Semester to Semester.

**Action Plan for Improvement: TBD**

**Objective # 3: Provide a quality student experience.**

**Indicators of Achievement:**

- Student Organizations will exist, promote inclusiveness, and suit the abilities and interests of the student body.
- The Residence Life Program will contribute to the social growth of the resident students.
- Intercollegiate Athletic programs will be operated using NJCAA and NIRA guidelines.
- Students will be exposed to multi-cultural events and exhibits that promote diversity and equality.
- The Centra Athletic Center will provide an environment where students can exercise and live a healthy lifestyle.

**Rationale for Indicators:**

- Students that are involved in campus activities perform better academically.
- Students benefit socially from a comprehensive residence life program.
- Students who have opportunities to compete in intercollegiate athletics develop leadership skills and life-enriching traits such as confidence and character.
- Students who are exposed to different cultures and individuals with diverse backgrounds and lifestyles develop a greater understanding of the world in which they live.
- Students who exercise and stay fit enjoy a better quality of life.

**Tools of Assessment:**

- CCSSE survey (every two years).
- Graduate Survey (annually).
- Student Satisfaction Survey (annually).
- Student participation numbers (Centra).

**Action Plan for Improvement: TBD**



<b>CORE THEME # 2: ACADEMIC EXCELLENCE</b>
<b>Core Theme Vision Statement:</b> The mission of Miles Community College is to provide accessible quality programs and to facilitate our students' progression through their respective areas of study. As students complete their certificate or degree, they are prepared to succeed at their next goal, whether it is entering the workforce or continuing on to upper-division coursework at a transfer institution.
<b>Objective # 1: Adhere to mandatory placement policies.</b>
<b>Indicators of Achievement:</b> <ul style="list-style-type: none"> <li>• Pre-requisites are built into Banner.</li> <li>• A grade of C- or better must be earned in order to fulfill pre-requisite requirement.</li> <li>• Placement tests are required and placement results are adhered to.</li> </ul>
<b>Rationale for Indicators:</b> <ul style="list-style-type: none"> <li>• By establishing policies and procedures associated with pre-requisites, students will be advised properly and enrolled in the appropriate courses giving them the best possible chance to succeed.</li> </ul>
<b>Tools of Assessment:</b> <ul style="list-style-type: none"> <li>• Banner pre-requisite rules are set up and maintained.</li> <li>• Students are earning C- or better before Banner allows enrollment in subsequent coursework.</li> <li>• Pre-requisite overrides by the Vice President of Academic Affairs are less than 1% of total course enrollment.</li> </ul>
<b>Action Plan for Improvement: TBD</b>
<b>Objective # 2: Provide a sequence of developmental courses to prepare students for college level courses.</b>
<b>Indicators of Achievement:</b> <ul style="list-style-type: none"> <li>• 70% of students who take developmental courses will pass subsequent entry-level 100 series courses.</li> </ul>
<b>Rationale for Indicators:</b> <ul style="list-style-type: none"> <li>• Students who can pass entry-level 100 series classes will validate rigor of developmental courses and have a greater chance of progressing through 200 series courses needed for degree completion.</li> </ul>
<b>Tools of Assessment:</b> <ul style="list-style-type: none"> <li>• 70% of students who took WRIT 095 (Developmental Writing) and are enrolled in WRIT 101 the following semester will pass with a C- or higher.</li> <li>• 70% of students who took ED 105 (Reading &amp; Study Skills) are able to pass subsequent 100-level academic classes with a C- or higher.</li> <li>• 70% of students who took M095 Intermediate Algebra and enrolled in M121 College Algebra or M105 Contemporary Math in the following semester will pass with a C- or higher.</li> </ul>
<b>Action Plan for Improvement: TBD</b>

**Objective # 3: Prepare students for entry into the job market through career and technical program completion.**

**Indicators of Achievement:**

- 70% of students graduating with a Certificate of Applied Science or Associate of Applied Science are employed in their field within 6 months of graduation.
- 88% of ASN students pass the NCLEX exam the first time taken.
- Advisory groups for each program meet at least once every two years to align curriculum to current industry recognized standards.

**Rationale for Indicators:**

- Successful graduates will help to meet the economic and workforce needs of the region.

**Tools of Assessment:**

- Carl Perkins placement report (1P1) will be used for verification of this statistic.
- The NCLEX Completion Report for student pass rates will be used for verification.
- The Vice President of Academic Affairs will maintain the minutes of each Advisory Board meeting and endorse suggested programmatic changes as documented in the Academic Standards and Curriculum Committee minutes.

**Action Plan for Improvement: TBD**

**Objective # 4: Prepare students to succeed at transfer institutions.**

**Indicators of Achievement:**

- Participation in the Montana University System Transfer Initiative.
- 50% of MCC graduates transferring to a four-year Montana College will receive their degree within a three-year period.

**Rationale for Indicators:**

- Timely graduation allows students with financial, academic or socio-economic challenges to build a foundation for educational success.

**Tools of Assessment:**

- Graduates of MCC will be queried against graduation lists of other public Montana 4-year college graduation lists to obtain completion percentages.

**Action Plan for Improvement: TBD**

### CORE THEME # 3: RESOURCE MANAGEMENT

**Core Theme Vision Statement:** At Miles Community College we strive to ensure responsible, prudent, and effective stewardship of and accountability for (1) financial resources, (2) human resources, (3) auxiliary services, and (4) facilities management, all with the ultimate aim of aiding all stakeholders in carrying out the College's mission of promoting student success and lifelong learning through accessible quality programs and community partnerships.

**Objective # 1: Obtain and utilize student tuition and fees, tax levies, appropriations, and grants to support the mission of the College.**

**Indicators of Achievement:**

- Adjust, assess, collect, and apply tuition and fees as needed.
- Assess/Collect Tax levy.
- Participate in State appropriation process at legislature
- Apply for grants using grant management plan guidelines.

**Rationale for Indicators:**

- Through the collection and monitoring of our fiscal resources we support the mission of the College.

**Tools of Assessment:**

- Receipt of student tuition and fees.
- Receipt of local tax levy.
- Participation in state legislative sessions.
- Grant Applications.

**Action Plan for Improvement: TBD**

**Objective # 2: Ensure effective resource allocation through a transparent and collaborative budgeting process.**

**Indicators of Achievement:**

- Prepare annual budgets with input from all departments.
- Budgets are communicated campus-wide.

**Rationale for Indicators:**

- Budget preparation ensures support of faculty and staff, allows departmental budget responsibility, and effective resource allocation.

**Tools of Assessment:**

- Annual budget.
- Meetings with faculty and staff.

**Action Plan for Improvement: TBD**

<b>Objective # 3: Effectively manage enrollment within the limits of college resources.</b>
<b>Indicators of Achievement:</b> <ul style="list-style-type: none"> <li>• FTE number.</li> <li>• Headcount number.</li> <li>• Program enrollment levels.</li> </ul>
<b>Rationale for Indicators:</b> <ul style="list-style-type: none"> <li>• Students provide a funding source to the college. Strategic enrollment management contributes to student enrollment.</li> </ul>
<b>Tools of Assessment:</b> <ul style="list-style-type: none"> <li>• Comparative FTE numbers (year-to-year).</li> <li>• Comparative headcount numbers.</li> <li>• Actual enrollment to total available capacity.</li> </ul>
<b>Action Plan for Improvement: TBD</b>

<b>Objective # 4: Recruit, develop, and retain qualified faculty and staff.</b>
<b>Indicators of Achievement:</b> <ul style="list-style-type: none"> <li>• Recruit/hiring process.</li> <li>• Competitive Salaries.</li> <li>• Morale/Workplace Climate.</li> <li>• Training.</li> </ul>
<b>Rationale for Indicators:</b> <ul style="list-style-type: none"> <li>• Through the processes of recruitment, evaluation and training, qualified faculty and staff will be hired and retained.</li> </ul>
<b>Tools of Assessment:</b> <ul style="list-style-type: none"> <li>• Recruit/hiring process is followed for each new hire.</li> <li>• Competitive salary review is performed.</li> <li>• Retention rates, turnover rates, exit interviews.</li> <li>• Training.</li> </ul>
<b>Action Plan for Improvement: TBD</b>

<b>Objective # 5: Provide services with available resources to meet the needs of students, faculty, staff, and community.</b>
<b>Indicators of Achievement:</b> <ul style="list-style-type: none"> <li>• Provide self supporting auxiliary services.</li> <li>• Update and implement technological infrastructure plan as feasible.</li> </ul>
<b>Rationale for Indicators:</b> <ul style="list-style-type: none"> <li>• Students, faculty, staff, and the community benefit from access to auxiliary services and technology.</li> </ul>
<b>Tools of Assessment:</b> <ul style="list-style-type: none"> <li>• Auxiliary services are self supported.</li> <li>• Technological infrastructure plan is current for the College.</li> </ul>
<b>Action Plan for Improvement: TBD</b>

<b>Objective # 6: Maintain a safe and functional infrastructure with available resources.</b>
<b>Indicators of Achievement:</b> <ul style="list-style-type: none"> <li>• Update priority budget sheet.</li> <li>• Update campus master plan.</li> <li>• Implement improvements as feasible.</li> </ul>
<b>Rationale for Indicators:</b> <ul style="list-style-type: none"> <li>• By establishing budget sheets and a campus master plan and then implementing improvements as feasible, the college provides a safe and reliable infrastructure.</li> </ul>
<b>Tools of Assessment:</b> <ul style="list-style-type: none"> <li>• Priority budget sheets are updated.</li> <li>• Campus master plan is updated.</li> <li>• Identified improvements are completed.</li> </ul>
<b>Action Plan for Improvement: TBD</b>

<b>Objective # 7: Perform fundraising/ friend-raising functions to support College activities.</b>
<b>Indicators of Achievement:</b> <ul style="list-style-type: none"> <li>• Fundraising events are held annually (Internal/External).</li> <li>• Friend-raising events are held annually.</li> </ul>
<b>Rationale for Indicators:</b> <ul style="list-style-type: none"> <li>• By holding fundraising and friend-raising events, scholarship and general funding will be generated to support the special needs of the college.</li> </ul>
<b>Tools of Assessment:</b> <ul style="list-style-type: none"> <li>• Fundraising events results.</li> <li>• Friend-raising events results.</li> </ul>
<b>Action Plan for Improvement: TBD</b>

#### **CORE THEME # 4: COMMUNITY OUTREACH & PARTNERSHIPS**

**Core Theme Vision Statement:** Miles Community College serves as an economic engine for our community and surrounding area. Consequently, we strive to provide timely, cutting-edge workforce training to enhance business development in the area. In addition, we provide meaningful opportunities to enrich the personal lives of area residents in order to foster lifelong learning. As a small community college, we also understand the need to create partnerships and linkages with industry and other educational institutions to ensure fiscal solvency and to maximize our economies of scale.

#### **Objective # 1: Partner with other higher education institutions to provide additional degree program opportunities.**

##### **Indicators of Achievement:**

- Increase program offerings at MCC through partnerships with other higher education institutions.

##### **Rationale for Indicators:**

- It is important to respond to the educational needs of the region in the most timely and cost-effective manner possible.

##### **Tools of Assessment:**

- The catalog will reflect new degree programs offered in partnership with another college.

##### **Action Plan for Improvement: TBD**

#### **Objective # 2: Create linkages between secondary and postsecondary education.**

##### **Indicators of Achievement:**

- Articulation agreements in the Career Pathway state initiative will be completed.
- Interlocal agreements will be completed with secondary schools for dual enrollment.

##### **Rationale for Indicators:**

- Response to the legislative mandate brought forward by the state to create pathways between high school and post-secondary curriculum.

##### **Tools of Assessment:**

- Sign state articulation agreements each year offered.
- Interlocal agreement with high schools will be on file in the Vice President of Academic Affairs office.

##### **Action Plan for Improvement: TBD**

<b>Objective # 3: Provide workforce training to meet regional needs.</b>
<b>Indicators of Achievement:</b> <ul style="list-style-type: none"> <li>• Offer workforce training opportunities.</li> <li>• Promote awareness of customized training availability by visiting businesses and service groups.</li> <li>• Plan and market conferences for professional development or skill enhancement to receive renewal units or renewal credits.</li> </ul>
<b>Rationale for Indicators:</b> <ul style="list-style-type: none"> <li>• To meet the mission of the College and improve the economy of eastern Montana.</li> </ul>
<b>Tools of Assessment:</b> <ul style="list-style-type: none"> <li>• Marketing materials announcing the courses and enrollment data in Banner.</li> <li>• Outlook calendar for the Workforce Training Coordinator will outline appointments.</li> <li>• Flyers and brochures marketing the conferences are on file in the Workforce Training Coordinators office.</li> </ul>
<b>Action Plan for Improvement: TBD</b>

<b>Objective # 4: Offer lifelong learning educational experiences to meet community needs.</b>
<b>Indicators of Achievement:</b> <ul style="list-style-type: none"> <li>• Provide community education courses addressing public interests and requests.</li> <li>• Arrange educational tours.</li> <li>• Offer senior citizens courses or major senior events.</li> <li>• Offer Kids College courses to encourage youth to start thinking of MCC as the place to go to meet their educational needs.</li> </ul>
<b>Rationale for Indicators:</b> <ul style="list-style-type: none"> <li>• To meet the mission of a community college and the intent of the Adult Education state mill levy.</li> </ul>
<b>Tools of Assessment:</b> <ul style="list-style-type: none"> <li>• The Community Outreach flyer will list and advertise the courses offered. The Banner course schedule will also list courses offered each semester.</li> <li>• Advertised tours in the Community Outreach flyer or e-mail correspondence.</li> <li>• Community Outreach Flyer and Banner.</li> <li>• Community Outreach Flyer and Banner.</li> </ul>
<b>Action Plan for Improvement: TBD</b>

## CONCLUSION

This Year One Self-Evaluation Report has delineated the development of the Mission of Miles Community College and the planning process that is founded on the seven Strategic Initiatives. This report also enumerated the College's Core Themes and articulated (1) our vision of what those Core Themes mean; (2) our indicators of achievement for each Core Theme; (3) how the indicators of achievement are assessable and meaningful; and (4) the tools we will use to assess and evaluate accomplishment of the Core Themes.

The faculty and staff at Miles Community College work diligently to ensure that Miles Community College is meeting its mission as an institution of higher learning. The College strives to add quality to the community through its transfer, professional-technical, academic development, workforce training, and community outreach programs. In addition, the College's student activities, service clubs, and intercollegiate athletic programs enrich the students' collegiate experience. Since 1939 Miles Community College has successfully benefited the lives of many people from eastern Montana and beyond in our overarching objective of helping our students to "start here" and "go anywhere" as they pursue their personal, academic, and professional goals.



## ADDENDUM

### AD HOC SELF-EVALUATION REPORT REGARDING RECOMMENDATION ON GENERAL EDUCATION OUTCOMES AND ASSESSMENT

#### INTRODUCTION

As was reported in the spring 2007 Focused Interim Report and reiterated in the fall 2008 Focused Interim Report, the first task in developing the General Education Assessment Plan was to formulate the conceptual framework for the plan, which initially consisted of the Institutional Philosophy of General Education, the Overarching Outcomes of General Education, and for each of the core areas: the Vision Statement and General Outcomes. This was the juncture at which we found ourselves during the spring 2007 Focused Interim Evaluation visit. We then continued to develop and implement the assessment plan. The findings for the fall 2008 Focused Interim Evaluation indicated that “[w]hile the College has made progress in designing and planning for the implementation of assessment of general education outcomes, a systematic and comprehensive general education assessment process that results in improved teaching and learning and that demonstrates student achievement of learning outcomes needs to be fully implemented (Standard 2.B.1, 2.B.2, 2.B.3; Policies 2.1,2.2).” In essence, based on the feedback we received from the evaluator from the fall 2008 Focused Interim Evaluation Visit, we defined the recommendation as the need to demonstrate that we were “closing the loop” in our assessment plan by demonstrating that our assessment activities led to the improvement of teaching and learning.

Accordingly, this Ad Hoc Self-Evaluation Report reviews the General Education Plan and includes documentation of the process in four appendices as follows:

- **Appendix A:** This appendix contains copies of the reports on the various assessments that have been administered.
- **Appendix B:** This instrument is called the Faculty Response to General Education Assessments and is the instrument that “closes the assessment loop.” It includes the faculty members’ “Action Plan to be implemented in order to enhance student learning achievements.”
- **Appendix C:** This appendix presents sample syllabi that demonstrate the changes that the faculty members have implemented to improve teaching and learning based on their analyses, reflections, and discussions of the assessment reports, as enunciated in their respective Action Plans.
- **Appendix D:** This appendix provides the flow chart of the Miles Community College General Education Assessment Plan.

#### GENERAL EDUCATION PLAN: OBJECTIVE STATEMENT

The *General Education Assessment Plan: Objective Statement* articulates the parameters and process for developing and implementing the plan:

The objective of the General Education Assessment Plan is to ensure that the structure, content, and assessment of the General Education Program at Miles Community College are consistent with the College’s Mission, Strategic Initiatives, and Core Themes, and that they are also in compliance with Standard Four – *Effectiveness and Improvement*, as set forth by the Northwest Commission on Colleges and Universities. To this end, the following three steps guide the planning and implementation process in order to achieve this objective:

1. Understand the standard
2. Apply the standard
3. Measure against the standard

## **COLLEGE MISSION STATEMENT**

Miles Community College promotes student success and lifelong learning through accessible, quality programs and community partnerships.

## **COLLEGE STRATEGIC INITIATIVES**

1. Foster quality leadership
2. Provide a quality student experience
3. Provide quality academics
4. Cultivate quality community relationships
5. Recruit and retain students
6. Nurture a healthy College environment
7. Actively seek sustainable funding

## **CORE THEMES**

1. Student Success
2. Academic Excellence
3. Resource Management
4. Community Outreach and Partnerships

## **INSTITUTIONAL PHILOSOPHY OF GENERAL EDUCATION**

Educated persons tend to be inquisitive about all aspects of life. They strive to seek, validate, and implement information so that they can make informed, responsible, and socially conscious decisions as they confront their complex and ever-changing personal, professional, and environmental challenges. In order to meet their challenges successfully, students need to have a well-rounded and firmly grounded education beyond their intended academic specialty.

The primary objective of the General Education program, therefore, is to ensure that students who earn their Associate of Arts or Associate of Science degree from Miles Community College develop a knowledge base in oral and written communication, the humanities and fine arts, mathematics, science, history and the social sciences, and information technology. It is our goal at Miles Community College that as students come to understand these disciplines, they will see them as distinct yet interrelated and interdependent ways of understanding, interpreting, and living effectively in their world.

Students enter Miles Community College with different levels of general knowledge and they are at different stages in their lives. The academic offerings at Miles Community College are intended to help students grow not only by expanding their individual skills, competencies, and perspectives, but also by providing them with experiences in areas they may not have yet explored.

## OVERARCHING OUTCOMES OF GENERAL EDUCATION

Students who earn their Associate of Arts or Associate of Science degree at Miles Community College will demonstrate:

- The ability to read, write, listen, and speak effectively;
- Knowledge and understanding of the human cultural traditions as expressed in art, music, theater, language, literature, philosophy, or religion;
- The ability to apply mathematical principles and to communicate quantitative information effectively;
- The knowledge and application of scientific principles, methodology, terminology, questioning, and reasoning;
- The ability to understand, interpret, and analyze human behaviors within the context of history and the social sciences;
- The knowledge of and the ability to use technology in today's computing environment.

## GENERAL EDUCATION CORE AREAS

- **Communications**

- **Vision Statements**

- Oral Communication*

- People spend a significant portion of their personal and professional lives in communicating and collaborating with others. The primary goal for the oral communication classes at Miles Community College, therefore, is to help the students develop the confidence and the competence they will need in order to communicate in ways that will be appropriate and effective for the varied situations and relationships in which they may find themselves.

- Written Communication*

- The cardinal goal of the written communication classes is to provide students with the critical thinking and articulation skills necessary to succeed in the academic world of Miles Community College and beyond. The other disciplines of the college community rely upon the writing classes to provide students with the skills they need to research, analyze, and synthesize information in order to formulate and articulate a critical response in college-level discourse. To this end, the writing instructors strive to enhance the students' recognition and understanding of culture, political theory and expression, history, and science as they are experienced and expressed in the language and literature of the human family.

- **Overarching Outcome of the Communications Core Area**

- Students who earn their Associate of Arts or Associate of Science degree at Miles Community College will demonstrate the ability to read, write, listen, and speak effectively.

- **General Outcomes of the Communications Core Area**

Students will:

1. Communicate information in a clear, concise, and complete manner.
2. Communicate in ways that are appropriate and effective for their intended audience and purpose.
3. Identify and incorporate research materials into informative and analytical communication.

- **Humanities and Fine Arts**

- **Vision Statement**

It is the function of the study of the humanities and fine arts to broaden students' perspectives by focusing on the best of what humans are capable of accomplishing through philosophy, literature, drama, music, language, creativity, ethical behavior, diversity of beliefs, and mutual acceptance. In order to accomplish this goal, the instructors expose students to a wide variety of artistic and multi-cultural elements. The performing and studio arts classes tap into and develop students' creative and aesthetic sensitivities. The foreign language classes help students not only learn another language but also gain greater insights into and understanding of the people who speak the language. The humanities classes introduce students to theories and issues involved in ethics, philosophy, and cultures. The literature classes help students discover insights into their own lives and the world in which they live and work.

- **Overarching Outcome of the Humanities and Fine Arts Core Area**

Students who earn their Associate of Arts or Associate of Science degree at Miles Community College will demonstrate knowledge and understanding of the human cultural traditions as expressed in art, music, theater, language, literature, philosophy, or religion.

- **General Outcomes of the Humanities and Fine Arts Core Area**

Students will:

1. Recognize contributions of literature, music, theater, language, philosophy, culture, or art in the development of insight into human endeavors.
2. Relate connections between the humanities and cultural/historical events.
3. Acknowledge, learn about, and learn from different cultural and social perspectives.

- **Mathematics**

- **Vision Statement**

The Miles Community College mathematics classes are based on the ideal that mathematics provides students with the skills to think critically, logically, and abstractly. From remedial math to calculus, the instructors challenge students to learn new concepts

and apply them in a variety of situations. Students who receive an Associate of Arts or an Associate of Science degree are required to attain the level of mathematical competence that will enable them to function beyond the intermediate algebra level.

- **Overarching Outcome of the Mathematics Core Area**

Students who earn their Associate of Arts or Associate of Science degree at Miles Community College will demonstrate the ability to apply mathematical principles and to communicate quantitative information effectively.

- **General Outcomes of the Mathematics Core Area**

Students will:

1. Solve problems through mathematical reasoning and analysis.
2. Use appropriate tools, such as mathematical properties, modeling, technology, and graphs.
3. Perform mathematical applications beyond intermediate algebra.

- **Science**

- **Vision Statement**

The major goal of the science classes at Miles Community College is to help students develop critical-thinking and problem-solving skills in their study of the natural and physical sciences. Overcoming the challenges of the technical curriculum found so often in the science areas enhances learning. Science naturally goes well with “real life” experiences. Therefore, once students are able to break out of the structured mode of the technical, a whole new world opens up from which they may draw resources for real understanding to take place in the realm of the practical.

- **Overarching Outcome of the Science Core Area**

Students who earn their Associate of Arts or Associate of Science degree at Miles Community College will demonstrate the knowledge and application of scientific principles, methodology, terminology, questioning, and reasoning.

- **General Outcomes of the Science Core Area**

Students will:

1. Utilize creative and critical scientific questioning to comprehend the scientific world.
2. Identify and solve problems using methods of the discipline.
3. Demonstrate scientific awareness of the interrelationships of the laws that govern the natural world.

- **History and Social Sciences**

- **Vision Statement**

Throughout human history, people have experienced many means of surviving and of interacting with one another. As is the case in any herd species, interrelationships have been and continue to be complex. It is the goal of the social sciences to study and understand this collective behavior, either in the past (history) or in the present (sociology). At the individual level (psychology) the goal is to help students understand the cognitive, social, emotional, and biological development of humans. Understanding humans within these contexts—historical, sociological, psychological—can lead students to a greater acceptance of cultural diversity and also help them develop skills for dealing with an ever-changing world.

- **Overarching Outcome of the History and Social Sciences Core Area**

Students who earn their Associate of Arts or Associate of Science degree at Miles Community College will demonstrate the ability to understand, interpret, and analyze human behaviors within the context of history and the social sciences.

- **General Outcomes of the History and Social Sciences Core Area**

Students will:

1. Recognize the impact of human behaviors on society and the environment over time.
2. Evaluate human behavior within the contexts of community, culture, time, and/or technoeconomic base.
3. Analyze how human actions result from past events and impact future events.

- **Information Technology**

- **Vision Statement**

Technology has become a necessity in education as well as in business and industry. Since the one constant of technology is its ever-changing dynamics, it is imperative that students learn information technology in order to keep pace with the demands of business and industry. The purpose of the information technology courses at Miles Community College is to prepare students at a basic technical level to meet the constantly changing needs of existing technology environments.

- **Overarching Outcome of the Information Technology Core Area**

Students who earn their Associate of Arts or Associate of Science degree at Miles Community College will demonstrate the knowledge of and the ability to use technology in today's computing environment.

- **General Outcomes of the Information Technology Core Area**

Students will:

1. Define the fundamentals of computers and terminology with respect to personal computer hardware and software, and the World Wide Web.
2. Demonstrate an in-depth understanding of why computers are essential components in business and society.
3. Develop the skills to adapt to the ever-changing world of information technology.

## **ASSESSMENT OF GENERAL EDUCATION**

- **Cultural Cornerstones of Assessment**

Inasmuch as assessment is an integral component of the culture of Miles Community College, assessment activities are built on the following foundation of Cultural Cornerstones:

1. Culture of Evidence
2. Culture of Analysis
3. Culture of Reflection
4. Culture of Improvement

- **Levels of Assessment**

Assessment of the General Education program at Miles Community College occurs at three levels:

1. The macro-level, which focuses on the overarching outcomes of the General Education program;
2. The medial level, which focuses on the general outcomes of each General Education core area;
3. The micro-level, which focuses on the specific outcomes of each General Education class.

- **Macro-level Assessment Strategies**

- Pre-assessment of entering freshman students regarding their attitudes and aptitudes on General Education;
- Post-assessment of exiting sophomore students regarding their attitudes and aptitudes on General Education;
- Focus group assessment involving a sampling of students graduating with an A.A. or A.S. degree.

- **Medial level Assessment Strategies**

- Medial level assessment of the General Education Core areas occurs in the form of a Summative Case Study Portfolio for one class from each of the core areas. This strategy consists of a summative assessment process in which faculty members review a class from each General Education core class that has been designated for the given year. The faculty members who are teaching the class to be reviewed

create a portfolio of the formative and summative assessments they have administered to their class during the semester. The objective of the Summative Case Study Portfolio is to provide a means for reviewing holistically how successfully the general outcomes of the core area are being met and where/how potential improvements in instruction might occur, not only in the class being reviewed, but in the other classes of the respective core area. A log of classes is maintained so that different classes are reviewed from cycle to cycle.

The assessment instrument for the Summative Case Study Portfolio Report includes information on the class being reviewed; assessment of the degree to which the specific course outcomes are linked to the general core area outcomes; and a table in which the reviewers, using a three-point Likert scale, identify the degree to which each student has demonstrated achievement of each of the general outcomes on the basis of his/her performance on classroom formative and summative assessments. A rating of 3 indicates that “the student demonstrates an understanding of this outcome element.” A rating of 2 indicates that “the student demonstrates a developing level of this outcome element.” A rating of 1 indicates that “the student does not demonstrate an understanding of this outcome element.” The assessment report provides the average rating associated with each of the general outcomes and then provides an interpretation of the data in the form of commendations and suggestions.

Inasmuch as this is a holistic assessment of General Education outcomes, the results are shared with all General Education faculty members for their consideration in their own teaching specialties. The Summative Case Study Portfolio is not a part, nor shall become a part, of the faculty evaluation process.

#### ○ **Micro-level Assessment Strategies**

In concert with the General Education assessment plan, the General Education faculty members include in the syllabus of each General Education class (1) its corresponding Vision Statement, (2) its respective Overarching Outcome, and (3) the General Outcomes of the Core Area to which it belongs. In doing so, the instructors ensure linkages between the specific course outcomes and the respective overarching and general outcomes. To this end, instructors use the following paradigm within each General Education class syllabus:

- Course Description
- Designation of the Core Area to which the Course Belongs
- Vision Statement of the Core Area
- Overarching Outcome of the Core Area
- General Outcomes of the Core Area
- Specific Outcomes of the Course
- Methods of Assessing the Achievement of the Specific Course Outcomes



- **Process of Assessment**

In keeping with the Cultural Cornerstones of Assessment, the process of assessment follows this cycle (see **Appendix D** for the flow chart of the cycle):

- **Culture of Evidence**: Over the span of approximately two years, evidence is gathered from the sources and modalities previously described, including the outcomes assessments the individual faculty members have conducted and accumulated in their specific classes. Copies of the reports from the different assessment activities are found in **Appendix A**.
- **Culture of Analysis**: The General Education faculty members receive copies of the reports of the different assessments that have been conducted and accumulated during the assessment cycle so that they can analyze the information that has been provided in relation to the classes they teach.
- **Culture of Reflection**: The faculty members review the different reports and confer among their respective colleagues to reflect upon the feedback they have received.
- **Culture of Improvement**: The faculty members for each core area meet with the Associate Dean of Academic Affairs and discuss their analyses and reflections and then develop an Action Plan for improving teaching and learning which is based on the assessment reports that they have reviewed. They also identify performance indicators to verify the implementation of their Action Plan. The Action Plans are found in **Appendix B**. This step represents the “closing of the assessment loop” and marks the beginning of the next assessment cycle. The changes that have been implemented are highlighted in the sample course syllabi from fall 2010 in **Appendix C**.

## CONCLUSION

This Ad Hoc Self-Evaluation Report has articulated the faculty-developed Institutional Philosophy of General Education at Miles Community College. Within the context of that philosophy statement, the faculty members have developed the Overarching Outcomes, the General Outcomes, and the Vision Statements for each core area. This report has also delineated the multi-faceted process that is undertaken in order to assess student achievement and to develop action plans for improving teaching and learning. The faculty members have completed the first cycle of the process as illustrated in **Appendix D** and are now in the second cycle of gathering evidence, after which they will then analyze and reflect upon the information gathered so that they can develop their next action plans for improving teaching and learning to enhance student achievement.

At Miles Community College we are committed to assessing educational outcomes and to the endeavor of identifying ways in which our assessment activities lead to the improvement of teaching and learning to enhance student achievement. Just as we hold our students accountable for what they learn in their classes, we hold ourselves accountable for the efforts we make to help our students master the academic content in their respective classes. As has been described and documented in this Ad Hoc Self-Evaluation Report, we submit that we are assiduously following our Cultural Cornerstones of Assessment:

1. Culture of Evidence
2. Culture of Analysis
3. Culture of Reflection
4. Culture of Improvement

Furthermore, we submit that these cornerstones embody and comply with the expectations of the Northwest Commission on Colleges and Universities for assessing learning outcomes and for demonstrating how assessment activities lead to the improvement of teaching and learning.

# **Appendix A**

## **Samples of Assessment Reports**

- 1. Freshman Pre-Assessment Reports**
- 2. Sophomore Post-Assessment Reports**
- 3. Focus Group Reports**
- 4. Summative Case Study Portfolio Reports**



**FRESHMAN PRE-ASSESSMENT**  
**GENERAL EDUCATION OVERARCHING OUTCOMES**  
**FALL 2007**

**General Education Information**

Study Plans:

- 63% -- Have a definite academic major in mind.

Radiology	Sports Medicine
Agriculture Business	Mortician
Elementary Education	Nursing
Equine Studies	Automotive Technology
Architecture	Biology
Heavy Equipment Operation	

- 20% -- Have no idea what they want to major in—Just attending to do general studies
- 13% -- Think they have a plan to major in
- 4% -- Are uncertain as to what they want to major in

- 
- 1) General Education Requirements for AA/AS degrees are an important part of a well-rounded education --

**37% --Strongly Agree    59% --Somewhat Agree    4% --Somewhat Disagree    0 -- Strongly Disagree**

- 2) I Am An Effective Communicator --

**20% --Strongly Agree    61% --Somewhat Agree    9% --Somewhat Disagree    11% -- StronglyDisagree**

- 3) Recognize that becoming an effective written communicator is important in a college education --

**41% --Strongly Agree    50% --Somewhat Agree    4% --Somewhat Disagree    4% -- Strongly Disagree**

- 4) I Am An Effective Oral Communicator--

**24% --Strongly Agree    50% --Somewhat Agree    15% --Somewhat Disagree    11% -- Strongly Disagree**

- 5) Recognize that becoming an effective oral communicator is important in a college education --

**46% --Strongly Agree    46% --Somewhat Agree    7% --Somewhat Disagree    2% -- Strongly Disagree**

- 6) Currently have a substantial knowledge & understanding of human cultural traditions as expressed in the humanities and fine arts --

**7% --Strongly Agree    57% --Somewhat Agree    26% --Somewhat Disagree    11% -- Strongly Disagree**

- 7) Recognize that developing knowledge & understanding of human cultural traditions as expressed in the humanities and fine arts is important in a college education --

**24% --Strongly Agree    52% --Somewhat Agree    17% --Somewhat Disagree    7% -- Strongly Disagree**

- 8) Currently have, at college level, the ability to apply mathematical principles & to communicate quantitative information effectively --

**15% --Strongly Agree    67% --Somewhat Agree    17% --Somewhat Disagree    0 -- Strongly Disagree**

- 9) Recognize that developing the ability to apply mathematical principles & to communicate quantitative information effectively is important in a college education --

**33% --Strongly Agree    63% --Somewhat Agree    4% --Somewhat Disagree    0 -- Strongly Disagree**

10) Currently have, at college level, the knowledge & ability to apply scientific principles, methodology, terminology, questioning, and reasoning--

**22% --Strongly Agree    48% --Somewhat Agree    22% --Somewhat Disagree    9% -- Strongly Disagree**

11) Recognize that the knowledge & ability to apply scientific principles, methodology, terminology, questioning, and reasoning is important in a college education --

**37% --Strongly Agree    50% --Somewhat Agree    11% --Somewhat Disagree    2% -- Strongly Disagree**

12) Have the ability to understand, interpret, and analyze human behaviors within the context of history and the social sciences --

**20% --Strongly Agree    61% --Somewhat Agree    17% --Somewhat Disagree    2% -- Strongly Disagree**

13) Recognize that developing the ability to understand, interpret, and analyze human behaviors within the context of history and the social sciences is important in a college education --

**39% --Strongly Agree    50% --Somewhat Agree    11% --Somewhat Disagree    0 -- Strongly Disagree**

14) I have the knowledge of and ability to achieve a healthy lifestyle--

**52% --Strongly Agree    41% --Somewhat Agree    7% --Somewhat Disagree    0 -- Strongly Disagree**

15) Recognize that developing the knowledge and ability to achieve a healthy lifestyle is important in a college education --

**52% --Strongly Agree    43% --Somewhat Agree    4% --Somewhat Disagree    0 -- Strongly Disagree**

16) I have the knowledge of and ability to use technology in today's computing environment--

**33% --Strongly Agree    61% --Somewhat Agree    7% --Somewhat Disagree    0 -- Strongly Disagree**

17) Recognize that developing the knowledge and ability to use technology in today's computing environment is important in a college education --

**59% --Strongly Agree    35% --Somewhat Agree    4% --Somewhat Disagree    2% -- Strongly Disagree**

**MILES COMMUNITY COLLEGE  
GENERAL EDUCATION PRE-ASSESSMENT  
FOR ENTERING FRESHMAN STUDENTS  
Fall 2008**

The following is a general education pre-assessment survey summary for entering Miles Community College freshman students. This survey was administered in September 2008 to 79 first-year freshman students in Composition Review, Composition I, and Public Speaking classes. The web-based survey was taken by students in campus computer labs and administered by the Miles Community College Institutional Research Director. Freshmen were asked to answer the following questions candidly about themselves and the General Education program at Miles Community College in a manner that was most applicable to them.

**Personal Demographics**

**Age:** 95% Response (75)  
5% -- No Response (4)

17 Yrs.....	3%
18 Yrs.....	52%
19 Yrs.....	28%
20 Yrs.....	5%
21 Yrs.....	3%
22-27 Yrs.....	7%
45-51 Yrs.....	3%

**Gender:** 100% Response (79)

Male.....	46%
Female.....	54%

**Race/ Ethnicity:** 100% Response (79)

White .....	86%
Black or African American .....	6%
American Indian/Alaskan Native .....	0
Asian .....	0
Native Hawaiian or Other Pacific Islander.....	1%
Hispanic .....	1%
Race/ethnicity unknown.....	0
Two or more races.....	4%
Non-resident Alien (Foreign Student).....	1%

**Annual Income:** 94% Response (74)  
6% -- No Response (5)

Under \$10,000..... 84%  
\$10,000 - \$19,999 ..... 8%  
\$20,000 - \$29,999 ..... 8%  
\$30,000 - \$39,000 .....0  
\$40,000 - \$49,999 .....0  
\$50,000 or Above .....0

**Student Anticipated Study Plans As They Begin Their Education at Miles Community College:**

(Choose One) 100% Response (79)

a) ..... I have a definite  
academic major in mind ..... 54%  
Specify:

General Studies (9 responses)  
Nursing (8)  
Business (6)  
Elementary Education (4)  
Radiology Technician (4)  
Pre-Engineering, Petroleum Engineering (3)  
Athletic Trainer/Sports Medicine (2)

Physical Education (1)  
Physician's Assistant (1)  
Pre-Med (1)  
Computer Networking (1)  
Diesel Mechanics (1)  
Electrical (1)  
AgriBusiness (1)

b) ..... I think I know what I  
plan to major in ..... 38%  
Specify:

General Studies (5 responses)  
Business (6)  
Engineering (4)  
Radiology Technician (3)  
Physical Education (3)  
Accounting (1)  
AgriBusiness (1)  
Computer Networking (1)

Diesel Mechanics (1)  
Education (1)  
English (1)  
Fire Science (1)  
Physical Therapy (1)  
Sports Medicine (1)

**\*\*NOTE:** Some Student Responses May Have Been Duplicated in Answers a & b:"

c) ..... I am uncertain as to  
what I want to major in ..... 14%

d) ..... I have no idea what  
I want to major in. I'm just here to do my generals ..... 15%

e) ..... Studying is not a  
priority. I'm here for non-academic reasons ..... 9%

**\*\*NOTE:** “The following General Education Assessment questions received a 99% Response Rate (78).”

1. The General Education requirements for the A.A. and A.S. degrees are an important part of a well-rounded education:  
**Strongly Disagree.....1%**  
**Disagree .....3%**  
**Agree .....77%**  
**Strongly Agree.....19%**
2. I am an effective written communicator.  
**Strongly Disagree.....0**  
**Disagree .....17%**  
**Agree .....74%**  
**Strongly Agree.....9%**
3. I recognize that becoming an effective written communicator is an important part of a college education.  
**Strongly Disagree.....1%**  
**Disagree .....4%**  
**Agree .....59%**  
**Strongly Agree.....36%**
4. I am an effective oral communicator.  
**Strongly Disagree.....3%**  
**Disagree .....18%**  
**Agree .....60%**  
**Strongly Agree.....19%**
5. I recognize that becoming an effective oral communicator is an important part of a college education.  
**Strongly Disagree.....0**  
**Disagree .....4%**  
**Agree .....62%**  
**Strongly Agree.....35%**
6. I currently have a substantial knowledge and understanding of the human cultural traditions as expressed in the humanities and fine arts.  
**Strongly Disagree.....0**  
**Disagree .....35%**

**Agree.....60%**

**Strongly Agree.....5%**

7. I recognize that developing knowledge and understanding of the human cultural traditions as expressed in the humanities and fine arts is an important part of a college education.

**Strongly Disagree.....3%**

**Disagree .....17%**

**Agree .....68%**

**Strongly Agree.....13%**

8. I currently have, at the college level, the ability to apply mathematical principles and to communicate quantitative information effectively.

**Strongly Disagree.....3%**

**Disagree .....30%**

**Agree .....58%**

**Strongly Agree.....10%**

9. I recognize that developing the ability to apply mathematical principles and to communicate quantitative information effectively is an important part of a college education.

**Strongly Disagree.....1%**

**Disagree .....5%**

**Agree .....63%**

**Strongly Agree.....31%**

10. I currently have, at the college level, the knowledge of and ability to apply scientific principles, methodology, terminology, questioning, and reasoning.

**Strongly Disagree.....1%**

**Disagree .....21%**

**Agree .....72%**

**Strongly Agree.....6%**

11. I recognize that the knowledge of and ability to apply scientific principles, methodology, terminology, questioning, and reasoning are an important part of a college education.

**Strongly Disagree.....1%**

**Disagree .....8%**

**Agree .....65%**

**Strongly Agree.....26%**

12. I have the ability to understand, interpret, and analyze human behaviors within the context of history and the social sciences.

**Strongly Disagree.....1%**

**Disagree .....26%**



**Agree.....64%**  
**Strongly Agree.....9%**

13. I recognize that developing the ability to understand, interpret, and analyze human behaviors within the context of history and the social sciences is an important part of a college education.

**Strongly Disagree.....1%**  
**Disagree.....5%**  
**Agree.....72%**  
**Strongly Agree.....22%**

14. I have the knowledge and ability to achieve a healthy lifestyle.

**Strongly Disagree.....3%**  
**Disagree.....3%**  
**Agree.....60%**  
**Strongly Agree.....35%**

15. I recognize that developing the knowledge and ability to achieve a healthy lifestyle is an important part of a college education.

**Strongly Disagree.....1%**  
**Disagree.....6%**  
**Agree.....49%**  
**Strongly Agree.....44%**

16. I have knowledge of and the ability to use technology in today's computing environment.

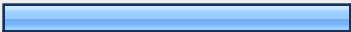

**Strongly Disagree.....0%**  
**Disagree.....8%**  
**Agree.....65%**  
**Strongly Agree.....27%**

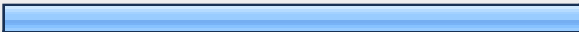



17. I recognize that developing the knowledge of and the ability to use technology in today's computing environment is an important part of a college education.

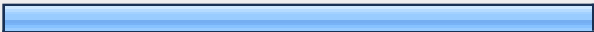



**Strongly Disagree.....0%**  
**Disagree.....1%**  
**Agree.....47%**  
**Strongly Agree.....51%**

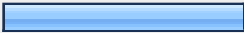




MCC General Ed Freshman Pre-Assessment Survey



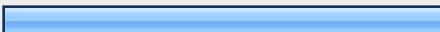
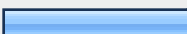
1. AGE:		
		Response Count
		37
	<i>answered question</i>	37
	<i>skipped question</i>	9

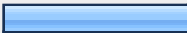


2. GENDER			
		Response Percent	Response Count
Male		53.3%	24
Female		46.7%	21
		<i>answered question</i>	45
		<i>skipped question</i>	1


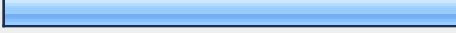

3. RACE/ETHNICITY			
		Response Percent	Response Count
White		88.9%	40
Black or African American		0.0%	0
American Indian/Alaskan Native		4.4%	2
Asian		0.0%	0
Native Hawaiian or Other Pacific Islander		0.0%	0
Hispanic		0.0%	0
Race/Ethnicity Unknown		0.0%	0
Two or More Races		4.4%	2
Non-Resident Alien (Foreign Student)		2.2%	1
		<b>answered question</b>	<b>45</b>
		<b>skipped question</b>	<b>1</b>

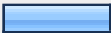


4. ANNUAL INCOME			
		Response Percent	Response Count
Under \$10,000		90.9%	40
\$10,000-\$19,999		2.3%	1
\$20,000-\$29,999		0.0%	0
\$30,000-\$39,000		0.0%	0
\$40,000-\$49,999		2.3%	1
\$50,000 or Above		4.5%	2
		<b>answered question</b>	<b>44</b>
		<b>skipped question</b>	<b>2</b>


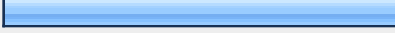

5. As you begin your Miles Community COLlege education, please indicate your anticipated study plans (Check one)			
		Response Percent	Response Count
I have a definite academic major in mind. (Please specify..)		37.0%	17
<b>I think I know what I plan to major in. (Please specify..)</b>		<b>39.1%</b>	<b>18</b>
I am uncertain as to what I want to major in.		28.3%	13
I have no idea what I want to major in. I'm here to do my generals.		28.3%	13
Studying is not a priority. I'm here for non-academic reasons.		10.9%	5
<b>answered question</b>			<b>46</b>
<b>skipped question</b>			<b>0</b>


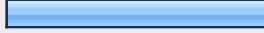
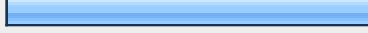

6. 1. The General Education requirements for the A.A. and A.S. degrees are an important part of a well-rounded education			
		Response Percent	Response Count
Strongly Disagree		2.3%	1
Disagree		2.3%	1
<b>Agree</b>		<b>67.4%</b>	<b>29</b>
Strongly Agree		27.9%	12
<b>answered question</b>			<b>43</b>
<b>skipped question</b>			<b>3</b>


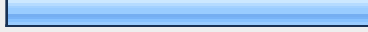
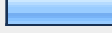
7. 2. I am an effective written communicator.			
		Response Percent	Response Count
Strongly Disagree		0.0%	0
Disagree		27.9%	12
Agree		62.8%	27
Strongly Agree		9.3%	4
		<b>answered question</b>	<b>43</b>
		<b>skipped question</b>	<b>3</b>


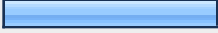
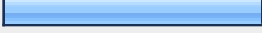
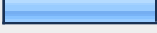
8. 3. I recognize that becoming an effective written communicator is an important part of a college education.			
		Response Percent	Response Count
Strongly Disagree		0.0%	0
Disagree		2.3%	1
Agree		69.8%	30
Strongly Agree		27.9%	12
		<b>answered question</b>	<b>43</b>
		<b>skipped question</b>	<b>3</b>



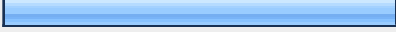
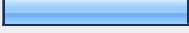
9. 4. I am an effective oral communicator.			
		Response Percent	Response Count
Strongly Disagree		0.0%	0
Disagree		16.3%	7
Agree		69.8%	30
Strongly Agree		14.0%	6
		<b>answered question</b>	<b>43</b>
		<b>skipped question</b>	<b>3</b>

10. 5. I recognize that becoming an effective oral communicator is an important part of a college education.			
		Response Percent	Response Count
Strongly Disagree		0.0%	0
Disagree		4.7%	2
Agree		60.5%	26
Strongly Agree		34.9%	15
		<b>answered question</b>	<b>43</b>
		<b>skipped question</b>	<b>3</b>


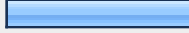
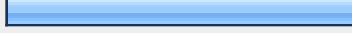
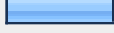
11. 6. I currently have a substantial knowledge and understanding of the human cultural traditions as expressed in the humanities and fine arts.			
		Response Percent	Response Count
Strongly Disagree		2.3%	1
Disagree		39.5%	17
<b>Agree</b>		<b>55.8%</b>	<b>24</b>
Strongly Agree		2.3%	1
		<b><i>answered question</i></b>	<b>43</b>
		<b><i>skipped question</i></b>	<b>3</b>



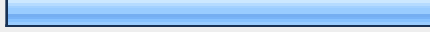
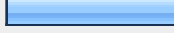
12. 7. I recognize that developing knowledge and understanding of the human cultural traditions as expressed in the humanities and fine arts is an important part of a college education.			
		Response Percent	Response Count
Strongly Disagree		0.0%	0
Disagree		27.9%	12
<b>Agree</b>		<b>55.8%</b>	<b>24</b>
Strongly Agree		16.3%	7
		<b><i>answered question</i></b>	<b>43</b>
		<b><i>skipped question</i></b>	<b>3</b>




13. 8. I currently have, at the college level, the ability to apply mathematical principles and to communicate quantitative information effectively.			
		Response Percent	Response Count
Strongly Disagree		4.7%	2
Disagree		32.6%	14
<b>Agree</b>		<b>39.5%</b>	<b>17</b>
Strongly Agree		23.3%	10
		<b><i>answered question</i></b>	<b>43</b>
		<b><i>skipped question</i></b>	<b>3</b>




14. 9. I recognize that developing the ability to apply mathematical principles and to communicate quantitative information effectively is an important part of a college education.			
		Response Percent	Response Count
Strongly Disagree		2.3%	1
Disagree		9.3%	4
<b>Agree</b>		<b>60.5%</b>	<b>26</b>
Strongly Agree		27.9%	12
		<b><i>answered question</i></b>	<b>43</b>
		<b><i>skipped question</i></b>	<b>3</b>



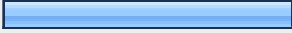





15. 10. I currently have, at the college level, the knowledge of and ability to apply scientific principles, methodology, terminology, questioning, and reasoning.			
		Response Percent	Response Count
Strongly Disagree		2.3%	1
Disagree		27.9%	12
<b>Agree</b>		<b>53.5%</b>	<b>23</b>
Strongly Agree		16.3%	7
		<b>answered question</b>	<b>43</b>
		<b>skipped question</b>	<b>3</b>



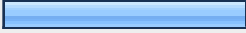
16. 11. I recognize that the knowledge of and ability to apply scientific principles, methodology, terminology, questioning, and reasoning are an important part of a college education.			
		Response Percent	Response Count
Strongly Disagree		2.3%	1
Disagree		7.0%	3
<b>Agree</b>		<b>65.1%</b>	<b>28</b>
Strongly Agree		25.6%	11
		<b>answered question</b>	<b>43</b>
		<b>skipped question</b>	<b>3</b>



17. 12. I have the ability to understand, interpret, and analyze human behaviors within the context of history and the social sciences.			
		Response Percent	Response Count
Strongly Disagree		0.0%	0
Disagree		20.9%	9
<b>Agree</b>		<b>69.8%</b>	<b>30</b>
Strongly Agree		9.3%	4
<i>answered question</i>			<b>43</b>
<i>skipped question</i>			<b>3</b>

18. 13. I recognize that developing the ability to understand, interpret, and analyze human behaviors within the context of history and the social sciences is an important part of a college education.			
		Response Percent	Response Count
Strongly Disagree		0.0%	0
Disagree		9.3%	4
<b>Agree</b>		<b>67.4%</b>	<b>29</b>
Strongly Agree		23.3%	10
<i>answered question</i>			<b>43</b>
<i>skipped question</i>			<b>3</b>

19. 14. I have the knowledge and ability to achieve a healthy lifestyle.			
		Response Percent	Response Count
Strongly Disagree		0.0%	0
Disagree		2.3%	1
Agree		53.5%	23
Strongly Agree		44.2%	19
<b>answered question</b>			<b>43</b>
<b>skipped question</b>			<b>3</b>

20. 15. I recognize that developing the knowledge and ability to achieve a healthy lifestyle is an important part of a college education.			
		Response Percent	Response Count
Strongly Disagree		0.0%	0
Disagree		2.3%	1
Agree		51.2%	22
Strongly Agree		46.5%	20
<b>answered question</b>			<b>43</b>
<b>skipped question</b>			<b>3</b>

21. 16. I have the knowledge of and the ability to use technology in today's computing environment.			
		Response Percent	Response Count
Strongly Disagree		0.0%	0
Disagree		4.7%	2
Agree		58.1%	25
Strongly Agree		37.2%	16
<b>answered question</b>			<b>43</b>
<b>skipped question</b>			<b>3</b>

22. 17. I recognize that developing the knowledge of and the ability to use technology in today's computing environment is an important part of a college education.			
		Response Percent	Response Count
Strongly Disagree		0.0%	0
Disagree		0.0%	0
Agree		48.8%	21
Strongly Agree		51.2%	22
<b>answered question</b>			<b>43</b>
<b>skipped question</b>			<b>3</b>

## MCC General Ed Freshman Pre-Assessment Survey—Fall 2010

### 1. AGE

<u>Answer Options</u>	<u>Response Count</u>
answered question	93

### 2. GENDER

Male	47.6%	49
Female	52.4%	54

### 3. RACE/ETHNICITY

White	86.4%	89
Black or African American	2.9%	3
American Indian/Alaskan Native	4.9%	5
Asian	0.0%	0
Native Hawaiian or Other Pacific Islander	1.9%	2
Hispanic	0.0%	0
Race/Ethnicity Unknown	0.0%	0
Two or More Races	1.9%	2
Non-Resident Alien (Foreign Student)	1.9%	2
answered question		103

### 4. ANNUAL INCOME

<u>Answer Options</u>	<u>Response Percent</u>	<u>Response Count</u>
Under \$10,000	86.1%	87
\$10,000-\$19,999	5.9%	6
\$20,000-\$29,999	3.0%	3
\$30,000-\$39,000	0.0%	0
\$40,000-\$49,999	2.0%	2
\$50,000 or Above	3.0%	3
answered question		101

5. As you begin your Miles Community College education, please indicate your anticipated study plans. (Check one)

<u>Answer Options</u>	<u>Response Percent</u>	<u>Response Count</u>
I have a definite academic major in mind. (Please specify..)	41.9%	44
I think I know what I plan to major in. (Please specify..)	41.0%	43
I am uncertain as to what I want to major in.	18.1%	19
I have no idea what I want to major in. I'm here to do my generals.	25.7%	27
Studying is not a priority. I'm here for non-academic reasons.	10.5%	11
	answered question	105

6. The General Education requirements for the A.A. and A.S. degrees are an important part of a well-rounded education.

<u>Answer Options</u>	<u>Response Percent</u>	<u>Response Count</u>
Strongly Disagree	1.2%	1
Disagree	2.3%	2
Agree	68.6%	59
Strongly Agree	27.9%	24
	answered question	86

7. I am an effective written communicator.

<u>Answer Options</u>	<u>Response Percent</u>	<u>Response Count</u>
Strongly Disagree	1.2%	1
Disagree	29.1%	25
Agree	61.6%	53
Strongly Agree	8.1%	7
	answered question	86

8. I recognize that becoming an effective written communicator is an important part of a college education.

<u>Answer Options</u>	<u>Response Percent</u>	<u>Response Count</u>
Strongly Disagree	0.0%	0
Disagree	3.5%	3
Agree	65.1%	56
Strongly Agree	31.4%	27
	answered question	86

**9. I am an effective oral communicator.**

<u>Answer Options</u>	<u>Response Percent</u>	<u>Response Count</u>
Strongly Disagree	2.3%	2
Disagree	18.6%	16
Agree	64.0%	55
Strongly Agree	15.1%	13
	answered question	86

**10. I recognize that becoming an effective oral communicator is an important part of a college education.**

<u>Answer Options</u>	<u>Response Percent</u>	<u>Response Count</u>
Strongly Disagree	0.0%	0
Disagree	3.5%	3
Agree	58.1%	50
Strongly Agree	38.4%	33
	answered question	86

**11. I currently have a substantial knowledge and understanding of the human cultural traditions as expressed in the humanities and fine arts.**

<u>Answer Options</u>	<u>Response Percent</u>	<u>Response Count</u>
Strongly Disagree	1.2%	1
Disagree	39.5%	34
Agree	54.7%	47
Strongly Agree	4.7%	4
	answered question	86

**12. I recognize that developing knowledge and understanding of the human cultural traditions as expressed in the humanities and fine arts is an important part of a college education.**

<u>Answer Options</u>	<u>Response Percent</u>	<u>Response Count</u>
Strongly Disagree	1.2%	1
Disagree	20.9%	18
Agree	58.1%	50
Strongly Agree	19.8%	17
	answered question	86

**13. I currently have, at the college level, the ability to apply mathematical principles and to communicate quantitative information effectively.**

<u>Answer Options</u>	<u>Response Percent</u>	<u>Response Count</u>
Strongly Disagree	4.7%	4
Disagree	26.7%	23
Agree	48.8%	42
Strongly Agree	19.8%	17
answered question		86

**14. I recognize that developing the ability to apply mathematical principles and to communicate quantitative information effectively is an important part of a college education.**

<u>Answer Options</u>	<u>Response Percent</u>	<u>Response Count</u>
Strongly Disagree	1.2%	1
Disagree	7.0%	6
Agree	66.3%	57
Strongly Agree	25.6%	22
answered question		86

**15. I currently have, at the college level, the knowledge of and ability to apply scientific principles, methodology, terminology, questioning, and reasoning.**

<u>Answer Options</u>	<u>Response Percent</u>	<u>Response Count</u>
Strongly Disagree	3.5%	3
Disagree	29.1%	25
Agree	55.8%	48
Strongly Agree	11.6%	10
answered question		86



**16. I recognize that the knowledge of and ability to apply scientific principles, methodology, terminology, questioning, and reasoning are an important part of a college education.**

<u>Answer Options</u>	<u>Response Percent</u>	<u>Response Count</u>
Strongly Disagree	2.3%	2
Disagree	5.8%	5
Agree	69.8%	60
Strongly Agree	22.1%	19
	answered question	86

**17. I have the ability to understand, interpret, and analyze human behaviors within the context of history and the social sciences.**

<u>Answer Options</u>	<u>Response Percent</u>	<u>Response Count</u>
Strongly Disagree	0.0%	0
Disagree	18.6%	16
Agree	70.9%	61
Strongly Agree	10.5%	9
	answered question	86

**18. I recognize that developing the ability to understand, interpret, and analyze human behaviors within the context of history and the social sciences is an important part of a college education.**

<u>Answer Options</u>	<u>Response Percent</u>	<u>Response Count</u>
Strongly Disagree	0.0%	0
Disagree	9.3%	8
Agree	69.8%	60
Strongly Agree	20.9%	18
	answered question	86

**19. I have the knowledge of and the ability to use technology in today's computing environment.**

<u>Answer Options</u>	<u>Response Percent</u>	<u>Response Count</u>
Strongly Disagree	1.2%	1
Disagree	10.5%	9
Agree	53.5%	46
Strongly Agree	34.9%	30
	answered question	86

**20. I recognize that developing the knowledge of and the ability to use technology in today's computing environment is an important part of a college education.**

<u>Answer Options</u>	<u>Response Percent</u>	<u>Response Count</u>
Strongly Disagree	2.3%	2
Disagree	0.0%	0
Agree	45.3%	39
Strongly Agree	52.3%	45
	answered question	86

**Miles Community College  
General Education Post-Assessment  
For Exiting Sophomore Students  
Spring 2008**

In May 2008 exiting sophomore students received a post-assessment survey from Miles Community College to determine the effectiveness of the General Education program. The purpose of the General Education program at Miles Community College is to help students develop the skills, knowledge, and attitudes that are needed to develop a well-rounded education and to aid students in becoming lifelong learners by exposing them to a broad spectrum of academic disciplines. There were 53 Associate of Arts/Associate of Science General Education degree students who were surveyed with a 53% response.

**AGE**

19 years .....	4 Students(14%)
<b>20 years .....</b>	<b>13 Students (46%)</b>
21-27 years .....	8 Students (29%)
37 years .....	2 Students (7%)
49 years .....	1 Student (4%)

**GENDER**

Male .....	54%
Female .....	46%

**ETHNICITY**

<b>White .....</b>	<b>86%</b>
Black/African American .....	7%
American Indian/Alaskan Native .....	0
Asian .....	0
Native Hawaiian or Other Pacific Islander .....	0
Hispanic .....	0
Race/ethnicity Unknown .....	0
Two or more races .....	0
Non-resident Alien (Foreign Student) .....	7%

## **ANNUAL INCOME**

<b>Under \$10,000.....</b>	<b>86%</b>
\$10,000-\$19,999 .....	4%
\$20,000-\$29,999 .....	11%
\$30,000-\$39,999 .....	0
\$40,000-\$49,999 .....	0
\$50,000- or Above.....	0

## **STUDY PLANS (Students indicated their anticipated transfer plans)**

**Have a definite major in mind ..... 46%**

Business (2)	Criminal Justice
Rad Technician w/coop program with Butte	Natural Resource Management
COT,	Exercise Science
Architecture/Electrical Engineer	Economics
Physical Ed	Forestry
Elementary Ed	Chemical Engineer
Pre-Law	

Think they know what they plan to major in ..... 11%

Biology  
Agriculture Education  
Business Administration

**Still uncertain as to what they plan to major in ..... 36%**

Have no idea what they want to major in—just plan to do generals..... 7%

Studying not a priority—attended MCC for non-academic reasons .....0

## **General Education Assessment**

1) The General Education classes I took as a part of my A.A. and/or A.S. degree(s) at MCC enabled me to gain a well-rounded education.

**Strongly Disagree ..... 0    Disagree .....4%    Agree..... 71%    Strongly Agree.....25%**

Comments: "I felt as if most of the classes I took at MCC were good in the idea that they helped students who needed the extra help to prepare for college. I also felt that a lot of the general classes that I took were not challenging and had no real effect on my personal education."

2) I am an effective written communicator.

**Strongly Disagree ..... 0    Disagree .....4%    Agree..... 75%    Strongly Agree.....21%**

3) Becoming an effective written communicator was an important part of my educational training at MCC.

**Strongly Disagree ..... 0      Disagree ...11%      Agree..... 61%      Strongly Agree.....25%**  
**N/A...4%**

4) I am an effective oral communicator

**Strongly Disagree ..... 0      Disagree ...14%      Agree..... 61%      Strongly Agree.....25%**

5) Becoming an effective oral communicator was an important part of my educational training at MCC.

**Strongly Disagree ..... 0      Disagree ...18%      Agree..... 46%      Strongly Agree.....32%**  
**N/A...4%**

**Comments:** “The reason why I disagree with this question is because I felt like I was able to voice myself well, present information, and overall communicate well. The class(es) that I took at MCC would have had a positive effect on me if I wasn’t already effective at oral communication.”

6) I currently have a substantial knowledge and understanding of the human cultural traditions as expressed in the humanities and fine arts.

**Strongly Disagree ..... 0      Disagree ...11%      Agree..... 71%      Strongly Agree.....18%**

7) Developing knowledge and understanding of the human cultural traditions as expressed in the humanities and fine arts was an important part of my educational training at MCC.

**Strongly Disagree ....4%      Disagree ...29%      Agree..... 50%      Strongly Agree.....18%**

**Comments:** “I felt as if the classes that should have taught me about different cultures didn’t. They re-taught things that I had already learned from my high school/senior high years. The Econ courses that I took here opened my eyes about different cultures in a way that was extremely important.”

8) I currently have, at the college level, the ability to apply mathematical principles and to communicate quantitative information effectively

**Strongly Disagree ..... 0      Disagree .....7%      Agree..... 68%      Strongly Agree.....25%**

9) Developing the ability to apply mathematical principles and communicate quantitative information effectively was an important part of my educational training at MCC.

**Strongly Disagree ..... 0      Disagree ...14%      Agree..... 54%      Strongly Agree.....32%**

10) I currently have, at the college level, the knowledge of and ability to apply scientific principles, methodology, terminology, questioning, and reasoning.

**Strongly Disagree ..... 0    Disagree ...11%    Agree..... 71%    Strongly Agree.....18%**

11) Developing the knowledge of and ability to apply scientific principles, methodology, terminology, questioning, and reasoning was an important part of my educational training at MCC.

**Strongly Disagree ..... 0    Disagree ...21%    Agree..... 54%    Strongly Agree.....21%  
N/A...4%**

**Comments:** "I already was very informed on these topics."

12) I have the ability to understand, interpret, and analyze human behaviors within the context of history and the social sciences.

**Strongly Disagree ..... 0    Disagree ...14%    Agree..... 71%    Strongly Agree.....14%**

13) Developing the ability to understand, interpret, and analyze human behaviors within the context of history and the social sciences was an important part of my educational training at MCC.

**Strongly Disagree ..... 0    Disagree ...25%    Agree..... 50%    Strongly Agree.....21%  
N/A...4%**

14) I have the knowledge and ability to achieve a healthy lifestyle.

**Strongly Disagree ..... 0    Disagree .....0    Agree..... 46%    Strongly Agree.....54%**

15) Developing the knowledge and ability to achieve a healthy lifestyle was an important part of my educational training at MCC.

**Strongly Disagree ....7%    Disagree ...11%    Agree..... 54%    Strongly Agree.....25%  
N/A...4%**

16) I have knowledge of and the ability to use technology in today's computing environment.

**Strongly Disagree ..... 0    Disagree .....4%    Agree..... 68%    Strongly Agree.....29%**

17) Developing the knowledge of and ability to use technology in today's computing environment was an important part of my educational training at MCC.

**Strongly Disagree ....7%    Disagree ...14%    Agree..... 50%    Strongly Agree.....25%  
N/A...4%**

**GENERAL COMMENTS:**

“I believe this college should implement a streamlined program for elementary education with an actual instructor at the local classroom level. The program should have transferring to MSU-Billings in mind. Having access to an instructor and classroom (oh yes, and peers) would provide a much better experience than the online experience. An instructor in residence would be a valuable thing! It would provide a different level of experience by interaction and access. An online instructor is not as approachable as a resident instructor.”

**Miles Community College  
General Education Post-Assessment  
For Exiting Sophomore Students  
Spring 2009**

In May 2009 exiting sophomore students received a post-assessment survey from Miles Community College to determine the effectiveness of the General Education program. The purpose of the General Education program at Miles Community College is to help students develop the skills, knowledge, and attitudes that are needed to develop a well-rounded education and to aid students in becoming lifelong learners by exposing them to a broad spectrum of academic disciplines. Due to some personnel changes, a breakdown in continuity led to an unusually low sample size ( $n = 7$ ). However, in order to maintain the momentum of moving forward with this particular assessment instrument, the data were compiled in hopes that useful information might nonetheless be derived from the results.

**AGE**

19, 20, 20, 20, 21, 22, 26

**GENDER**

Male ..... 14%  
Female ..... 86%

**ETHNICITY**

**White ..... 100%**  
Black/African American ..... 0%  
American Indian/Alaskan Native..... 0  
Asian..... 0  
Native Hawaiian or Other Pacific Islander ..... 0  
Hispanic ..... 0  
Race/ethnicity Unknown..... 0  
Two or more races ..... 0  
Non-resident Alien (Foreign Student) ..... 0%



## **ANNUAL INCOME**

Under \$10,000 .....	86%
\$10,000-\$19,999 .....	14%
\$20,000-\$29,999 .....	0%
\$30,000-\$39,999 .....	0
\$40,000-\$49,999 .....	0
\$50,000- or Above.....	0

## **STUDY PLANS**

Have a definite major in mind..... 57%

- Ag Business and Marketing, Elementary Education, Acting Degree, Speech Therapy,

Think they know what they plan to major in. ....14%

- Nurse

Still uncertain as to what they plan to major in..... 14%

- Dental Assistant

Have no idea what they want to major in—just plan to do generals..... 0%

Studying not a priority—attended MCC for non-academic reasons . . . . . 0%

No answer. . . . . 14%

## **General Education Assessment**

1) The General Education classes I took as a part of my A.A. and/or A.S. degree(s) at MCC enabled me to gain a well-rounded education.

**Strongly Disagree ..... 0      Disagree .....0      Agree... 100%      Strongly Agree . . . .0**

2) I am an effective written communicator.

**Strongly Disagree ..... 0      Disagree .....0      Agree... 100%      Strongly Agree.....0**

3) Becoming an effective written communicator was an important part of my educational training at MCC.

**Strongly Disagree ..... 0      Disagree ...29%      Agree..... 71%      Strongly Agree.....0**

4) I am an effective oral communicator

**Strongly Disagree ..14%      Disagree ...14%      Agree..... 58%      Strongly Agree.....14%**

“I was never required to give oral presentation...which I’m not complaining. ☺”

5) Becoming an effective oral communicator was an important part of my educational training at MCC.

**Strongly Disagree ..14%    Disagree ...29%    Agree..... 43%    Strongly Agree.....14%**

6) I currently have a substantial knowledge and understanding of the human cultural traditions as expressed in the humanities and fine arts.

**Strongly Disagree ..... 0    Disagree ...29%    Agree..... 71%    Strongly Agree.....0**

7) Developing knowledge and understanding of the human cultural traditions as expressed in the humanities and fine arts was an important part of my educational training at MCC.

**Strongly Disagree ..... 0    Disagree ...57%    Agree..... 43%    Strongly Agree.....0**

8) I currently have, at the college level, the ability to apply mathematical principles and to communicate quantitative information effectively

**Strongly Disagree ..... 0    Disagree ...14%    Agree..... 71%    Strongly Agree.....14%**

9) Developing the ability to apply mathematical principles and communicate quantitative information effectively was an important part of my educational training at MCC.

**Strongly Disagree ..... 0    Disagree ...14%    Agree..... 71%    Strongly Agree.....14%**

10) I currently have, at the college level, the knowledge of and ability to apply scientific principles, methodology, terminology, questioning, and reasoning.

**Strongly Disagree ..... 0    Disagree .....0    Agree..... 86%    Strongly Agree.....14%**

**Comments:**

“ The science curriculum was very interesting to me & I enjoyed the teaching technique.”

11) Developing the knowledge of and ability to apply scientific principles, methodology, terminology, questioning, and reasoning was an important part of my educational training at MCC.

**Strongly Disagree ..... 0    Disagree ...14%    Agree..... 71%    Strongly Agree.....14%**

12) I have the ability to understand, interpret, and analyze human behaviors within the context of history and the social sciences.

**Strongly Disagree ..... 0    Disagree .....    Agree... 100%    Strongly Agree.....0**

13) Developing the ability to understand, interpret, and analyze human behaviors within the context of history and the social sciences was an important part of my educational training at MCC.

**Strongly Disagree ..... 0      Disagree ...28%      Agree..... 72%      Strongly Agree.....0**

14) I have the knowledge and ability to achieve a healthy lifestyle.

**Strongly Disagree ..... 0      Disagree .....0      Agree.....72      Strongly Agree.....28%**

15) Developing the knowledge and ability to achieve a healthy lifestyle was an important part of my educational training at MCC.

**Strongly Disagree ..... 0      Disagree ...14%      Agree..... 71%      Strongly Agree.....14%**

16) I have knowledge of and the ability to use technology in today's computing environment.

**Strongly Disagree ..... 0      Disagree .....0      Agree... 100%      Strongly Agree.....0**


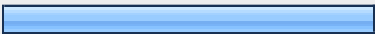
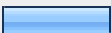
17) Developing the knowledge of and ability to use technology in today's computing environment was an important part of my educational training at MCC.

**Strongly Disagree ..... 0      Disagree ...43%      Agree..... 43%      Strongly Agree.....0  
N/A...14%**

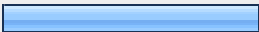
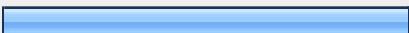
**Comments:**

"The most I really used the computer for was to type papers and personal use. Beyond that I don't know a whole lot."



**GENERAL COMMENTS:**

1. Degree I Am Receiving at Miles Community College (Check all that apply)		
	Response Percent	Response Count
Associate of Arts 	44.0%	11
Associate of Science 	56.0%	14
Associate of Applied Science 	16.0%	4
answered question		25
skipped question		2

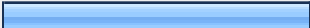
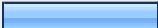



2. AGE:	
	Response Count
	24
answered question	24
skipped question	3

3. GENDER		
	Response Percent	Response Count
Male 	38.5%	10
Female 	61.5%	16
answered question		26
skipped question		1

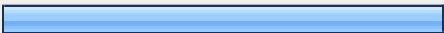
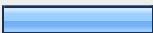


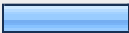
## 4. RACE/ETHNICITY

		Response Percent	Response Count
White		92.3%	24
Black or African American		0.0%	0
American Indian/Alaskan Native		0.0%	0
Asian		7.7%	2
Native Hawaiian or Other Pacific Islander		0.0%	0
Hispanic		0.0%	0
Race/Ethnicity Unknown		0.0%	0
Two or More Races		0.0%	0
Non-Resident Alien (Foreign Student)		0.0%	0
<b>answered question</b>			<b>26</b>
<b>skipped question</b>			<b>1</b>



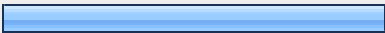
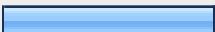
## 5. ANNUAL INCOME

		Response Percent	Response Count
Under \$10,000		46.2%	12
\$10,000-\$19,999		23.1%	6
\$20,000-\$29,999		11.5%	3
\$30,000-\$39,000		0.0%	0
\$40,000-\$49,999		7.7%	2
\$50,000 or Above		11.5%	3
<b>answered question</b>			<b>26</b>
<b>skipped question</b>			<b>1</b>



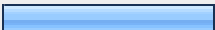
**6. As you complete your A.A. and/or A.S. degree at Miles Community College , please indicate your anticipated transfer plans (Check one)**

		Response Percent	Response Count
I have a definite academic major in mind. (Please specify..)		66.7%	18
I think I now know what I plan to major in. (Please specify..)		22.2%	6
I am still uncertain as to what I plan to major in.		7.4%	2
I have no idea what I want to major in. I was just here to do my generals.		7.4%	2
Studying was not a priority. I was here for non-academic reasons.		18.5%	5
<b>answered question</b>			<b>27</b>
<b>skipped question</b>			<b>0</b>


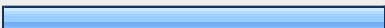

**7. 1. The General Education requirements I took as a part of my A.A. and/or A.S. degree(s) at MCC enabled me to gain a well-rounded education**

		Response Percent	Response Count
Strongly Disagree		5.3%	1
Disagree		5.3%	1
Agree		57.9%	11
Strongly Agree		31.6%	6
<b>answered question</b>			<b>19</b>
<b>skipped question</b>			<b>8</b>

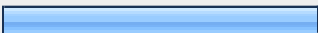
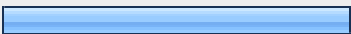
## 8. 2. I am an effective written communicator.

	Response Percent	Response Count
Strongly Disagree 	5.3%	1
Disagree	0.0%	0
<b>Agree</b> 	<b>63.2%</b>	<b>12</b>
Strongly Agree 	31.6%	6
<i>answered question</i>		<b>19</b>
<i>skipped question</i>		<b>8</b>


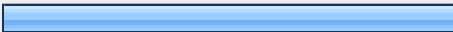

## 9. 3. Becoming an effective written communicator was an important part of my educational training at MCC.

	Response Percent	Response Count
Strongly Disagree	0.0%	0
Disagree 	10.5%	2
<b>Agree</b> 	<b>57.9%</b>	<b>11</b>
Strongly Agree 	31.6%	6
<i>answered question</i>		<b>19</b>
<i>skipped question</i>		<b>8</b>

#### 10. 4. I am an effective oral communicator.

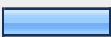
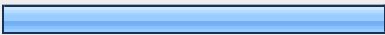
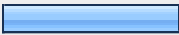
	Response Percent	Response Count
Strongly Disagree	0.0%	0
Disagree	0.0%	0
Agree 	47.4%	9
<b>Strongly Agree</b> 	<b>52.6%</b>	<b>10</b>
<i>answered question</i>		<b>19</b>
<i>skipped question</i>		<b>8</b>

#### 11. 5. Becoming an effective oral communicator was an important part of my educational training at MCC.



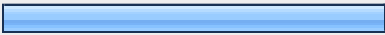
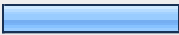
	Response Percent	Response Count
Strongly Disagree	0.0%	0
Disagree 	10.5%	2
<b>Agree</b> 	<b>68.4%</b>	<b>13</b>
Strongly Agree 	21.1%	4
<i>answered question</i>		<b>19</b>
<i>skipped question</i>		<b>8</b>





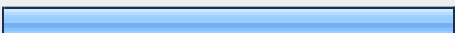
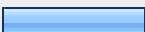
**12. 6. I currently have a substantial knowledge and understanding of the human cultural traditions as expressed in the humanities and fine arts.**

	Response Percent	Response Count
Strongly Disagree	0.0%	0
Disagree 	15.8%	3
<b>Agree</b> 	<b>57.9%</b>	<b>11</b>
Strongly Agree 	26.3%	5
<i>answered question</i>		<b>19</b>
<i>skipped question</i>		<b>8</b>

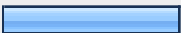
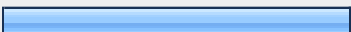
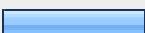
**13. 7. Developing knowledge and understanding of the human cultural traditions as expressed in the humanities and fine arts was an important part of my educational training at MCC.**

	Response Percent	Response Count
Strongly Disagree 	5.3%	1
Disagree 	10.5%	2
<b>Agree</b> 	<b>57.9%</b>	<b>11</b>
Strongly Agree 	26.3%	5
<i>answered question</i>		<b>19</b>
<i>skipped question</i>		<b>8</b>


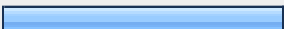
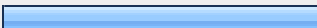
**14. 8. I currently have, at the college level, the ability to apply mathematical principles and to communicate quantitative information effectively.**

	Response Percent	Response Count
Strongly Disagree 	5.3%	1
Disagree 	5.3%	1
<b>Agree</b> 	<b>68.4%</b>	<b>13</b>
Strongly Agree 	21.1%	4
<i>answered question</i>		<b>19</b>
<i>skipped question</i>		<b>8</b>



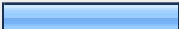
**15. 9. Developing the ability to apply mathematical principles and communicate quantitative information effectively was an important part of my educational training at MCC.**

	Response Percent	Response Count
Strongly Disagree	0.0%	0
Disagree 	26.3%	5
<b>Agree</b> 	<b>52.6%</b>	<b>10</b>
Strongly Agree 	21.1%	4
<i>answered question</i>		<b>19</b>
<i>skipped question</i>		<b>8</b>


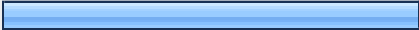

**16. 10. I currently have, at the college level, the knowledge of and ability to apply scientific principles, methodology, terminology, questioning, and reasoning.**

	Response Percent	Response Count
Strongly Disagree	0.0%	0
Disagree 	10.5%	2
Agree 	42.1%	8
Strongly Agree 	<b>47.4%</b>	<b>9</b>
Other (please specify)		1
<b><i>answered question</i></b>		<b>19</b>
<b><i>skipped question</i></b>		<b>8</b>

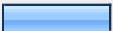
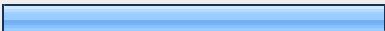

**17. 11. Developing the knowledge of and ability to apply scientific principles, methodology, terminology, questioning, and reasoning was an important part of my educational training at MCC.**

	Response Percent	Response Count
Strongly Disagree	0.0%	0
Disagree 	15.8%	3
Agree 	<b>57.9%</b>	<b>11</b>
Strongly Agree 	26.3%	5
Other (please specify)		2
<b><i>answered question</i></b>		<b>19</b>
<b><i>skipped question</i></b>		<b>8</b>

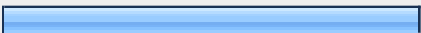
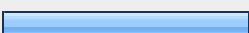
**18. 12. I have the ability to understand, interpret, and analyze human behaviors within the context of history and the social sciences.**

	Response Percent	Response Count
Strongly Disagree	0.0%	0
Disagree 	10.5%	2
<b>Agree</b> 	<b>63.2%</b>	<b>12</b>
Strongly Agree 	26.3%	5
Other (please specify)		2
<b><i>answered question</i></b>		<b>19</b>
<b><i>skipped question</i></b>		<b>8</b>


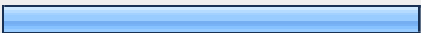

**19. 13. Developing the ability to understand, interpret, and analyze human behaviors within the context of history and the social sciences was an important part of my educational training at MCC.**

	Response Percent	Response Count
Strongly Disagree	0.0%	0
Disagree 	15.8%	3
<b>Agree</b> 	<b>57.9%</b>	<b>11</b>
Strongly Agree 	26.3%	5
Other (please specify)		2
<b><i>answered question</i></b>		<b>19</b>
<b><i>skipped question</i></b>		<b>8</b>

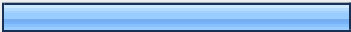
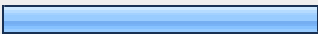
## 20. 14. I have the knowledge and ability to achieve a healthy lifestyle.

	Response Percent	Response Count
Strongly Disagree	0.0%	0
Disagree	0.0%	0
<b>Agree</b> 	<b>63.2%</b>	<b>12</b>
Strongly Agree 	36.8%	7
Other (please specify)		0
<b><i>answered question</i></b>		<b>19</b>
<b><i>skipped question</i></b>		<b>8</b>

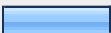
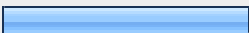
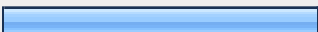
## 21. 15. Developing the knowledge and ability to achieve a healthy lifestyle was an important part of my educational training at MCC.

	Response Percent	Response Count
Strongly Disagree	0.0%	0
Disagree 	10.5%	2
<b>Agree</b> 	<b>63.2%</b>	<b>12</b>
Strongly Agree 	26.3%	5
Other (please specify)		0
<b><i>answered question</i></b>		<b>19</b>
<b><i>skipped question</i></b>		<b>8</b>

**22. 16. I have knowledge of and the ability to use technology in today's computing environment.**

	Response Percent	Response Count
Strongly Disagree	0.0%	0
Disagree	0.0%	0
Agree 	52.6%	10
Strongly Agree 	47.4%	9
Other (please specify)		0
<b>answered question</b>		<b>19</b>
<b>skipped question</b>		<b>8</b>

**23. 17. Developing the knowledge of and ability to use technology in today's computing environment was an important part of my educational training at MCC.**

	Response Percent	Response Count
Strongly Disagree	0.0%	0
Disagree 	15.8%	3
Agree 	36.8%	7
Strongly Agree 	47.4%	9
Other (please specify)		0
<b>answered question</b>		<b>19</b>
<b>skipped question</b>		<b>8</b>

24. GENERAL COMMENTS:

		Response Count
		4
	<i>answered question</i>	4
	<i>skipped question</i>	23

**Quantitative and Qualitative Assessment of  
Miles Community College's General Education Program  
Compiled by Jessie Dufner, M.B.A., Director of Student Financial/Enrollment Services  
Spring 2008**

A focus group assessing the Overarching Outcomes of the General Education Program at Miles Community College was conducted on April 29, 2008 from 12:30-2:30 p.m. at Miles Community College. Facilitating the focus group was Jessie Dufner, M.B.A., Director of Student Financial/Enrollment Services. There were six students present, three women and three men, representing a diverse set of ages, ethnic groups, and educational majors on campus. Comments and information were obtained using nine questions relating to the Overarching Outcomes of the General Education Program at Miles Community College. The information obtained from the focus group was used to provide the following quantitative assessment of the General Education Program at Miles Community College. The scale being used for the quantitative assessment is as follows: 1 – Strongly Disagree, 2 – Disagree, 3 – Agree, and 4 – Strongly Agree.

- 1. The students gained confidence and competence to communicate orally in a variety of situations as a result of their training at Miles Community College.**

**Quantitative Assessment: 3**

**Comments:** It was evident from the students' feedback that competency in oral communication was obtained through a variety of courses taken at Miles Community College. While all of them agreed that Public Speaking was pivotal in developing their communication skills, other courses in the subject areas of ethics, philosophy, agriculture, and economics also contributed to their confidence in communicating. Activities such as forming effective arguments, communicating with and appreciating different points of views expressed by other students, and giving class presentations contributed toward the students' development. SS 230 Economics in the Real World was singled out multiple times because of the instructor's expectations and assignments that focused on the students defending their views properly in a class setting.

- 2. The students developed critical thinking and articulation skills necessary in written communication to succeed in the academic world at Miles Community College and beyond as a result of their training at Miles Community College.**

**Quantitative Assessment: 3**

**Comments:** Even though each student in the focus group enrolled at Miles Community College with different writing abilities and preparation, they all indicated that they were leaving Miles Community College with a higher level of critical thinking and articulation skills. The majority of the students had taken CA 101/201 Composition I/ II while attending Miles Community College. One student highlighted Composition II as being integral in developing critical thinking skills because of the need to understand how to access quality information that could be used in the course's required research paper. This same student expressed that the foundation received in this course allowed him to



gain confidence in his ability to think critically, which will be very useful when he transfers to a four-year university next fall. Students in the Economics in the Real World course emphasized how this class, above all others taken at Miles Community College, helped them develop critical thinking and articulation skills through their writing as they had to defend their ideas and view points through their written word. As one student explained it, "Gary [the economics instructor] raised the bar and insisted that we write a better paper than we were accustomed to writing."

3. **The students developed the knowledge and understanding of human and cultural traditions as expressed in art, music, theater, language, literature, philosophy, or religion as a result of their training at Miles Community College.**

**Quantitative Assessment: 2/3**

**Comments:** The students were not in agreement as to whether or not Miles Community College had completely developed the knowledge and understanding of human and cultural traditions through the course offerings provided at the College. They all agreed that Robin Gerber was an excellent history teacher and her expertise in religions, history, theater, and cultural traditions was instrumental in their development of this Overarching Outcome. Some of the critiques of this outcome were the lack of music classes offered, lack of cultural opportunities on campus, and the lack of present day cultural information presented throughout courses dealing with human traditions. A few students commented on the importance of having foreign students and students from different ethnic backgrounds enrolled at Miles Community College because it was from these students that they learned about diversity and different cultural traditions. The students who have been at different colleges commended Miles Community College for offering a religions course that covered such a broad spectrum of religions, as this was not the case at the other colleges they had attended. They also expressed their desire to have a "Religions II" course taught that would allow them to continue the exploration of the religions they did not have time to cover in HU 110 Introduction to Religions.

4. **The students acquired the ability to apply mathematical principles and the skills to think critically, logically, and abstractly as a result of their training at Miles Community College.**

**Quantitative Assessment: 2/3**

**Comments:** The students in the focus group had a difficult time answering this question. Many of them could not correlate applying mathematical principles to critical, logical, and abstract thinking. The students suggested that the instructors try to compare how the mathematical skills they were learning could be applied to real life scenarios and strategies. One student did explain that the skills learned in MA 210 Introduction to Statistics and MA 221 Calculus I had helped in understanding concepts in courses such as BU 222 Finance and BU 121 Principles of Accounting. An additional student reiterated that Introduction to Statistics was where she learned critical, logical, and abstract thinking skills. There was a comment from one student regarding the difficulty in learning the

mathematical principles because of the inability to understand the instructor's accent, although other students in the focus group said this had not been a problem for them. Another student commented on a different math instructor's inability to help students when they did not understand the material presented. They also saw that this instructor had a difficult time with students who didn't have a strong math background and were new learners to the subject. An additional viewpoint from one student (who had a strong high school math preparation prior to enrolling at Miles Community College) indicated that Contemporary Math provided him with the skills outlined in this Outcome and he thought these skills would help him in his day-to-day life after leaving Miles Community College.

**5. The students developed critical thinking and problem-solving skills in their study of natural and physical sciences at Miles Community College.**

**Quantitative Assessment: 2/3**

**Comments:** The students all agreed that the entry-level science courses were very easy and that the information was given to them in such a way that they did not perceive themselves as engaging substantially in critical thinking, problem-solving, or analyzing of the material. However, one student observed that once she got into the upper-level classes that required the entry-level sciences as pre-requisites, she realized how much she had actually learned and how much she was applying the critical thinking skills that she had developed in the previous science courses. In retrospect, she realized that in the lower-level science classes she had, in fact, learned more and developed more critical thinking skills than she had initially thought. One student voiced that critical thinking and problem-solving skills were acquired through the science labs and another student explained that SC 108 Introduction to Organic Chemistry was where she had developed her critical thinking skills. Some suggestions students made to increase critical thinking and problem solving were to do assignments from the textbooks, implement more challenging homework and assignments throughout the science courses, and raise the expectations in SC 107 General Chemistry.

**6. The students developed knowledge of the social sciences to understand and interpret human behavior, either in the past (history) or the present (sociology) as a result of their training at Miles Community College.**

**Quantitative Assessment: 3**

**Comments:** Everyone in the focus group agreed that they had developed the knowledge to interpret human behavior through the social science courses they took while attending Miles Community College. Some of the courses the students highlighted as being key to their development were PY 101 General Psychology, HS 204 Montana History, PY 205 Abnormal Psychology, SS 230 Economics in the Real World, and CA 112 Public Speaking. One specific example of how Montana History provided an understanding and interpretation of human behavior was through a class project that involved writing a paper about a dead person in history. Through this paper, the student was required to

research the person, which led him to a greater understanding of the times in which the person lived.

7. **The students developed the understanding to analyze cognitive, social, emotional, and biological human behaviors (psychology) as a result of their training at Miles Community College.**

**Quantitative Assessment: 3**

**Comments:** The focus group agreed that their understanding and ability to analyze cognitive, social, emotional, and biological human behaviors was further developed by courses taught at Miles Community College. One student explained that he gained a deeper appreciation of the importance of studying human behavior because it helped him understand how people think and react, which enabled him to have discussions without getting into arguments with fellow students in his ethics and economics classes. Another student emphasized the importance of what he learned through his PY 101 General Psychology course because it was the first time he had ever been exposed to how a human could become an addict. Through the focus group conversation, it was evident that the materials presented throughout the psychology courses at Miles Community College helped the students analyze human behavior on a deeper level, which allowed them to curtail their judgments and look at situations with open minds.

8. **The students developed the knowledge and ability of how to achieve a healthy lifestyle through their physical education training at Miles Community College.**

**Quantitative Assessment: 2/3**

**Comments:** The students in the focus group had varied responses to this question. Whether or not they felt like they developed the knowledge and ability to achieve a healthy lifestyle was really influenced by which course they enrolled in and which instructor taught that course. The students who took PE 118 Pilates from Kathy Leischner enjoyed her class because she taught them about nutrition as well as Pilates. The student who took Rob Bishop's PE 212 Health Education class explained that he learned a lot about reinforcing diet choices and weight lifting. Others in the focus group took PE 116 Individualized Exercise Program. This is where some of the students had different opinions as to whether or not they learned anything about a healthier lifestyle. One student's instructor never met with her after their initial meeting and goals for the Individualized Exercise Program were never revisited. She felt that the class was "a joke." Another student who had a different instructor met on a regular basis with the instructor and received guidance throughout the semester. [It should be noted that the Individualized Exercise Program course has gone through revision during the latter part of the 2008-2009 academic year and there are new expectations that instructors will be required to meet with the students, so this should strengthen the course.] The students recommended having a more personal trainer experience if they are enrolled in Individualized Exercise. For example, they would like to be able to ask the instructor for

a plan on losing 10 pounds throughout the semester and have the instructor give them a workout plan and help them achieve their goals for that semester.

9. **The students developed the knowledge and basic level technical skills to use information technology in current business, industry, academic, and personal computing environments.**

#### **Quantitative Assessment: 3**

**Comments:** One student didn't take any computer classes while attending Miles Community College because he enrolled with prior knowledge of computers. Others in the focus group found extraordinary value in IT 120 Introduction to Computers. One student said IT120 was one of the most important courses he took while attending Miles Community College because the skills he learned were going to be skills that he will use once he gets into his profession after graduating from college. Another student found value in learning different applications such as Excel because it helped him function through his business courses where spreadsheets were frequently used. Overall, the consensus of the focus group confirmed that they had developed the knowledge needed in information technology to function with technical skills throughout their courses.

#### **10. Summary of strengths and commendations of the General Education Program at Miles Community College.**

One of the outcomes from the focus group that was impressive was the students' knowledge gained from classes across multiple disciplines that helped them achieve the desired level of competency in separate General Education areas. For example, the students reported that they were confident in their written and oral communication skills obtained from Miles Community College. They were able to receive this confidence through multiple courses, not just through Public Speaking and Composition I and II. This is a commendation to the General Education curriculum and faculty as students are learning skills from several discipline areas.

An appreciation of theatre and history was obtained by the majority of the students in the focus group. Robin Gerber was given credit for her efforts in writing plays for the annual theatre production at Miles Community College. By watching the play evolve, the students learned about the process of taking a work from inception to production, which isn't something that happens on every college campus. The history offerings at Miles Community College are a strength in meeting the Overarching Outcome of understanding and developing the knowledge of human and cultural traditions.

In assessing the knowledge and basic technical skills of the students in the focus group, it was evident that this Overarching Outcome is a strength in the General Education Program. The students in the focus group were confident of the skills they received from the Information Technology department and conveyed their abilities to use technology in other courses as well as in the "real world."

## **11. Summary of challenges and suggestions regarding the General Education Program at Miles Community College.**

The students suggested trying to integrate more discussion and interaction into the classroom where lecturing is the traditional method of disseminating course information. They felt that students receive more out of the material if they have to discuss and debate the issues. Infusing discussion activities into the classroom would provide more opportunities to gain confidence in communicating and defending one's position.

Some of the students commented that the quality of their writing was never challenged by the instructors, even when the students, themselves, felt like they had not written a paper that was college-level quality. They felt that some of their instructors would accept anything as long as it was grammatically correct. Even though some students will try to get through courses using the minimum effort required, it is suggested that instructors evaluate how they are grading papers and look at ways they can provide constructive criticism that would help their students write a more rigorous paper. Other suggestions obtained from the focus group included:

1. Building activities into courses that were strictly lecture driven that would enable students to assess or summarize the materials disseminated in class;
2. Requiring more writing assignments from students across all courses, including opinion papers; and
3. Developing a consistent writing style required across campus. This final suggestion is in response to the students indicating that they never knew how they would be graded from instructor to instructor because the instructors had different writing styles and would penalize students for certain style issues when other instructors would not see any problems with their writing styles.

As was mentioned earlier in the report, concern was expressed over the lack of music classes offered, lack of cultural opportunities on campus, and the lack of present-day cultural information presented throughout courses dealing with human traditions.

The students expressed concern with lack of real life application of the mathematical concepts they were expected to learn

A recommendation on how to make history more applicable was to take a field trip to cultural sites such as Pompeys Pillar, the Lewis and Clark Caverns, and/or Helena. Some students even mentioned that a week abroad would be very interesting and helpful when learning about human and cultural traditions (as far as making it more applicable to present day events), however, some raised the issue that cost might prevent many of them from being able to do something as extensive as travel abroad.

## **Summary**

This report has served to document students' attitudes of the General Education Program based on feedback received from the focus group. As has been acknowledged, the students conveyed strengths and weaknesses they perceived in their achievement of the Overarching Outcomes of the General Education Program at Miles Community College. Although there were weaknesses stated in some of the Overarching Outcomes, it should be emphasized that the students' overall perceptions of their educations obtained at Miles Community College were beneficial and they felt that they were prepared to transfer to their next college. Overall, the faculty members at Miles Community College are commended for doing a quality job in providing general education requirements to students who enter the college with such wide variations of academic preparation and knowledge.

**Quantitative Assessment of Miles Community College's General Education Program**  
**Compiled by Jessie Dufner, M.B.A., Director of Student Financial/Enrollment Services**  
**Spring 2009**

A focus group assessing the Overarching Outcomes of the General Education Program at Miles Community College was conducted on April 22, 2009 from 12:00-2:00 p.m. at Miles Community College. Facilitating the focus group was Jessie Dufner, M.B.A., Director of Student Financial/Enrollment Services. There were 11 students present, six women and five men, representing a diverse set of ages and educational majors. There was a combination of traditional and non-traditional aged students who were majoring in associate of arts and associate of science degrees with some emphasizing in business and agriculture. In addition, students in the focus group were involved in rodeo, volleyball, golf, theater, and Phi Theta Kappa. This broad cross-section of students helped to form a diverse focus group.

Comments and information were obtained using nine questions related to the Overarching Outcomes of the General Education Program at Miles Community College. Each student was given the opportunity to expound on each question, which ensured that even the quietest student in the focus group provided his or her opinion. The information obtained from the focus group was used to provide the following quantitative assessment of the General Education Program at Miles Community College. The scale being used for the quantitative assessment is as follows: 1 – Strongly Disagree, 2 – Disagree, 3 – Agree, and 4 – Strongly Agree.

**1. The students gained confidence and competence to communicate orally in a variety of situations as a result of their training at Miles Community College.**

Quantitative Assessment: 4

Comments: All of the students in the focus group had either taken CA111 Interpersonal Communication or CA112 Public Speaking. Additionally, some students were involved in theatre productions while enrolled at Miles Community College, which greatly attributed toward their development of confidence in oral communication. At least three students self-identified themselves as shy people. This was important because they specifically indicated that their confidence and competence in oral communication increased during their time in Miles Community College's General Education Program. One student explained that she was very uncomfortable speaking with all people, even those with whom she knows. CA112 helped provide her with the tools to be organized in her communications with people. She also commended the instructor for teaching a variety of different types of speeches in CA112. Other students commented that other courses in the College's curriculum, such as business and economics courses, demanded that students spoke and delivered class presentations, which helped build confidence.

Other specific examples of oral communication development included: learning to organize thoughts to develop better communication, CA112 taught students how to evaluate their speaking so others could better understand them, relaxation techniques were developed enabling ease of communication in front of groups, and, as one student said, "I was taught to calm down and not blurt."

CA111 gave students in the focus group the tools to communicate on a more personal, one-on-one basis. The group emphasized that the small class sizes of both CA111 and CA112 alleviated anxiety for the students which helped to foster the learning environment to successfully establish confidence and competency in oral communication.

There was one student who was very confident in his oratory skills prior to attending Miles Community College and indicated that he didn't know if his skills had gotten better during his time in college. Two students indicated that they would like more training on speaking within a group setting. Two other students explained that CA112 helped their speaking skills; however, they still found speaking difficult, which they reported was more of a product of their individual personalities.

## **2. The students developed critical thinking and articulation skills necessary in written communication to succeed in the academic world at Miles Community College and beyond as a result of their training at Miles Community College.**

Quantitative Assessment: 4

Comments: The feedback from the focus group left me confident that students leaving Miles Community College have developed the skills needed to succeed beyond Miles Community College. The majority of the students in the focus group had taken CA101 Composition I, CA105 Technical Writing, and/or CA201 Composition II.

Some highlights of the courses that the students completed included learning how to write a research paper using proper citing formats, learning how to proofread one's own papers, and learning the organizational structure of a paper. The students in the focus group agreed that these were tools that validated this overarching outcome.

From the focus group responses, I believe that critical thinking was established by the instructors. For example, the students in the focus group accounted how an instructor gave students the freedom and tools to work on their own during the last month of school. The students were required to set up meeting times with the instructor, but the students were solely responsible for being accountable for the materials that they needed to produce for the course. The students all emphasized how much this taught them about project management and preparing for the next step into a four-year school where students don't receive as much one-on-one guidance from their instructors. CA101 was highlighted as a class that made a huge difference in one student's writing skills.

Students also shared other experiences outside of traditional composition courses that helped meet this outcome. Instructors in business communications courses and the college's regular business courses required students to write papers. Some students who had a non-writing class explained that the instructor of that class would correct their grammar and reinforce what the writing instructor had taught in the composition courses.

The only negatives the students expressed were the need to conform to different teachers' writing styles and the need to change writing topics of papers because an instructor didn't



like the topics chosen. These concerns did not preclude the students from learning writing strategies and critical thinking/articulation skills.

**3. The students developed the knowledge and understanding of human and cultural traditions as expressed in art, music, theater, language, literature, philosophy, or religion as a result of their training at Miles Community College.**

Quantitative Assessment: 3

Overall, the students in the focus group all agreed that they had a better appreciation and understanding of human and cultural traditions based on the courses they took at Miles Community College. By far, this knowledge and understanding was primarily learned through the religions course and humanities course offered. I assessed a three to this category because the only courses that the students really highlighted were religions and humanities; there wasn't a great deal mentioned about obtaining a better understanding of human and cultural traditions from literature courses or different exposures to language, art, and music that were outside of the classic humanities course offerings.

According to the students in the focus group, Intro to Religions course (HU110) provided students with knowledge about religious traditions on a level that students could understand. The instructor taught the students about peoples' reactions to religion and how people react because of their religious affiliation. An example one student gave was when the instructor taught them about a religious belief that entailed not killing anything and so people would use brooms to sweep in front of themselves while walking as to not squash bugs or kill any other living specimens. Another similar example a student gave was learning that an emperor in Japan's Shinto religion was considered a god. These examples directly represent how this course taught students about human and cultural traditions.

**4. The students acquired the ability to apply mathematical principles and the skills to think critically, logically, and abstractly as a result of their training at Miles Community College.**

Quantitative Assessment: 3

When I talked with the focus group about the overarching outcomes as they related to mathematics, I believe the students on a whole have obtained greater skills in thinking critically, logically, and abstractly. One example of the development of critical thinking was when a student explained how one of the instructors taught students how to do math problems in his classes. She explained that he first taught students how to complete a problem by going through all of the steps. She called this the "harder" way and then he would go back and provide ways to simplify the problem. This was a great example of how critical thinking was being taught through math. Another student pointed out that another instructor also teaches in steps, which is beneficial for the students.

About half of the focus group really struggled through math and the other half of the students had strong math skills. For those students who struggled with math, they struggled with being

able to quantify any skills learned to think critically, logically, and abstractly as a result of their math coursework at Miles Community College. Contemporary Math (MA105) provided one student in the focus group with practical mathematical principles that she recognized she would use outside of college. Introduction to Statistics (MA201) was labeled as a course that provided critical thinking to one of the students who had a strong math background.

The students talked about the difficulties with the math courses. Some of these difficulties stemmed from students not being able to understand one of the instructors and, in other cases, from not being able to follow an instructor's teaching methods. One student explained that one instructor used to provide a review before tests, but he quit doing it because students wouldn't show for the class. The student thought that reinstituting the test reviews would be helpful because he knows others who have missed not having them for test preparation. Another student suggested that math should have a lab attached to it so there would be a specific time for students to "practice" math problems. This student compared it to athletics as it is a subject that often has to be repeated and practiced before it is mastered. Another student indicated that an instructor has a tendency to move too fast through the materials being taught and it is difficult understanding the material.

#### **5. The students developed critical thinking and problem-solving skills in their study of natural and physical sciences at Miles Community College.**

Quantitative Assessment: 3

The majority of the focus group conveyed that their critical thinking was heightened through their study of natural and physical sciences at Miles Community College. It was difficult to get the group to discuss how their problem-solving skills were developed and this was the difference between my assessing this outcome at a three instead of a four.

Everyone agreed that the labs were where lecture became reality for them and this helped develop their critical thinking skills. Students reported that one science instructor related the topics to past experiences and this helped students understand how science could be applied to the real world. Anatomy and Physiology was highlighted as a course that developed critical thinking because students had to learn body parts and think through the processes that made the body function properly. The students praised the instructor for the time taken with the materials and the instructor's methodology – many in the focus group mentioned that the material was presented in a way that made it easy to understand.

Students who had taken on instructor's science classes gave some examples of ways their critical thinking was developed. This instructor had the students write research papers to obtain extra points. The papers were on topics that the students struggled with in the course. These papers helped the students research a subject that they didn't understand in class.

There were three students who didn't think their critical thinking skills were strengthened while taking any science classes. One of these students had taken extensive high school science courses and felt like he didn't learn anything new at Miles Community College. Two

students commented that memorization skills were developed more than critical thinking skills.

**6. The students developed knowledge of the social sciences to understand and interpret human behavior, either in the past (history) or the present (sociology) as a result of their training at Miles Community College.**

Quantitative Assessment: 4

The students in the focus group had either taken history courses or sociology courses while attending Miles Community College and they provided various examples of how they had learned information that helped them understand and interpret human behavior. Projects that nurtured this development included having the students visit the Miles City cemetery and find a deceased person to research using the library. Learning about a specific person's life brought history alive for the students and gave them information about the time period in which the person lived.

One student referenced sociology and how the instructor would lecture and then assign papers. The student referenced a paper that was written about racism. Researching and writing the paper helped the student have a heightened level of interpretation for the topic.

**7. The students developed the understanding to analyze cognitive, social, emotional, and biological human behaviors (psychology) as a result of their training at Miles Community College.**

Quantitative Assessment: 3

The students in the focus group identified that their instructor provided the understanding to analyze cognitive, social, emotional, and biological human behaviors through the lecture that was provided during class. One student indicated that interacting with other people at the college helped engage these skills. Another student explained that the instructor had a tendency to teach over their heads. However, this same student commented on how the students learned how people who were in an emotional state weren't clear in their thoughts. The student further explained how this helped evaluate one's personal state of mind.

Two students had never taken a psychology course at Miles Community College. Another student explained that notes given during lectures didn't match the tests that he gave the students. This was a frustration that hindered this student's experience. On a whole, however, I think that students were better trained on assessing human behavior as a result of the psychology classes taken at Miles Community College.

**8. The students developed the knowledge and ability of how to achieve a healthy lifestyle through their physical education training at Miles Community College.**

Quantitative Assessment: 3

The students gave multiple examples of how their knowledge and ability to achieve a healthy lifestyle was fostered through Miles Community College's physical education courses. Healthy lifestyles were taught in the students' nutrition course [which incidentally, does not count toward the PE core requirement, unless the course being referenced was PE 122 Lifestyle Management] and students were able to view a poster in the weight room that listed keys to a healthier living. Three students had taken the power cycling course and found this to be an excellent tool in achieving a healthy lifestyle. The instructors for power cycling worked with the students to design a workout that pushed them yet didn't exceed their physical capabilities.

Weight lifting and individualized exercise were also some of the courses that the students participated in and they said that they learned, through their fitness program, how to achieve a healthy lifestyle. Some students commented that the only physical education courses they took were related to the sport in which they participated, so they couldn't relate that experience to developing the knowledge and ability to achieve a healthy lifestyle. However, it should be noted that all athletic teams hold practice and this workout alone should help foster a healthy lifestyle.

**9. The students developed the knowledge and basic level technical skills to use information technology in current business, industry, academic, and personal computing environments.**

Quantitative Assessment: 4

Everyone in the focus group took some type of computer course while attending Miles Community College. One student didn't have any computer skills prior to enrolling at MCC. After taking Beginning Keyboarding (AA090) and Introduction to Computers (IT120), this student became confident in his computer skills. The instruction that he obtained from IT120 gave him the tools to make it through the rest of the coursework at MCC.

Another student explained that the IT120 course helped her proficiency at work. She was working at a place where everything was computerized and after taking IT120, she said that she excelled at her work. She reported that she could figure things out on her own without asking for help at work. Another student took IT120 online and said that the book was very helpful as far as providing applications to the programs.

IT120 also helped those students who went on to take accounting. The accounting instructor required the students to use Excel, and having already had Excel in IT120 made the course easier to complete. The accounting course also strengthened the students' Excel skills.

## **10. Summary of strengths and commendations of the General Education Program at Miles Community College.**

In summarizing the strengths and commendations of the General Education Program at Miles Community College, my overall perception obtained from the focus group is Miles Community College's students are prepared to succeed when they transfer.

I commend the faculty for challenging their students and raising the bar when it comes to required papers and research projects. The students expressed that they learned many skills by completing these requirements. I commend the science, business, and mathematics faculty who were able to relate their subject content in the form of real life examples. The students appreciated learning how these subjects relate back to tangible, every-day situations. I commend the history, sociology, and psychology faculty for bringing history alive and human behavior to the forefront of students' understanding. Special projects in these subject areas (visits to the Miles City cemetery and research papers on racism) were just two examples shared of how these courses brought a deeper understanding of history and sociology to the students in those classes. Other students commented that they understand human behavior as a result of the psychology courses taught at Miles Community College. If it weren't for the computer courses taught at Miles Community College, many students would have struggled through their courses. Computer literacy is a barrier for students, especially non-traditional students who haven't been exposed to computers like students coming straight out of high school. I commend the Information Technology Department for developing this foundation for students. The students really enjoy the variety of physical education courses offered. A strength of these offerings is the power cycling classes. Many students enjoyed the way these were structured and facilitated.

Per comments from the students, the ability to take part in the creation of a theatrical performance once a year is very important and is definitely a strength in Miles Community College's humanities offerings. Other students indicated that the general variety of courses to choose from helped enrich their experiences within the General Education Program. The students involved in agriculture commented that more emphasis should be placed on the agriculture courses since Miles City is such a prominent agricultural town. Many students commented that small class sizes were extremely beneficial because a student-faculty relationship was able to be developed which helped many students get through the courses in the General Education Program. The students felt comfortable seeking help from their instructors.

## **11. Summary of challenges and suggestions regarding the General Education Program at Miles Community College.**

Throughout the focus group, the students did have some suggestions for certain subject areas. While I mentioned some of these in my comments above, I will add some additional comments to these suggestions and challenges.

Math has been a challenging subject for many students who attend Miles Community College. If students come to MCC with an advanced knowledge of math because of prior

high school experience, it seems like they have less problems with the math courses offered at the College. However, we do enroll a large population of students who struggle in math. Some of these students were in the focus group. They suggested having math labs that would provide opportunities to practice math problems. Many of them commented that homework is not required and it would be nice to have graded homework that would promote repetition of problem completion. I would also recommend that the math instructors be aware of when they start losing their students in their classrooms. I understand that it's not always feasible to stop the progression of the whole class for these students, but possibly something could be said to encourage the students to seek help after class when they are having troubles (if this isn't happening already). I also think that students didn't understand how they were learning critical thinking skills through the math courses. The instructors might need to use more examples so students understand why they are learning what they are from math problems.

My only recommendation for the sciences is to try and have continuity between the lecture and lab sections when different teachers are instructing both. Some students commented that the lecture and lab didn't always match when the same teacher wasn't teaching both.

During the focus group, I had a couple of students comment on how it would be interesting to receive credit for going to the Speaker's Bureau presentations that are held on campus throughout the year. A presentation was brought to campus about white supremacy and this would have been a good connection between sociology and racism. I encourage the instructors to utilize these opportunities as part of their assignments when applicable and keep giving students projects that help provide them with real life experiences in whatever discipline is being taught. The students really appreciate these opportunities.

As a final comment, I would recommend that the instructors maintain their level of high expectations for their students. Some students commented that portions of their General Education requirements were easy and they really do want to be challenged. In saying this, I also understand that this is sometimes difficult to provide as there is such a wide level of educational competency in the student population at Miles Community College. Overall, the students were very pleased with their experiences in the General Education Program and this speaks to the dedication of the faculty who have been part of the students' educational experiences over the past two years.

**Quantitative Assessment of Miles Community College's General Education Program**  
**Compiled by Jessie Dufner, M.B.A., Dean of Enrollment Services**  
**Spring 2010**

A focus group assessing the Overarching Outcomes of the General Education Program at Miles Community College was conducted on April 26, 2010 from 11:30 a.m. to 1:45 p.m. at Miles Community College. Facilitating the focus group was Jessie Dufner, M.B.A., Dean of Enrollment Services. There were seven students present for the verbal focus group and there were two students who e-mailed responses to the assessment questions due to the inability to attend the group meeting. In all, there were five women and four males representing a diverse set of ages and educational emphases.

Comments and information were obtained using nine questions related to the Overarching Outcomes of the General Education Program at Miles Community College. Each student was given the opportunity to answer each question, which ensured that even the quietest student in the focus group provided his or her opinion. The information obtained from the focus group was used to provide the following quantitative assessment of the General Education Program at Miles Community College. The scale being used for the quantitative assessment is as follows: 1 – Strongly Disagree, 2 – Disagree, 3 – Agree, and 4 – Strongly Agree.

**1. The students gained confidence and competence to communicate orally in a variety of situations as a result of their training at Miles Community College.**

Quantitative Assessment: 4

The students in the focus group did not hesitate to say they gained confidence and competence in oral communication through a variety of offerings at Miles Community College. The examples of specific classes and opportunities that elevated this competency were the following:

- CA112 Public Speaking
- AC100/AC200, Theater Workshops I and II
- CA111 Interpersonal Communications
- STAT216 Introduction to Statistics
- BU213 Marketing
- BU215 Human Resource Management
- Student Senate, Ag Club

The majority of the students (six students) singled out Public Speaking from Garth Sleight as the primary course that provided them with the knowledge to be a better communicator. A key point emphasized was the ability to practice many different types of speeches throughout the semester. About half recognized that they were very nervous about speaking in public before taking Public Speaking and that the course helped to break that barrier. One student commented that the class helped her realize that speaking in public wasn't that big of a deal and that practice made it less intimidating. Another student appreciated the formal training that was provided in Public Speaking. This same student explained knowing the structure of putting together a speech was used in many other classes and life situations outside of Miles Community College. One student appreciated the freedom that she had to choose the topic of

her choice when compiling a speech. Another student explained that Public Speaking even helped to make a wedding toast easier because of the ability to prepare and construct the toast as she would a speech in Public Speaking.

Others commented that the Marketing and Human Resource Management classes had oral presentations required and this helped students gain a tremendous amount of practice working within groups and communicating with their classmates in order to produce a well-prepared presentation. One non-traditional female student explained that these presentations helped her deal with clients at her place of employment.

Theater, Statistics, and Interpersonal Communications were three other classes singled out by students. Theater helped build oral communications for obvious reasons – being on stage demanded that students be prepared and were able to be calm and communicate to an audience. Statistics required group project work and students learned how to communicate within their groups and figure out different ways to communicate their opinions to their classmates. Interpersonal Communications gave one student the ability to understand why she communicated the way she did. This has helped her become a better communicator at her place of employment and she has felt more empowered to communicate when things need changed at work.

Overall, whether the students were shy or not, each of them saw opportunities where MCC offered them the ability to become better oral communicators through multiple situations. Even student activities and clubs presented leadership opportunities that engaged students to speak in public venues and to different audiences.

## **2. The students developed critical thinking and articulation skills necessary in written communication to succeed in the academic world at Miles Community College and beyond as a result of their training at Miles Community College.**

Quantitative Assessment: 4

The following classes were specifically mentioned as helping develop the critical thinking and articulation skills necessary for written communication at MCC and beyond:

- WRIT101 College Writing I
- WRIT201 College Writing II
- WRIT 121 Introduction to Technical Writing
- ECNS205 Economics in the Real World
- WRIT201 Introduction to Business Writing

Seven of the nine participants had taken College Writing I from George Dickie and three within that group went on to take College Writing II from George. There was a unanimous consensus that George did a fantastic job in developing their writing skills for MCC and beyond. Students cited College Writing as a good refresher course on how to document sources, which was a requirement of the papers they wrote. One student expressed how badly she hated writing papers and explained that George helped her get through that anxiety by



proofing, editing, and working with her on draft copies of papers so when she turned in the finished products, she knew she was turning in her best work. The students found George's words of encouragement and positive input key in becoming comfortable with writing. One student explained that George made them more observant through assignments such as campus scavenger hunts. The students enjoyed looking for things like dollar bills and riddles around the school, all of which served the purpose of having them become more aware of their surroundings. The students also appreciated George's sense of humor and his ability to make writing fun. One student pointed out that College Writing I helped her become more creative with her writing and increased her vocabulary.

Other students explained that through College Writing I and II, George taught them how to structure their papers as paradigms and that he taught them the order of papers through this method. Students also appreciated George's ability to support different opinions, no matter what they were, and offer help in structuring their papers to better communicate their opinions in writing.

According to the students in College Writing II, the research paper was the defining project that helped all of the applicable students develop their self-discipline and refine their writing skills. Doing this research project helped students develop timelines. This project also gave these students an appreciation of what they will be required to do at a four-year institution.

Students in Economics in the Real World said the instructor had them read a book and complete a paper like they were in a corporation trying to get their coworkers/employees to read the same book. Introduction to Technical Writing taught one student how to correctly format her papers and make them more professional looking. Two other students explained that Introduction to Business Writing taught them to compose a professional letter and create memos in a business format. This course helped these students in their current jobs outside of MCC. One of the students even said her employer commented on the improvement of her memos as a direct reflection of taking the Business Writing course.

### **3. The students developed the knowledge and understanding of human and cultural traditions as expressed in art, music, theater, language, literature, philosophy, or religion as a result of their training at Miles Community College.**

Quantitative Assessment: 4

There wasn't a large overlap in classes that the students took within this category. It seemed like each student took a different set of courses that helped them achieve an understanding of human and cultural traditions as expressed in art, music, theater, language, literature, philosophy, and religion. I think this speaks to the adversity of the offerings within this academic area. The list of classes referenced were:

- LIT210 American Literature
- LIT223 British Literature
- SPNS101 Elementary Spanish I
- SIGN101 Introduction to American Sign Language
- HU101 Introduction to Humanities

- HU215 Ethics
- HU110 Introduction to Religions
- AC101 Drawing I
- AC151 Photography I
- HSTA250 Plains Indian History
- HSTR101 Western Civilization

In American Literature, one student explained that she learned that there were different important subjects during different time periods that affected people's thoughts and actions. For example, the 1930s and the association with farming because of the depression influenced writing during this time. This student was able to understand the culture of that time period through what she learned in American Literature. British Literature enabled one student to be exposed to a different style of writing, which was an eye-opener for her. George Dickie required that the students read a book and finished the ending of the book using the style of writing in that time period. This was a difficult but fun project for the student enrolled in British Literature.

There were two students who completed Spanish and Sign Language. In doing so, these students received a better appreciation for different cultures and different human needs. In the Sign Language course, students were required to sign a song or poem for class.

The majority of the group had taken either Introduction to Religions or Introduction to Humanities. Both of these courses helped the students gain a better knowledge and understanding of human and cultural traditions. An example given about Humanities was being able to watch Japanese films and see what was considered humorous in the Japanese culture compared to what Americans find comical. In Religions, students were able to learn about different burial ceremonies and this helped them not stereotype people because they learned there are different types of ways to do things across different cultures of people. There were a couple of students who referenced Robin Gerber's work and how important it was for her to teach them about understanding different cultures.

There were two people who completed Western Civilization and Plains Indian History. Both had Robin Gerber as their instructor and gave a couple of examples from Robin's class that stuck in their minds. One student explained that she learned that Indian reservations were not meant to be permanent and she never knew that before taking Plains Indian History. Robin also taught them about different tribal dances. The other student explained that Robin made Western Civilization very interesting when it could have been a really boring class. She made it interesting by using videos, pictures, and visual examples to bring history alive. For example, she brought in a skeleton of a woman with narrow hips and showed the class why women died of childbirth before modern-day medicine.

The other three courses that the students gave examples for were Drawing, Photography, and Ethics. Students who took Drawing learned about different styles of drawing and painting. The students explained that Donna Faber encouraged and worked with them to be themselves and she didn't try and change their styles of drawing. In Photography, they learned a lot

about themselves and other artists through the pictures they liked or disliked. Ethics challenged the students to appreciate other opinions and viewpoints of other people. This helped students gain an understanding of human nature. Students in the Ethics course enjoyed that the instructor brought attention to social norms and challenged the students to think differently.

**4. The students acquired the ability to apply mathematical principles and the skills to think critically, logically, and abstractly as a result of their training at Miles Community College.**

Quantitative Assessment: 4

Although there were personality conflicts between some of the students in the focus group and the instructors within the Mathematics department, I am confident on assessing this with a four, as I strongly agree that the students who successfully completed their math requirements are well-prepared to transfer from Miles Community College. When the students talked about how difficult the math courses were at Miles Community College, I am convinced that this was a result of the rigor the instructors were using throughout their coursework. The courses directly pointed out in the focus group were:

- STAT216 Introduction to Statistics
- M095 Intermediate Algebra
- M121 College Algebra
- M151 Calculus I
- M172 Calculus II

In Statistics, students were able to work on a project throughout the whole semester. During the project, they performed their own survey, tested the results, and presented their results to the class. The students appreciated doing this as it gave them real world experience that was relevant to the information they were learning.

Intermediate Algebra had various assignments that incorporated real world applications, such as figuring out how much grass seed it would take to seed a yard of a certain size. Students taking College Algebra agreed that they learned critical thinking skills as well as the ability to think abstractly through math problem examples that Stan Taylor gave them during class. Stan instilled the “repetition makes recognition” theory in the students. Many of them mentioned that once they understood that practicing the problems over and over again would help them retain the information, they would practice math until they understood what they were learning. This strategy was something the students recognized as important to their success in future math courses at other colleges.

The student who took Calculus I and II reiterated that Stan’s goal was to prepare students for college life beyond Miles Community College. The student said that Stan did this through the format of how he taught his coursework and how he didn’t require homework to be turned in – Stan leaves this responsibility to the students and it is up to the students to be disciplined enough to complete the homework without the incentive of earning points for completed

work. Some students do not like this approach however there were two students in the focus group who commented that this was preparing them for higher level courses at other colleges.

Other general comments included one student saying that the the math skills he acquired were practical and were ones that relate to other disciplines besides mathematics. This student also said that the problem-solving skills learned in math were applicable to any course taken in college.

## **5. The students developed critical thinking and problem-solving skills in their study of natural and physical sciences at Miles Community College.**

Quantitative Assessment: 4

The courses that the students directly referenced to answer this question were the following:

- SC101/SC101L Principles of Biology and Lab
- SC204/SC204L Anatomy and Physiology I and Lab
- SC205/SC205L Anatomy and Physiology II and Lab
- SC231/SC231L Fundamentals of Physics I and Lab
- CHMY121/CHMY122 Introduction to General Chemistry and Lab
- CHMY123 Introduction to Organic & Biochemistry
- AG101 Animal Science
- AG105 Plant Science
- AG201 Soil Resource

The student who took the agriculture classes (Animal Science, Plant Science, and Soil Resource) felt that the information she learned will be applicable during her summer job this year. She developed problem solving and critical thinking skills through projects such as identifying if a cattle herd was deficient in minerals as well as figuring out how many cattle would need to be cut back from a pasture to save on grass during a year of drought.

The students who enrolled in the Chemistry I and Chemistry II courses explained that Chemistry I was a very basic course that was very similar to the Chemistry courses they took in high school. A non-traditional student explained that prior to taking Chemistry he didn't know anything about the periodical table, but now he understood how different compounds were created, which strengthened his problem-solving skills. Everyone agreed that the labs in all of the science courses helped with critical thinking as well as understanding the materials presented in lecture.

Liz Lawrence's science courses taught the students how to use the scientific method and as one student explained it, she learned to use and apply the scientific method in other places of her life. If she had something that needed fixed, she found herself applying the theories behind the scientific method. Another example of teaching critical thinking was through Josh Stroh's Principles of Biology course. According to one student in the focus group, Josh had

them work on a mitosis project in which the students drew diagrams to help remember the steps involved in mitosis.

One of the students had taken Fundamentals of Physics and talked about the instructor doing an assignment where he had to calculate the projectile of a cannon ball. In Kristin Buck's Introduction to Organic and Biochemistry course, one student was impressed that they were able to make soap and lotion during the lab, which really helped them learn the concepts of the lecture. Other students commented that Liz Lawrence's Anatomy and Physiology courses and labs were really good at developing critical thinking and problem-solving skills. Many of the students who had Liz really enjoyed her labs. They explained that instructions had to be followed precisely or else the labs wouldn't work. They also enjoyed how Liz was always there to help with questions on labs.

**6. The students developed knowledge of the social sciences to understand and interpret human behavior, either in the past (history) or the present (sociology) as a result of their training at Miles Community College.**

Quantitative Assessment: 4

Only six of the nine students took classes that directly pertained to this assessment area. The other students made general references to the history courses that were offered on campus. The students who took the social science and history courses commented that the instructors of these subjects were enthusiastic and friendly and for one student, this made all the difference and made him put forth maximum effort in their courses.

The students who had Robin Gerber for history emphasized that her use of visual materials helped them learn about human behavior. Robin also brought history alive and the students found that her use of blue book essay exams challenged them and really made them know their information. As one student put it, "There is no way to cheat on essays; you have to know your stuff." One other student in the group had taken a sociology class and used a class project as an example of how he learned to understand and interpret human behavior. The project was taking a theory in sociology, like racism, and surveying people to determine the level of racism on campus.

One of the students in the focus group emphasized that agriculture students are required to take an Introduction to Agricultural Occupations. Although this class wasn't a history or sociology course, the student said she learned about human behavior by having to tour different businesses and interview professionals about their careers in agriculture. Also, this course covered major events happening in the agriculture industry and showed what people were doing to adapt within the industry. This, for her, was how she learned developed a better understanding of human behavior.

**7. The students developed the understanding to analyze cognitive, social, emotional, and biological human behaviors (psychology) as a result of their training at Miles Community College.**

Quantitative Assessment: 4

Five of the nine students took psychology courses while attending Miles Community College. The main course taken by all of them was PSYX100 Introduction to Psychology. One student explained that the course taught him that he might not know what is really going on in someone's head and that people need to be treated with patience. This student also mentioned that he is better at recognizing if people might have autism or conditions such as schizophrenia.

One of the other students explained that Michael Durnam did a really good job of implementing different learning tools, such as personality tests, in his classroom. He also used movies and had students complete projects and reports every week. Another student who had taken Michael's Introduction to Psychology explained that he learned quite a bit about each psychological approach and that he had gained a much better understanding of cognitive, social, emotional, and biological approaches.

The perspective from the student who had primarily taken agriculture classes explained that she had a couple of equine courses that she took where she had to work directly with other people. Although this wasn't formal psychological training on human behavior, this student believed that seeing how people would react to different situations allowed her to learn about different traits of human behavior.

**8. The students developed the knowledge and ability of how to achieve a healthy lifestyle through their physical education training at Miles Community College.**

Quantitative Assessment: 4

There was a broad range of courses that all of the students took within the physical education discipline during their time at Miles Community College. The courses that they referenced were the following:

- PE111 Beginning Yoga
- PE116 Individualized Exercise
- PE117 Power Cycling
- PE118 Pilates
- PE122L Lifestyle Management

Overall, the students really enjoyed the physical education courses taught and they all agreed that they had a deeper knowledge and commitment to living a healthier lifestyle. Comments about yoga included students saying the course pushed their bodies to be flexible and it was a good stress reliever. One of the students who took yoga continued to pursue the workout after the official class was over. She said that yoga had become a lifestyle for her. She

complimented the instructor for using meditation tapes. Another student in yoga learned that drinking more fluids can make you more alert and awake during the day and this has helped her be more healthy.

According to one student who took Pilates, Pilates provided her with a difficult workout that helped tone her body and loss weight. The student who took Lifestyle Management, which was an online course, said this was the best online course she had ever taken. The instructor used pictures, slide shows for each chapter, and provided personal encouragement and feedback on the personal workout journals. A few other students took Individualized Exercise and really liked the flexibility of working out on their own.

### **9. The students developed the knowledge and basic level technical skills to use information technology in current business, industry, academic, and personal computing environments.**

Quantitative Assessment: 4

There was a wide variety of courses talked about in this section. The only specific course that dealt directly with learning the basic technical skills for information technology was CAPP120 Introduction to Computers and the application section (CAPP120A) that accompanies CAPP120. Through this course, students said they acquired the skills in Excel, PowerPoint, and Access to help them in other courses during their time at Miles Community College. Students appreciated learning the keystroke shortcuts and used them in all of their computer work they did for school and outside work. One student commented that learning Excel helped in the accounting course that she was taking at MCC. She was also actively using Excel at a job outside of the college and used the reports learned in Excel through CAPP120 as well as the keystroke shortcuts in her job.

Kristy Atwood's business courses were highlights as courses where the students learned about the business world and industry standards. Kristy's courses required Excel skills, so this helped students expand their applications for Excel. The microeconomics courses gave the students a good perspective of profit and loss perspectives and how to apply them in business.

Overall, the students in the focus group really valued their time in CAPP120/CAPP120A. The skills they learned in this class provided a strong foundation of technical skills that all of them used throughout their time at Miles Community College as well as outside in the working world. They all believed they were well-prepared to use their computing skills in the future for completing projects at a four-year college.

### **10. Summary of strengths and commendations of the General Education Program at Miles Community College.**

As I reflected on the focus group responses, one of the things that really stood out were the efforts of the faculty in multiple classes to pull in different skills from other disciplines. For

example, Kristy Atwood required the students to work in groups and then orally present their projects for the class. Michael Hardy did something similar in his Statistics course. The students really enjoyed being challenged with different projects.

When we were discussing the strengths of the oral communication discipline, all of the students complimented the faculty on their willingness to allow the students to express their opinions and comment on class material. To take this conversation a little further, I asked the students in the focus group to give me their opinions on what it would take to keep students going to class. They said students become more engaged when faculty include group discussions within their classes. They really thought students enjoy the opportunity to express their ideas and opinions.

Another comment that I thought really complimented the faculty was the focus group agreed that the faculty on campus were all committed and engaged and they encompassed a passion for their subject areas that was fun for the students to experience. The students really felt like the faculty were there for them and would do everything possible to research questions that the students had for faculty. These comments from the students are a true testament of how much the faculty members at Miles Community College are part of the learning experiences of these students.

The diversity in physical education courses is a great strength of the General Education Program. From the comments in the focus group, there seemed to be a class that would fit everyone's taste. There are intense courses (Power Cycling) and calming courses (Yoga) to fit everyone's personalities and goals.

The students really enjoyed their experiences with group projects. They appreciated being able to work with different personality types and receive experience with coordinating work between people. They also appreciated being able to evaluate their group members because this allowed for a fair assessment of whether or not participation of all group members was equal.

Overall, as seen through the information in the individual assessments of the General Education Program, the faculty at Miles Community College provided the students with projects, opportunities, and examples that helped them learn the core competencies that are needed for transferring to colleges. From the focus group feedback, I am confident in my assessment that students are prepared to succeed after they complete the General Education Program at Miles Community College.

## **11. Summary of challenges and suggestions regarding the General Education Program at Miles Community College.**

The students in this year's focus group were a very positive group of people. Their varied backgrounds and goals made for great discussions and they had only a few things that they felt were challenges during their time at MCC.



Although many of the subject areas have multiple offerings within them, I still had a few students express the desire for more course offerings in a couple of areas. The first area was music. The group felt like they didn't have many opportunities to take courses in music and suggested that having a course offering in choir or a musical instrument once a year (at least), would be beneficial and well-received. The second area was English/writing. I had a student comment that he would have liked to have taken more English and writing courses and he wished MCC could offer more of these courses.

Students taking Statistics recommended that the instructor allow them to use calculators because they were worried that if they have to take an upper level Statistics course at a four-year college, they will not know how to calculate the formulas using a calculator.

The students also commented that it would be helpful to have a standard grading system that everyone had to follow. Some of the students were frustrated that some of the instructors used a plus/minus grading system while others did not. They just wanted consistency; they really didn't have a preference for one way or another.

There were several students who recommended that completing homework in math courses should be worth points. This would motivate students to complete homework assignments, although it would take away the instructor's goals of creating totally self-disciplined students.

### **Final Comments**

My goal with this focus group was to explain how the students were prepared through the General Education Program to transfer from Miles Community College to other colleges and universities. It is my belief from the comments in the focus group that the faculty are providing an expansion of educational opportunities that reach beyond a textbook and they have challenged these students to think critically. Whether or not a student likes an instructor was not the goal of this assessment. Any conversation that strayed in that direction was redirected back toward assessing the educational outcomes, not the instructors.

One final comment I have is in regard to the history and humanities offerings. Many of these students took courses from Robin Gerber, who was the lead faculty member in history and humanities. Robin unexpectedly passed away in January 2010. An interim history instructor was hired for the spring 2010 semester. The majority of the assessment performed for the history and human and cultural traditions through theatre, religions, and humanities was based on Robin's work in the classroom since the students primarily had Robin as their instructor over the past two years.

Thank you for the opportunity to present this compilation of the 2010 focus group on the General Education Program.

**SUMMATIVE CASE STUDY PORTFOLIO  
GENERAL EDUCATION MEDIAL-LEVEL ASSESSMENT:  
CORE AREA GENERAL OUTCOMES  
ORAL COMMUNICATION: 2008-2010**

**Overview**

The purpose of the Summative Case Study Portfolio is to assess general education at the medial level (general outcomes for each core area). This process entails an annual holistic review of a general education class from each core area with the objectives of

- (1) Ensuring that specific course outcomes are clearly linked to the general outcomes of the course's corresponding core area;
- (2) Verifying that strategies are utilized to provide quantitative and, as appropriate, qualitative assessment of the degree to which students achieve the general core area outcomes and the specific course outcomes;
- (3) Assessing the degree to which each student has achieved each of the general outcomes;
- (4) Providing general feedback that identifies possible suggestions that lead to the improvement of teaching and learning, as specified in NWCCU Standard 2.B.3.

**Process**

Two faculty members independently review the Summative Case Study Portfolio for a class other than their own. They use the criteria enumerated in the Summative Case Study Portfolio Report. Upon completion of their review, the two faculty members share and compare their results with each other and collectively provide feedback in the form of suggestions that lead to the improvement of teaching and learning.

Inasmuch as this is a holistic assessment of General Education outcomes, the results are shared with all General Education faculty members for their consideration in their own teaching specialties. The Summative Case Study Portfolio is not a part, nor shall become a part, of the faculty evaluation process.

## SUMMATIVE CASE STUDY PORTFOLIO REPORT

**Name and Number of Course:** CA 112 Public Speaking

**General Education Core Area:** Oral Communication

**Semester and Year Course Taught:** Spring 2008

**Names of Faculty Reviewers:** Kristy Atwood, Michael Durnam

**Date of Review:** October 2008

**The specific course outcomes are clearly linked to the general outcomes of the course's corresponding core area.**

1	2	3	4-X,X
Strongly Disagree	Disagree	Agree	Strongly Agree

**Comments:**

1. Communication in a clear, concise, and complete manner is established in this course through the delivery of speeches with introduction, body, and conclusion.
2. Preparation of speeches will allow students to identify their audience and prepare an appropriate speech.
3. Research based speech facilitates bringing material in and using it in communication.
4. Good use of a wide variety of speeches are used to assess general outcomes.

**The instructor utilizes strategies to provide quantitative and, as appropriate, qualitative assessment of the degree to which students achieve the general core area outcomes and the specific course outcomes.**

1	2	3	4-X,X
Strongly Disagree	Disagree	Agree	Strongly Agree

**Comments:**

1. Speech grades with points
2. Written exams with theory and fundamentals.
3. You might want to use two separate statements here:
  - a. For general outcomes
  - b. For specific outcomes

<b>GENERAL OUTCOME # 1</b> <b>Students will communicate information in a clear, concise, and complete manner.</b>			
<b>Student # &amp; Attendance Record in %</b>	<b><u>3</u> Student demonstrates achievement of this General Outcome.</b>	<b><u>2</u> Student demonstrates a developing level of understanding of this General Outcome.</b>	<b><u>1</u> Student does not demonstrate an understanding of this General Outcome.</b>
1) 67%		X,X	
2) 69%	X,X		
3) 95%	X,X		
4) 31%	X,X		
5) 38%	X,X		
6) 72%	X,X		
7) 74%	X,X		
8) 69%	X,X		
9) 95%	X,X		
10) 67%	X,X		
11) 90%	X,X		
12) 90%	X,X		
13) 79%	X,X		
14) 97%		X,X	
15) 56%	X,X		
16) 87%	X,X		
17) 87%	X,X		
18) 79%	X,X		
<b>Totals</b>	<b>16.16</b>	<b>2,2</b>	

<b>TOTAL RATINGS BY REVIEWERS FOR GENERAL OUTCOME # 1</b>			
<b>Reviewer #</b>	<b>Total Ratings of # 3</b>	<b>Total Ratings of # 2</b>	<b>Total Ratings of # 1</b>
<b>1</b>	<b>16</b>	<b>2</b>	
<b>2</b>	<b>16</b>	<b>2</b>	
<b>Average Rating for Students in this Class</b>			<b>2.89</b>

<b>GENERAL OUTCOME # 2</b> <b>Students will communicate in ways that are appropriate and effective for their intended audience and purpose.</b>			
<b>Student # &amp; Attendance Record in %</b>	<b><u>3</u> Student demonstrates achievement of this General Outcome.</b>	<b><u>2</u> Student demonstrates a developing level of understanding of this General Outcome.</b>	<b><u>1</u> Student does not demonstrate an understanding of this General Outcome.</b>
1)	X	X	
2)	X,X		
3)	X,X		
4)	X,X		
5)	X,X		
6)	X,X		
7)	X,X		
8)	X,X		
9)	X,X		
10)	X,X		
11)	X,X		
12)	X,X		
13)	X,X		
14)		X,X	
15)	X,X		
16)	X,X		
17)	X,X		
18)	X,X		
<b>Totals</b>	<b>17,16</b>	<b>1,2</b>	

<b>TOTAL RATINGS BY REVIEWERS FOR GENERAL OUTCOME # 2</b>			
<b>Reviewer #</b>	<b>Total Ratings of # 3</b>	<b>Total Ratings of # 2</b>	<b>Total Ratings of # 1</b>
<b>1</b>	<b>17</b>	<b>1</b>	
<b>2</b>	<b>16</b>	<b>2</b>	
<b>Average Rating for Students in this Class</b>			<b>2.92</b>

<b>GENERAL OUTCOME # 3</b> <b>Students will identify and incorporate research materials into informative and analytical communication.</b>			
<b>Student # &amp; Attendance Record in %</b>	<b><u>3</u> Student demonstrates achievement of this General Outcome.</b>	<b><u>2</u> Student demonstrates a developing level of understanding of this General Outcome.</b>	<b><u>1</u> Student does not demonstrate an understanding of this General Outcome.</b>
1)	X	X	
2)	X,X		
3)	X,X		
4)	X,X		
5)	X,X		
6)	X,X		
7)	X,X		
8)	X,X		
9)	X,X		
10)	X,X		
11)	X,X		
12)	X,X		
13)	X,X		
14)		X,X	
15)	X,X		
16)	X,X		
17)	X,X		
18)	X,X		
<b>Totals</b>	<b>17,16</b>	<b>1,2</b>	

<b>TOTAL RATINGS BY REVIEWERS FOR GENERAL OUTCOME # 3</b>			
<b>Reviewer #</b>	<b>Total Ratings of # 3</b>	<b>Total Ratings of # 2</b>	<b>Total Ratings of # 1</b>
<b>1</b>	<b>17</b>	<b>1</b>	
<b>2</b>	<b>16</b>	<b>2</b>	
<b>Average Rating for Students in this Class</b>			<b>2.92</b>

**Commendations by the Reviewers:**

- Very detailed, precise assessment of time requirement.
- Effective use of self-assessment.

**Suggestions by the Reviewers:**

- Evaluation item # 2 on page # 2 should be two separate statements:
  - General Core Area Outcomes
  - Specific Core Area [Course] Outcomes
- How will you assess the students' ability to be a "respectful listener"? (Bulleted course outcome # 6)
- A specific grading rubric (five-point scale) would be helpful.
- The tests seem to be assessing the specific outcomes (specific outcome # 7)
- You might want to have a place for comments on your grading form for the speeches.
- Implement some of the CATs that we have been trained to use at our faculty workshops and document how the information derived from the CATs has effected changes to improve teaching and learning.

**SUMMATIVE CASE STUDY PORTFOLIO  
GENERAL EDUCATION MEDIAL-LEVEL ASSESSMENT:  
CORE AREA GENERAL OUTCOMES  
WRITTEN COMMUNICATION: 2008-2010**

**Overview**

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- (1) Ensuring that specific course outcomes are clearly linked to the general outcomes of the course's corresponding core area;
- (2) Verifying that strategies are utilized to provide quantitative and, as appropriate, qualitative assessment of the degree to which students achieve the general core area outcomes and the specific course outcomes;
- (3) Assessing the degree to which each student has achieved each of the general outcomes;
- (4) Providing general feedback that identifies possible suggestions that lead to the improvement of teaching and learning, as specified in NWCCU Standard 2.B.3.

**Process**

Two faculty members independently review the Summative Case Study Portfolio for a class other than their own. They use the criteria enumerated in the Summative Case Study Portfolio Report. Upon completion of their review, the two faculty members share and compare their results with each other and collectively provide feedback in the form of suggestions that lead to the improvement of teaching and learning.

Inasmuch as this is a holistic assessment of General Education outcomes, the results are shared with all General Education faculty members for their consideration in their own teaching specialties. The Summative Case Study Portfolio is not a part, nor shall become a part, of the faculty evaluation process.



## **SUMMATIVE CASE STUDY PORTFOLIO REPORT**

**Name and Number of Course:** CA 201 Composition II (WRIT 201 College Writing II)

**General Education Core Area:** Written Communication

**Semester and Year Course Taught:** Spring 2008

**Names of Faculty Reviewers:** Robin Gerber & Donna Faber

**Date of Review:** November 2008

**The specific course outcomes are clearly linked to the general outcomes of the course's corresponding core area.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4--X</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

**Comments:**

The syllabus's emphasis on critical thinking skills and the capacity to write mirror the General Outcomes goals of effective communication.

**The instructor utilizes strategies to provide quantitative and, as appropriate, qualitative assessment of the degree to which students achieve the general core area outcomes and the specific course outcomes.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4--X</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

**Comments:**

It is especially interesting to see how students gain an understanding of the process of research and writing.

<b>GENERAL OUTCOME # 1</b> <b>Students will communicate information in a clear, concise, and complete manner.</b>			
<b>Student # &amp; Attendance Record in %</b>	<b><u>3</u> Student demonstrates achievement of this General Outcome.</b>	<b><u>2</u> Student demonstrates a developing level of understanding of this General Outcome.</b>	<b><u>1</u> Student does not demonstrate an understanding of this General Outcome.</b>
1)BA 78%	X	X	
2)JB 94%	X,X		
3)NB 94%	X,X		
4)MC 36%			X,X
5)TC 78%	X	X	
6)CE 89%	X,X		
7)PH 84%	X	X	
8)SH 68%		X,X	
9)NI 89%	X	X	
10)TK 94%	X,X		
11)GL 94%	X,X		
12)JM 73%		X,X	
13)MM 78%	X	X	
14)AO 68%		X,X	
15)JP 89%	X	X	
16)LP 78%	X,X		
17)TS 89%	X,X		
18)PS 89%	X,X		
19)RT 68%		X,X	
20)JW 89%	X,X		
<b>Totals</b>	<b>24</b>	<b>14</b>	<b>2</b>

<b>TOTAL RATINGS BY REVIEWERS FOR GENERAL OUTCOME # 1</b>			
<b>Reviewer #</b>	<b>Total Ratings of # 3</b>	<b>Total Ratings of # 2</b>	<b>Total Ratings of # 1</b>
<b>1</b>	<b>9</b>	<b>10</b>	<b>1</b>
<b>2</b>	<b>15</b>	<b>4</b>	<b>1</b>
<b>Average Rating for Students in this Class</b>			<b>2.55</b>

<b>GENERAL OUTCOME # 2</b> <b>Students will communicate in ways that are appropriate and effective for their intended audience and purpose.</b>			
<b>Student # &amp; Attendance Record in %</b>	<b><u>3</u> Student demonstrates achievement of this General Outcome.</b>	<b><u>2</u> Student demonstrates a developing level of understanding of this General Outcome.</b>	<b><u>1</u> Student does not demonstrate an understanding of this General Outcome.</b>
1)BA 78%	X	X	
2)JB 94%	X,X		
3)NB 94%	X,X		
4)MC 36%			X,X
5)TC 78%	X	X	
6)CE 89%	X,X		
7)PH 84%	X	X	
8)SH 68%		X,X	
9)NI 89%	X,X		
10)TK 94%	X,X		
11)GL 94%	X	X	
12)JM 73%	X	X	
13)MM 78%	X,X		
14)AO 68%		X,X	
15)JP 89%	X	X	
16)LP 78%	X,X		
17)TS 89%	X,X		
18)PS 89%	X,X		
19)RT 68%		X,X	
20)JW 89%	X,X		
<b>Totals</b>	<b>26</b>	<b>12</b>	<b>2</b>

<b>TOTAL RATINGS BY REVIEWERS FOR GENERAL OUTCOME # 2</b>			
<b>Reviewer #</b>	<b>Total Ratings of # 3</b>	<b>Total Ratings of # 2</b>	<b>Total Ratings of # 1</b>
<b>1</b>	<b>10</b>	<b>9</b>	<b>1</b>
<b>2</b>	<b>16</b>	<b>3</b>	<b>1</b>
<b>Average Rating for Students in this Class</b>			<b>2.6</b>

<b>GENERAL OUTCOME # 3</b> <b>Students will identify and incorporate research materials into informative and analytical communication.</b>			
<b>Student # &amp; Attendance Record in %</b>	<b><u>3</u> Student demonstrates achievement of this General Outcome.</b>	<b><u>2</u> Student demonstrates a developing level of understanding of this General Outcome.</b>	<b><u>1</u> Student does not demonstrate an understanding of this General Outcome.</b>
1)BA 78%	X,X		
2)JB 94%	X,X		
3)NB 94%	X,X		
4)MC 36%			X,X
5)TC 78%	X	X	
6)CE 89%	X,X		
7)PH 84%	X	X	
8)SH 68%		X,X	
9)NI 89%	X,X		
10)TK 94%	X,X		
11)GL 94%	X,X		
12)JM 73%		X	X
13)MM 78%	X	X	
14)AO 68%		X,X	
15)JP 89%	X,X		
16)LP 78%	X,X		
17)TS 89%	X,X		
18)PS 89%	X,X		
19)RT 68%	X	X	
20)JW 89%	X,X		
<b>Totals</b>	<b>28</b>	<b>9</b>	<b>3</b>

<b>TOTAL RATINGS BY REVIEWERS FOR GENERAL OUTCOME # 3</b>			
<b>Reviewer #</b>	<b>Total Ratings of # 3</b>	<b>Total Ratings of # 2</b>	<b>Total Ratings of # 1</b>
<b>1</b>	<b>13</b>	<b>5</b>	<b>2</b>
<b>2</b>	<b>15</b>	<b>4</b>	<b>1</b>
<b>Average Rating for Students in this Class</b>			<b>2.63</b>

**Commendations by the Reviewers:**

- I love the paradigm paper to help students become familiar with the parts of a paper!
- Students have a lot of freedom to find topics that interest them, and freely express their opinions on those topics
- Research is encouraged from a large variety of sources, and special attention is paid to the techniques of citing sources.
- Generally, students come to this class with obvious lack of knowledge and/or motivation for writing. Instructor takes them through the process slowly and thoroughly, making suggestions for revision.
- From Pre- to Post-tests, students gained knowledge of the process of writing.

**Suggestions by the Reviewers:**

- Perhaps a grammatical review sheet might deal with some grammar issues.
- Somehow, we instructors need to convince students that all the little pieces of a paper—formatting, works cited info, title pages, order, etc.—are as important as the message in order to have a polished document. Showing numerous models and stressing each element may help. Also a very detailed check-off list.
- Implement some of the CATs that we have been trained to use at our faculty workshops and document how the information derived from the CATs has effected changes to improve teaching and learning.

**SUMMATIVE CASE STUDY PORTFOLIO  
GENERAL EDUCATION MEDIAL-LEVEL ASSESSMENT:  
CORE AREA GENERAL OUTCOMES  
MATHEMATICS: 2008-2010**

**Overview**

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## SUMMATIVE CASE STUDY PORTFOLIO REPORT

**Name and Number of Course:** MA 103 College Algebra

**General Education Core Area:** Mathematics

**Semester and Year Course Taught:** Spring 2008

**Names of Faculty Reviewers:** Jinho Jung, Garth Sleight

**Date of Review:** November 2008, November 2009

**The specific course outcomes are clearly linked to the general outcomes of the course's corresponding core area.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4-X,X</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

**Comments:**

I strongly agree the result of the review reflects the general outcomes of the mathematics core area.

The specific course outcomes are clearly linked to the general and overarching outcomes.

**The instructor utilizes strategies to provide quantitative and, as appropriate, qualitative assessment of the degree to which students achieve the general core area outcomes and the specific course outcomes.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4-X,X</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

**Comments:**

Having two exams for each chapter is a proper strategy to measure individuals' skill. Because the course requires much time and high focus to master, providing two exams in one chapter gives opportunities for students to obtain the proficiency for the class.

The tests are frequent and thorough and provide ample evidence for the instructor to assess the degree to which the students have achieved the course outcomes.

<b>GENERAL OUTCOME # 1</b> <b>Students will solve problems through mathematical reasoning and analysis.</b>			
<b>Student # &amp; Attendance Record in %</b>	<b><u>3</u> Student demonstrates achievement of this General Outcome.</b>	<b><u>2</u> Student demonstrates a developing level of understanding of this General Outcome.</b>	<b><u>1</u> Student does not demonstrate an understanding of this General Outcome.</b>
1) Abbott	X,X		
2) Adams		X	X
3) Barnaby	X,	X	
4) Boles	X,X		
5) Boyce		X,X	
6) Brown	X,X		
7) Buckley			X,X
8) Bumgardner	X,X		
9) Fyfe		X,X	
10) Hildreth	X	X	
11) Ickes	X	X	
12) Ketchum	X,X		
13) Larson	X,X		
14) Locke			X,X
15) Magnuson	X,X		
16) Nance			X,X
17) Rickett	X,X		
18) Steinke	X	X,	
19) Trams	X,X		
20)			
Totals	22	9	7

<b>TOTAL RATINGS BY REVIEWERS FOR GENERAL OUTCOME # 1</b>			
<b>Reviewer #</b>	<b>Total Ratings of # 3</b>	<b>Total Ratings of # 2</b>	<b>Total Ratings of # 1</b>
<b>1</b>	<b>10</b>	<b>5</b>	<b>3</b>
<b>2</b>	<b>12</b>	<b>4</b>	<b>4</b>
<b>Average Rating for Students in this Class</b>			<b>2.39</b>



<b>GENERAL OUTCOME # 2</b> Students will use appropriate tools, such as mathematical properties, modeling, technology, and graphs.			
<b>Student # &amp; Attendance Record in %</b>	<b><u>3</u> Student demonstrates achievement of this General Outcome.</b>	<b><u>2</u> Student demonstrates a developing level of understanding of this General Outcome.</b>	<b><u>1</u> Student does not demonstrate an understanding of this General Outcome.</b>
1)Abbott	X,X		
2)Adams			X,X
3)Barnaby	X,	X	
4)Boles	X,X		
5)Boyce			X,X
6)Brown	X	X	
7)Buckley			X,X
8)Bumgardner	X,X		
9)Fyfe			X,X
10)Hildreth		X,X	
11)Ickes		X,X	
12)Ketchum	X,X		
13)Larson	X	X	
14)Locke			X,X
15)Magnuson	X	X	
16)Nance			X,X
17)Rickett	X	X	
18)Steinke	X	X	
19)Trams	X	X	
20)			
<b>Totals</b>	<b>15</b>	<b>11</b>	<b>12</b>

<b>TOTAL RATINGS BY REVIEWERS FOR GENERAL OUTCOME # 2</b>			
<b>Reviewer #</b>	<b>Total Ratings of # 3</b>	<b>Total Ratings of # 2</b>	<b>Total Ratings of # 1</b>
<b>1</b>	<b>4</b>	<b>9</b>	<b>6</b>
<b>2</b>	<b>11</b>	<b>2</b>	<b>6</b>
<b>Average Rating for Students in this Class</b>			<b>2.08</b>

GENERAL OUTCOME # 3 Students will perform mathematical applications beyond intermediate algebra.			
Student # & Attendance Record in %	<u>3</u> Student demonstrates achievement of this General Outcome.	<u>2</u> Student demonstrates a developing level of understanding of this General Outcome.	<u>1</u> Student does not demonstrate an understanding of this General Outcome.
1) Abbott	X,X		
2) Adams		X	X
3) Barnaby	X,X		
4) Boles	X,X		
5) Boyce			X,X
6) Brown	X,X		
7) Buckley			X,X
8) Bumgardner	X	X	
9) Fyfe			X,X
10) Hildreth		X,X	
11) Ickes		X,X	
12) Ketchum	X,X		
13) Larson	X	X	
14) Locke			X,X
15) Magnuson	X,X		
16) Nance			X,X
17) Rickett	X	X	
18) Steinke		X,X	
19) Trams	X	X	
20)			
Totals	16	11	11

TOTAL RATINGS BY REVIEWERS FOR GENERAL OUTCOME # 3			
Reviewer #	Total Ratings of # 3	Total Ratings of # 2	Total Ratings of # 1
1	6	8	5
2	10	3	6
Average Rating for Students in this Class			2.13

**Commendations by the Reviewers:**

NOTE: The original  $n$  was 25. Of the original twenty-five students, six withdrew and received a “W” for the class. They were not incorporated into the data compiled in this portfolio; however, the students who received grades of “D” or “F” were incorporated into the data.

- The documented attendance record is the strong evidence of how each student performed in this College Algebra class. The number of students in total ratings of # 1 seems to be relatively high, but it is because of the number of students who dropped the course. These exam problems are commensurate with this level of mathematics. The length of each exam is also suitable.
- The specific course outcomes are exceptionally in line with the general and overarching outcomes. Additionally, the assessments conducted in this class are thorough and frequent, thereby ensuring (1) that the instructor is able to determine the progress and challenges of the students, and (2) that the students are able to determine whether or not they are able and likely to succeed in the class.

**Suggestions by the Reviewers:**

- The number of students who withdrew (6) or received grades lower than a “C-” (6) [which combines for 48% of the original enrollees] underscores the importance of proper placement in the sequence of math classes. It also underscores the necessity of early intervention to ensure that students either enroll in a more appropriate class or receive tutorial assistance so that they are more likely to achieve the minimum threshold of “C-” in order to receive credit that (1) applies toward graduation from Miles Community College and (2) transfers to four-year institutions. This reviewer also acknowledges that the students’ attitudes and commitment are likewise essential to their success, and these attributes are much more difficult for instructors to manage.
- Implement some of the CATs that we have been trained to use at our faculty workshops and document how the information derived from the CATs has effected changes to improve teaching and learning.

**SUMMATIVE CASE STUDY PORTFOLIO**  
**GENERAL EDUCATION MEDIAL-LEVEL ASSESSMENT:**  
**CORE AREA GENERAL OUTCOMES**  
**SCIENCE: 2008-2010**

**Overview**

The purpose of the Summative Case Study Portfolio is to assess general education at the medial level (general outcomes for each core area). This process entails an annual holistic review of a general education class from each core area with the objectives of

- (1) Ensuring that specific course outcomes are clearly linked to the general outcomes of the course's corresponding core area;
- (2) Verifying that strategies are utilized to provide quantitative and, as appropriate, qualitative assessment of the degree to which students achieve the general core area outcomes and the specific course outcomes;
- (3) Assessing the degree to which each student has achieved each of the general outcomes;
- (4) Providing general feedback that identifies possible suggestions that lead to the improvement of teaching and learning, as specified in NWCCU Standard 2.B.3.

**Process**

Two faculty members independently review the Summative Case Study Portfolio for a class other than their own. They use the criteria enumerated in the Summative Case Study Portfolio Report. Upon completion of their review, the two faculty members share and compare their results with each other and collectively provide feedback in the form of suggestions that lead to the improvement of teaching and learning.

Inasmuch as this is a holistic assessment of General Education outcomes, the results are shared with all General Education faculty members for their consideration in their own teaching specialties. The Summative Case Study Portfolio is not a part, nor shall become a part, of the faculty evaluation process.

## SUMMATIVE CASE STUDY PORTFOLIO REPORT

**Name and Number of Course:** SC 204 Anatomy & Physiology I

**General Education Core Area:** Science

**Semester and Year Course Taught:** Spring 2008

**Names of Faculty Reviewers:** 1

**Date of Review:** Fall 2008

**The specific course outcomes are clearly linked to the general outcomes of the course's corresponding core area.**

<b>1</b>	<b>2</b>	<b>3-X</b>	<b>4</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

**Comments:** General Outcomes 1 & 3 are clearly addressed by the specific course outcomes. Although there is NO question as to the rigor of this class, I don't see an obvious connection to General Outcome 2. I suggest a more transparent link to the scientific method.

**The instructor utilizes strategies to provide quantitative and, as appropriate, qualitative assessment of the degree to which students achieve the general core area outcomes and the specific course outcomes.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4-X</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

**Comments:** Assessments for this class, in both the lecture and labs, are frequent, rigorous, and thorough!

<b>GENERAL OUTCOME # 1</b> <b>Students will utilize creative and critical scientific questioning to comprehend the scientific world.</b>			
<b>Student # &amp; Attendance Record in %</b>	<b><u>3</u> Student demonstrates achievement of this General Outcome.</b>	<b><u>2</u> Student demonstrates a developing level of understanding of this General Outcome.</b>	<b><u>1</u> Student does not demonstrate an understanding of this General Outcome.</b>
1)	X		
2)			X
3)			X
4)	X		
5)			X
6)	X		
7)	X		
8)			X
9)	X		
10)	X		
11)	X		
12)			X
13)	X		
14)		X	
15)			X
16)	X		
17)	X		
18)	X		
19)			X
20)			X
<b>Totals</b>	<b>12</b>	<b>1</b>	<b>7</b>

<b>TOTAL RATINGS BY REVIEWERS FOR GENERAL OUTCOME # 1</b>			
<b>Reviewer #</b>	<b>Total Ratings of # 3</b>	<b>Total Ratings of # 2</b>	<b>Total Ratings of # 1</b>
<b>1</b>	<b>12</b>	<b>1</b>	<b>7</b>
<b>2</b>			
<b>Average Rating for Students in this Class</b>			<b>2.25</b>

The specific course outcomes and assessments are not transparent and therefore make this general outcome difficult to assess.

<b>GENERAL OUTCOME # 2</b>			
<b>Students will describe and utilize the processes of the scientific method.</b>			
<b>Student # &amp; Attendance Record in %</b>	<b><u>3</u> Student demonstrates achievement of this General Outcome.</b>	<b><u>2</u> Student demonstrates a developing level of understanding of this General Outcome.</b>	<b><u>1</u> Student does not demonstrate an understanding of this General Outcome.</b>
1)			
2)			
3)			
4)			
5)			
6)			
7)			
8)			
9)			
10)			
11)			
12)			
13)			
14)			
15)			
16)			
17)			
18)			
19)			
20)			
<b>Totals</b>			

<b>TOTAL RATINGS BY REVIEWERS FOR GENERAL OUTCOME # 2</b>			
<b>Reviewer #</b>	<b>Total Ratings of # 3</b>	<b>Total Ratings of # 2</b>	<b>Total Ratings of # 1</b>
<b>1</b>			
<b>2</b>			
<b>Average Rating for Students in this Class</b>			

<b>GENERAL OUTCOME # 3</b> <b>Students will demonstrate scientific awareness of the interrelationships among health, diseases, and the environment.</b>			
<b>Student # &amp; Attendance Record in %</b>	<b><u>3</u> Student demonstrates achievement of this General Outcome.</b>	<b><u>2</u> Student demonstrates a developing level of understanding of this General Outcome.</b>	<b><u>1</u> Student does not demonstrate an understanding of this General Outcome.</b>
1)	X		
2)			X
3)			X
4)	X		
5)			X
6)	X		
7)	X		
8)			X
9)	X		
10)	X		
11)	X		
12)			X
13)	X		
14)		X	
15)			X
16)	X		
17)	X		
18)	X		
19)			X
20)	X		
<b>Totals</b>	<b>12</b>	<b>1</b>	<b>7</b>

<b>TOTAL RATINGS BY REVIEWERS FOR GENERAL OUTCOME # 3</b>			
<b>Reviewer #</b>	<b>Total Ratings of # 3</b>	<b>Total Ratings of # 2</b>	<b>Total Ratings of # 1</b>
<b>1</b>	<b>12</b>	<b>1</b>	<b>7</b>
<b>2</b>			
<b>Average Rating for Students in this Class</b>			<b>2.25</b>



**Commendations by the Reviewers:**

- This is a very rigorous class with thorough and demanding formative assessments.
- The formative assessments are frequent and substantial so as to probe the depths of the students' master of the content covered.

**Suggestions by the Reviewers:**

- Because the General Outcome 2 is not transparent and therefore difficult to assess, I suggest you look at the science outcomes developed by the MUS General Education Council and revise this outcome so that all three outcomes are universally applicable to and assessable in all GE science classes.
- Implement some of the CATs that we have been trained to use at our faculty workshops and document how the information derived from the CATs has effected changes to improve teaching and learning.

**SUMMATIVE CASE STUDY PORTFOLIO  
GENERAL EDUCATION MEDIAL-LEVEL ASSESSMENT:  
CORE AREA GENERAL OUTCOMES  
HISTORY/SOCIAL SCIENCES:2008-2010**

**Overview**

The purpose of the Summative Case Study Portfolio is to assess general education at the medial level (general outcomes for each core area). This process entails an annual holistic review of a general education class from each core area with the objectives of

- (1) Ensuring that specific course outcomes are clearly linked to the general outcomes of the course's corresponding core area;
- (2) Verifying that strategies are utilized to provide quantitative and, as appropriate, qualitative assessment of the degree to which students achieve the general core area outcomes and the specific course outcomes;
- (3) Assessing the degree to which each student has achieved each of the general outcomes;
- (4) Providing general feedback that identifies possible suggestions that lead to the improvement of teaching and learning, as specified in NWCCU Standard 2.B.3.

**Process**

Two faculty members independently review the Summative Case Study Portfolio for a class other than their own. They use the criteria enumerated in the Summative Case Study Portfolio Report. Upon completion of their review, the two faculty members share and compare their results with each other and collectively provide feedback in the form of suggestions that lead to the improvement of teaching and learning.

Inasmuch as this is a holistic assessment of General Education outcomes, the results are shared with all General Education faculty members for their consideration in their own teaching specialties. The Summative Case Study Portfolio is not a part, nor shall become a part, of the faculty evaluation process.

## SUMMATIVE CASE STUDY PORTFOLIO REPORT

**Name and Number of Course:** HS 202 U.S. History II

**General Education Core Area:** History and Social Sciences

**Semester and Year Course Taught:** Spring 2008

**Names of Faculty Reviewers:** Nancy Swope and Garth Sleight

**Date of Review:** Fall 2008 and Spring 2010

**The specific course outcomes are clearly linked to the general outcomes of the course's corresponding core area.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4 XX</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

**Comments:**

- The course outcomes are an outstanding reflection of the Vision & Purpose Statement as well as the Overarching and General Outcomes of this core area.
- The exams require the students to “recognize,” “evaluate,” and “analyze.”

**The instructor utilizes strategies to provide quantitative and, as appropriate, qualitative assessment of the degree to which students achieve the general core area outcomes and the specific course outcomes.**

<b>1</b>	<b>2</b>	<b>3 X</b>	<b>4 X</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

**Comments:**

- The instructor uses multiple quizzes and essay-based midterm and final exams.

<b>GENERAL OUTCOME # 1</b> <b>Students will recognize the impact of human behaviors on society and the environment over time.</b>			
<b>Student # &amp; Attendance Record in %</b>	<b><u>3</u> Student demonstrates achievement of this General Outcome.</b>	<b><u>2</u> Student demonstrates a developing level of understanding of this General Outcome.</b>	<b><u>1</u> Student does not demonstrate an understanding of this General Outcome.</b>
1) 78	X,X		
2) 68		X,X	
3) 86	X,X		
4) 86	X,X		
5) 89	X,X		
6) 78	X,X		
7) 84	X,X		
8) 81		X,X	
9) 46		X,X	
10) 51		X,X	
11) 78	X,X		
12) 100	X,X		
13) 95	X,X		
14) 78		X,X	
15) 95	X,X		
16) 73		X,X	
17) 70		X,X	
18) 30		X,X	
19) 100		X,X	
20)			
<b>Totals</b>			

<b>TOTAL RATINGS BY REVIEWERS FOR GENERAL OUTCOME # 1</b>			
<b>Reviewer #</b>	<b>Total Ratings of # 3</b>	<b>Total Ratings of # 2</b>	<b>Total Ratings of # 1</b>
<b>1</b>	<b>30</b>	<b>18</b>	<b>0</b>
<b>2</b>	<b>30</b>	<b>18</b>	<b>0</b>
<b>Average Rating for Students in this Class</b>			<b>2.53</b>

<b>GENERAL OUTCOME # 2</b> <b>Students will evaluate human behavior within the contexts of community, culture, time, and/or technoeconomic base.</b>			
<b>Student # &amp; Attendance Record in %</b>	<b><u>3</u> Student demonstrates achievement of this General Outcome.</b>	<b><u>2</u> Student demonstrates a developing level of understanding of this General Outcome.</b>	<b><u>1</u> Student does not demonstrate an understanding of this General Outcome.</b>
1)	X	X	
2)			X,X
3)	X,X		
4)	X,X		
5)	X,X		
6)		X,X	
7)	X,X		
8)		X	X
9)		X,X	
10)			X,X
11)		X,X	
12)	X,X		
13)	X,X		
14)		X,X	
15)	X	X	
16)		X,X	
17)			X,X
18)		X,X	
19)		X	X
20)			
<b>Totals</b>			

<b>TOTAL RATINGS BY REVIEWERS FOR GENERAL OUTCOME # 2</b>			
<b>Reviewer #</b>	<b>Total Ratings of # 3</b>	<b>Total Ratings of # 2</b>	<b>Total Ratings of # 1</b>
<b>1</b>	<b>24</b>	<b>12</b>	<b>5</b>
<b>2</b>	<b>18</b>	<b>20</b>	<b>3</b>
<b>Average Rating for Students in this Class</b>			<b>2.16</b>

<b>GENERAL OUTCOME # 3</b> <b>Students will analyze how human actions result from past events and impact future events.</b>			
<b>Student # &amp; Attendance Record in %</b>	<b><u>3</u> Student demonstrates achievement of this General Outcome.</b>	<b><u>2</u> Student demonstrates a developing level of understanding of this General Outcome.</b>	<b><u>1</u> Student does not demonstrate an understanding of this General Outcome.</b>
1)		X,X	
2)		X,X	
3)	X,X		
4)	X	X	
5)	X,X		
6)	X	X	
7)	X,X		
8)	X,X		
9)		X,X	
10)			X,X
11)		X,X	
12)	X,X		
13)	X,X		
14)	X	X	
15)	X,X		
16)		X,X	
17)			X,X
18)			X,X
19)		X,X	
20)			
<b>Totals</b>			

<b>TOTAL RATINGS BY REVIEWERS FOR GENERAL OUTCOME # 3</b>			
<b>Reviewer #</b>	<b>Total Ratings of # 3</b>	<b>Total Ratings of # 2</b>	<b>Total Ratings of # 1</b>
<b>1</b>	<b>27</b>	<b>14</b>	<b>3</b>
<b>2</b>	<b>24</b>	<b>16</b>	<b>3</b>
<b>Average Rating for Students in this Class</b>			<b>2.21</b>

**Commendations by the Reviewers:**

- The instructor uses multiple choice, essays (extra credit), and blue books—she mixes it up.
- The course outcomes feed in very well into the core outcomes.
- The extra credit option is a meaningful and rigorous way for students to demonstrate mastery of course material beyond the graded assessments.

**Suggestions by the Reviewers:**

- Do the students use their books? Or only for extra credit?
- Any hands on or “real world” application? I know you do these types of activities in your other classes—any in History II?
- Implement some of the CATs that we have been trained to use at our faculty workshops and document how the information derived from the CATs has effected changes to improve teaching and learning.

**SUMMATIVE CASE STUDY PORTFOLIO  
GENERAL EDUCATION MEDIAL-LEVEL ASSESSMENT:  
CORE AREA GENERAL OUTCOMES  
INFORMATION TECHNOLOGY: 2008-2010**

**Overview**

The purpose of the Summative Case Study Portfolio is to assess general education at the medial level (general outcomes for each core area). This process entails an annual holistic review of a general education class from each core area with the objectives of

- (1) Ensuring that specific course outcomes are clearly linked to the general outcomes of the course's corresponding core area;
- (2) Verifying that strategies are utilized to provide quantitative and, as appropriate, qualitative assessment of the degree to which students achieve the general core area outcomes and the specific course outcomes;
- (3) Assessing the degree to which each student has achieved each of the general outcomes;
- (4) Providing general feedback that identifies possible suggestions that lead to the improvement of teaching and learning, as specified in NWCCU Standard 2.B.3.

**Process**

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Inasmuch as this is a holistic assessment of General Education outcomes, the results are shared with all General Education faculty members for their consideration in their own teaching specialties. The Summative Case Study Portfolio is not a part, nor shall become a part, of the faculty evaluation process.



## SUMMATIVE CASE STUDY PORTFOLIO REPORT

**Name and Number of Course:** IT 120 Introduction to Computers

**General Education Core Area:** Information Technology

**Semester and Year Course Taught:** Spring 2008

**Names of Faculty Reviewers:** George Dickie and Garth Sleight

**Date of Review:** 2008-2010

**The specific course outcomes are clearly linked to the general outcomes of the course's corresponding core area.**

<b>1</b>	<b>2</b>	<b>3-X</b>	<b>4-X</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

**Comments:**

- Consistent throughout.
- The wording of several course outcomes parallels the general outcomes.
- The class schedule corroborates the work to be done to achieve the overarching, general, and specific outcomes.

**The instructor utilizes strategies to provide quantitative and, as appropriate, qualitative assessment of the degree to which students achieve the general core area outcomes and the specific course outcomes.**

<b>1</b>	<b>2</b>	<b>3-X</b>	<b>4-X</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

**Comments:**

- A review of the assignments/practices/schedules supports this completely.
- The graded assignments, quizzes, and tests provide varied and thorough measurement of the students' accomplishment of the targeted outcomes.

<b>GENERAL OUTCOME # 1</b> <b>Students will define the fundamentals of computers and terminology with respect to personal computer hardware and software, and the World Wide Web.</b>			
<b>Student # &amp; Attendance Record in %</b>	<b><u>3</u> Student demonstrates achievement of this General Outcome.</b>	<b><u>2</u> Student demonstrates a developing level of understanding of this General Outcome.</b>	<b><u>1</u> Student does not demonstrate an understanding of this General Outcome.</b>
1)	X,X		
2)		X,X	
3)	X,X		
4)	X,X		
5)	X,X		
6)	X,X		
7)	X,X		
8)	X,X		
9)	X,X		
10)	X,X		
11)	X,X		
12)	X,X		
13)	X,X		
14)	X,X		
15)	X,X		
16)			
17)			
18)			
19)			
20)			
<b>Totals</b>	<b>28</b>	<b>2</b>	

<b>TOTAL RATINGS BY REVIEWERS FOR GENERAL OUTCOME # 1</b>			
<b>Reviewer #</b>	<b>Total Ratings of # 3</b>	<b>Total Ratings of # 2</b>	<b>Total Ratings of # 1</b>
<b>1</b>	<b>42</b>	<b>2</b>	
<b>2</b>	<b>42</b>	<b>2</b>	
<b>Average Rating for Students in this Class</b>			<b>2.93</b>

<b>GENERAL OUTCOME # 2</b> <b>Students will demonstrate an in-depth understanding of why computers are essential components in business and society.</b>			
<b>Student # &amp; Attendance Record in %</b>	<b><u>3</u> Student demonstrates achievement of this General Outcome.</b>	<b><u>2</u> Student demonstrates a developing level of understanding of this General Outcome.</b>	<b><u>1</u> Student does not demonstrate an understanding of this General Outcome.</b>
1)	X,X		
2)	X,X		
3)	X,X		
4)		X,X	
5)	X,X		
6)	X,X		
7)	X,X		
8)	X,X		
9)	X,X		
10)	X,X		
11)	X,X		
12)	X,X		
13)	X,X		
14)	X,X		
15)	X,X		
16)			
17)			
18)			
19)			
20)			
<b>Totals</b>	<b>28</b>	<b>2</b>	

<b>TOTAL RATINGS BY REVIEWERS FOR GENERAL OUTCOME # 2</b>			
<b>Reviewer #</b>	<b>Total Ratings of # 3</b>	<b>Total Ratings of # 2</b>	<b>Total Ratings of # 1</b>
<b>1</b>	<b>42</b>	<b>2</b>	
<b>2</b>	<b>42</b>	<b>2</b>	
<b>Average Rating for Students in this Class</b>			<b>2.93</b>

<b>GENERAL OUTCOME # 3</b> <b>Students will develop the skills to adapt to the ever-changing world of information technology.</b>			
<b>Student # &amp; Attendance Record in %</b>	<b><u>3</u> Student demonstrates achievement of this General Outcome.</b>	<b><u>2</u> Student demonstrates a developing level of understanding of this General Outcome.</b>	<b><u>1</u> Student does not demonstrate an understanding of this General Outcome.</b>
1)	X,X		
2)	X,X		
3)	X,X		
4)	X,X		
5)	X,X		
6)	X,X		
7)	X,X		
8)	X,X		
9)	X,X		
10)	X,X		
11)	X,X		
12)	X,X		
13)	X,X		
14)	X,X		
15)	X,X		
16)			
17)			
18)			
19)			
20)			
<b>Totals</b>	<b>30</b>		

<b>TOTAL RATINGS BY REVIEWERS FOR GENERAL OUTCOME # 3</b>			
<b>Reviewer #</b>	<b>Total Ratings of # 3</b>	<b>Total Ratings of # 2</b>	<b>Total Ratings of # 1</b>
<b>1</b>	<b>15</b>		
<b>2</b>	<b>15</b>		
<b>Average Rating for Students in this Class</b>			<b>3.0</b>

**Commendations by the Reviewers:**

- I thought I put together a good document [for my portfolio]—this far exceeds anything I did.
- It is easy to understand and easy to worth through/with.
- The thoroughness of the class provides students a solid foundation in Information Technology as they function in the 21<sup>st</sup> century.
- The portfolio was organized exceptionally well—just as one would expect from a techie.

**Suggestions by the Reviewers:**

- A model for the future??
- I have no suggestions for improvement. Just keep up the great job of ensuring that our students are able to function competently and ethically in the ever-changing technological and moral landscape of the 21<sup>st</sup> century.
- Implement some of the CATs that we have been trained to use at our faculty workshops and document how the information derived from the CATs has effected changes to improve teaching and learning.

# **Appendix B**

## **Faculty Action Plans – Closing the Loop**

- 1. Letter to General Education Faculty re “Closing the Loop”**
- 2. Oral Communication**
- 3. Written Communication**
- 4. Humanities and Fine Arts**
- 5. Mathematics**
- 6. Science**
- 7. History and Social Sciences**
- 8. Information Technology**



April 6, 2010

General Education Instructors:

As you know, we have been working on coming into complete compliance with a General Recommendation from our April 2006 accreditation evaluation, and subsequent Focused Interim Evaluations. The recommendation with which we still need to come into complete compliance reads as follows:

“While the College has made progress in designing and planning for the implementation of the assessment of general education outcomes, a systematic and comprehensive general education assessment process that results in improved teaching and learning and that demonstrates student achievement of learning outcomes needs to be fully implemented (Standard 2.B.1, 2.B.2, 2.B3; Policies 2.1,2.2).”

We have been working diligently on implementing various assessment strategies over the past three-plus years. Where we are still lacking is in “closing the loop.” In other words, we need to look at the data that we have accrued from our assessment efforts and “close the loop” by developing action plans within each core area that validate that we have examined the data and that we are implementing changes so that we can “improve teaching and learning” and “demonstrate achievement of learning outcomes.” Having developed the action plans, we will start back at the top of the assessment loop and continuing to gather evidence for further analysis, reflection, and improvement. This process is a reflection of the Cultural Cornerstones of Assessment at Miles Community College:

- Culture of Evidence
- Culture of Analysis
- Culture of Reflection
- Culture of Improvement

To that end, I will be setting up meetings with the faculty of each of the core areas so that we can review the data that we have accumulated, and then the faculty for each core area will collaboratively decide upon some action items that will allow us to “close the loop” and start the cycle again.

With this email, I have attached the following documents:

- Faculty Response Template (The faculty members from each core area will collaboratively provide their responses for each core area.)
- Focus Group Reports
  - Spring 2008
  - Spring 2009
- Frosh Pre-Assessment Summaries
  - Fall 2007
  - Fall 2008
  - Fall 2009
- Soph Post-Assessment Summaries
  - Spring 2008
  - Spring 2009
- PDF of sample CATs that we received at in-service training in January 2009 and 2010

In a separate email, I will send to the faculty of each core area the Summative Case Study Portfolio report for their respective core areas.

Another function of the meeting with the faculty from each of the core areas will be to determine who, which semester, and for which classes the portfolios for the next round of Summative Case Study Portfolio assessments will be conducted (either fall 2010 semester or spring 2011 semester).

I realize this is a lot of information to process. However, I cannot overstate the importance of our working together to close the loop. In the fall of 2010 and spring of 2011 I will have to prepare a Year-One Report for the Northwest Commission on Colleges and Universities. We have been required to include an addendum to that report in which we verify that we are, in fact, “closing the loop” in our assessment process in order to be in compliance with this recommendation.

Thank you for your diligence in this important aspect of accreditation.

Garth H. Sleight,  
Accreditation Liaison Officer



**FACULTY RESPONSE TO  
GENERAL EDUCATION ASSESSMENTS  
SPRING 2010**

**COMMUNICATION: ORAL**

The purpose of General Education Assessment is to demonstrate that the College “engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement” (4.A.1) of the stated General Education Outcomes. Additionally, through General Education Assessment, the College “documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes,” and that “[f]aculty with teaching responsibilities are responsible for evaluating student achievement of clearly-identified learning outcomes” (4.A.3). In order to make assessment activities meaningful, this faculty response form enables the faculty members from each core area to close the loop in order to ensure that the College “uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements” (4.B.2).

**General Education Core Area:**      Communication: Oral

**Names of faculty member:** Garth Sleight

**Semester and year of review of assessments and establishment of goals:** Fall 2009 and Spring 2010

**Action Plan to be implemented in order to enhance student learning achievements:**

1. In my Public Speaking syllabus, I emphasize the importance of listening, and I even include “respectful listening” as a course outcome. However, one of the reviewers of the Summative Portfolio for Public Speaking pointed out that I had no plan for assessing the students in that particular outcome. As a result, I have developed a listening evaluation instrument. I piloted the instrument during the spring 2009 semester, and I went to full implementation of the instrument for the fall 2009 semester.
2. As a result of the training that we have received on CATs (Classroom Assessment Techniques), I have my students in Interpersonal Communication class do a CAT in which they self-report their greatest strength and greatest weakness as an interpersonal communicator. At the end of the semester, I administer a follow-up CAT to determine how well they feel they have progressed, particularly in developing their weaknesses.

3. After the first test during the spring 2010 semester, I administered a CAT to ascertain how I could help the students be more prepared for the next text. The feedback I received suggested I send the students the study notes right after we have covered the material in class instead of waiting until two days before the test. I heeded this feedback. The average percentage for the first test was 77.64%. The average percentage for the second test was 85.79%.

Signatures of Faculty Member: David H. Sleight

Date: 13 Apr 10

**FACULTY RESPONSE TO  
GENERAL EDUCATION ASSESSMENTS**

**SPRING 2010**

**COMMUNICATION: WRITTEN**

The purpose of General Education Assessment is to demonstrate that the College “engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement” (4.A.1) of the stated General Education Outcomes. Additionally, through General Education Assessment, the College “documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes,” and that “[f]aculty with teaching responsibilities are responsible for evaluating student achievement of clearly-identified learning outcomes” (4.A.3). In order to make assessment activities meaningful, this faculty response form enables the faculty members from each core area to close the loop in order to ensure that the College “uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements” (4.B.2).

**General Education Core Area: Written Communication**

**Names of faculty members:** George Dickie, Donna Faber, and Garth Sleight

**Semester and year of review of assessments and establishment of goals:** 2008 - 2010

**Action Plan to be implemented in order to enhance student learning achievements:**

- The writing instructors have implemented detailed rubrics so that the evaluation of essays and the feedback given to the students give a clear idea of what the strengths of the essays are and of what weaknesses need to be improved upon.
- In order to enhance the writing process, the instructors require students to polish an excerpt of the papers they have turned in to show that they have learned from the corrective feedback they have received. These excerpts are included in the students' writing portfolio.
- At the end of each paper, the student will be required to select a focal point of improvement for the next paper, based on the corrective feedback they have received from the instructor.

**Signatures of Faculty Members:**

Konrad J. Faber, Leo Dixie Land, H. J. A.

**Date:** 13 April 2010

**FACULTY RESPONSE TO  
GENERAL EDUCATION ASSESSMENTS**

**SPRING 2010**

**HUMANITIES AND FINE ARTS**

The purpose of General Education Assessment is to demonstrate that the College “engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement” (4.A.1) of the stated General Education Outcomes. Additionally, through General Education Assessment, the College “documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes,” and that “[f]aculty with teaching responsibilities are responsible for evaluating student achievement of clearly-identified learning outcomes” (4.A.3). In order to make assessment activities meaningful, this faculty response form enables the faculty members from each core area to close the loop in order to ensure that the College “uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements” (4.B.2).

**General Education Core Area: Humanities and Fine Arts**

**Names of faculty members:** George Dickie, Donna Faber, Garth Sleight, Stacie Miller

**Semester and year of review of assessments and establishment of goals:** 2008 - 2010

**Action Plan to be implemented in order to enhance student learning achievements:**

- In considering the applicability and assessability of the General Outcomes, the faculty intend to modify the General Outcomes as follows:
  - Students will:
    - Recognize contributions of literature, music, theater, language, philosophy, culture, or art in the development of insight into human endeavors.
    - ~~Demonstrate skills in the practice or interpretation of humanities and fine arts.~~
    - Relate connections between the humanities and cultural/historical events.
    - Acknowledge, learn about, and learn from different cultural and social perspectives.
- In the Humanities and Fine Arts classes the students will create an end-product or portfolio that represents what they have accomplished during the semester. The description and assessment of this project/product will be detailed in the syllabi.

**Signatures of Faculty Members:**

Barth Stelt, George Dickie  
Donna Faber

**Date:**

20 Apr 10

**FACULTY RESPONSE TO  
GENERAL EDUCATION ASSESSMENTS  
SPRING 2010  
MATHEMATICS**

The purpose of General Education Assessment is to demonstrate that the College “engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement” (4.A.1) of the stated General Education Outcomes. Additionally, through General Education Assessment, the College “documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes,” and that “[f]aculty with teaching responsibilities are responsible for evaluating student achievement of clearly-identified learning outcomes” (4.A.3). In order to make assessment activities meaningful, this faculty response form enables the faculty members from each core area to close the loop in order to ensure that the College “uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements” (4.B.2).

**General Education Core Area:** Mathematics

**Names of faculty members:** Stan Taylor and Mike Hardy

**Semesters and year(s) of review of assessments and establishment of goals:** 2008 - 2010

**Action Plan to be implemented in order to enhance student learning achievements:**

- Students have expressed the opinion that graded homework may be helpful to their success in learning math. The instructors examined and addressed their reservations about giving graded homework and developed a process for assigning graded homework as part of their courses.
- The instructors are going to implement the software “My Math Lab” starting Summer ’10 term to guide students in the productive use of time outside of class for learning. The software provides a record of how much time students have spent outside of class on the assignments, provides instruction on missed problems and provides video instruction on several example problems. It will help instructors diagnose problems where students are spending too little time outside of class and help them point students to potential sources of support that they have not tried. This should increase the amount and quality of time that students spend on math outside of class and increase student success.

- Students expressed concerns that reviews were not provided just before tests. The instructors already provide explicit guidance on what will be expected of students on tests. Because of this, we believe some students are simply not aware of where the guidance is provided. Therefore, instructors will increase efforts to be explicit in letting students know what they will be held accountable for and where they can find the resources to help them prepare for their tests.

**Signatures of Faculty Members:**

Stan Taylor

**Date:** 9 April 2010

MEH



**FACULTY RESPONSE TO  
GENERAL EDUCATION ASSESSMENTS**

**SPRING 2010**

**SCIENCE**

The purpose of General Education Assessment is to demonstrate that the College “engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement” (4.A.1) of the stated General Education Outcomes. Additionally, through General Education Assessment, the College “documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes,” and that “[f]aculty with teaching responsibilities are responsible for evaluating student achievement of clearly-identified learning outcomes” (4.A.3). In order to make assessment activities meaningful, this faculty response form enables the faculty members from each core area to close the loop in order to ensure that the College “uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements” (4.B.2).

**General Education Core Area: Science**

**Names of faculty members:** Liz Lawrence, Josh Stroh, and Kristin Gustad

**Semester and year of review of assessments and establishment of goals:** 2008 – 2010

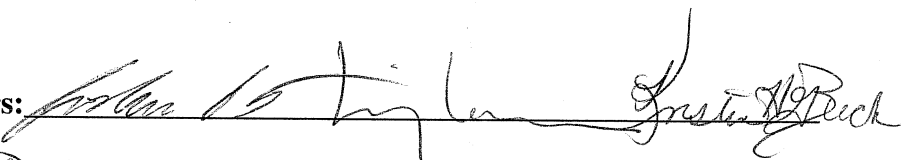
**Action Plan to be implemented in order to enhance student learning achievements:**

- In response to the feedback provided in the Summative Portfolio that General Outcome # 2 was too discipline-specific, the outcome is going to be changed to the following:  
“Students will identify and solve problems using methods of the discipline.” This change will be reflected in all science course syllabi. This modification will enhance teaching and learning by providing a focused linkage between knowledge of the material and its application.
- The College has engaged in program development that has required the addition of science classes. In order to have general outcomes that are relevant to all science classes, the instructors have also proposed modifying General Outcome # 3 to the following:  
“Students will demonstrate scientific awareness of the interrelationships of the laws that govern the natural world.”

- In response to feedback that the non-major science classes are not challenging enough, a two-semester College Chemistry class has been developed and approved for implementation fall 2010.
- In response to the feedback regarding the lack of critical thinking in entry-level science courses, the instructors have implemented problem-based labs and/or lab questions.

Signatures of Faculty Members:

Date: 15 April 2010

The image shows two handwritten signatures in dark ink. The signature on the left is written over a horizontal line and appears to be 'John D. Taylor'. The signature on the right is also written over a horizontal line and appears to be 'Gustavo H. Beck'.

**FACULTY RESPONSE TO  
GENERAL EDUCATION ASSESSMENTS**

**SPRING 2010**

**HISTORY AND SOCIAL SCIENCE**

The purpose of General Education Assessment is to demonstrate that the College “engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement” (4.A.1) of the stated General Education Outcomes. Additionally, through General Education Assessment, the College “documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes,” and that “[f]aculty with teaching responsibilities are responsible for evaluating student achievement of clearly-identified learning outcomes” (4.A.3). In order to make assessment activities meaningful, this faculty response form enables the faculty members from each core area to close the loop in order to ensure that the College “uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements” (4.B.2).

**General Education Core Area:** History and Social Science

**Names of faculty members:** Michael Durnam, Stacie Miller

**Semester and year of review of assessments and establishment of goals:** 2008- 2010

**Action Plan to be implemented in order to enhance student learning achievements:**

- Students have indicated that project-based learning is an effective and engaging way of learning social science and history. The instructors will continue to develop opportunities to engage in project-based learning and will reflect this modality of learning in their syllabi in the sections on course activities and course assessment.
- In response to the concern that there is some disconnect between the lecture notes and the tests, the instructors will post PowerPoint presentations that the students can reference to aid in their study. The instructors will also provide additional orientation on study strategies and resources. The syllabi will reflect the instructors’ guidance to the students to facilitate more effective study skills in the social sciences. This might include specific assignments, in addition to information on the resources that are available to students.
- In order to further enhance teaching and learning, the instructors will incorporate Classroom Assessment Techniques (CATs) into their classes so that they can address

student learning needs in a timely manner. The use of the CATs will be reflected in the course syllabi and instructors will maintain a log of the CATs they have administered and of the changes they have implemented as a result of the CATs.

**Signatures of Faculty Members:**

Michael D. Miller, Steven A. Miller

**Date:** 12 April 2010

**FACULTY RESPONSE TO  
GENERAL EDUCATION ASSESSMENTS  
SPRING 2010**

**INFORMATION TECHNOLOGY**

The purpose of General Education Assessment is to demonstrate that the College “engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement” (4.A.1) of the stated General Education Outcomes. Additionally, through General Education Assessment, the College “documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes,” and that “[f]aculty with teaching responsibilities are responsible for evaluating student achievement of clearly-identified learning outcomes” (4.A.3). In order to make assessment activities meaningful, this faculty response form enables the faculty members from each core area to close the loop in order to ensure that the College “uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements” (4.B.2).

**General Education Core Area:** Information Technology

**Names of faculty members:** Nancy Swope and Jeff Brabant


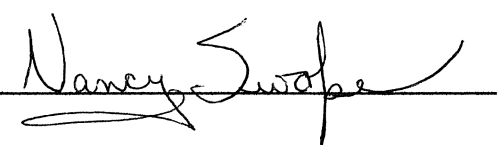
**Semester and year of review of assessments and establishment of goals:** 2008 - 2010

**Action Plan to be implemented in order to enhance student learning achievements:**

- In light of the rapid changes that are taking place in the world of information technology, the instructors have incorporated Web 2.0 applications such as blogs, wikis, podcasting and Google Docs. The inclusion of these applications is indicated in the course schedule of the syllabus.
- Today’s technology encourages and facilitates collaboration therefore, instructors implemented group projects using wikis. This project is reflected in the student’s assessment in the class.

**Signatures of Faculty Members:**

**Date:** 13 Apr 2010

# **Appendix C**

## **Sample Syllabi Demonstrating Changes that Have Been Incorporated to Improve Teaching and Learning**



## **AC101 Drawing I**

**Fall 2010**

**3 Semester Credits**

**Donna Faber, Instructor**

**Office: Room 202**

**Office Hours: posted on instructor door**

**Office Phone: 874-6176**

**Email: [faberd@milescc.edu](mailto:faberd@milescc.edu)**

### **COURSE DESCRIPTION:**

This course will introduce students to basic ideas, issues, and skills in the areas of drawing, two-dimensional design, composition, and value through a series of problem-solving activities. Students will also heighten their awareness of the visual world. This course fulfills three credits of the Humanities requirement of the Humanities Core Area of the Miles Community College General Education requirements. This course also fulfills three required credits for the Graphic and Web Design Option of AAS degree in Information Technology Degree.

### **OVERARCHING OUTCOMES OF GENERAL EDUCATION**

Students who earn their Associate of Arts or Associate of Science degree at Miles Community College will demonstrate:

- The ability to read, write, listen, and speak effectively.
- Knowledge and understanding of the human cultural traditions as expressed in art, music, theater, language, literature, philosophy, or religion.
- The ability to apply mathematical principles and to communicate quantitative information effectively.
- The knowledge and application of scientific principles, methodology, terminology, questioning, and reasoning.
- The ability to understand, interpret, and analyze human behaviors within the context of history and the social sciences.
- The knowledge of and the ability to use technology in today's computing environment.

### **GENERAL OBJECTIVES OF THE HUMANITIES AND FINE ARTS CORE AREA**

Students will:

1. Recognize contributions of literature, music, theater, language, philosophy, culture, or art in the development of insight into human endeavors.
2. Relate connections between the humanities and cultural/historical events.
3. Acknowledge, learn about, and learn from different cultural and social perspectives.

## **CLASS OBJECTIVES:**

- Develop expressive line and mark to define forms, express mood. and communicate an idea.
- **Appreciate drawing styles and principles demonstrated through various cultures.**
- Demonstrate knowledge of negative space, texture, value
- Demonstrate knowledge of perspective drawing
- Work with the tools and techniques of drawing and strive for an individual style. Relate personal choices to master works; emulate style.
- Exhibit the discipline which demands that an idea be carried to its completion in a considered and polished form. Judged by your presentation of work which leaves no question about its state of finish.

## **TEXTBOOK REQUIRED:**

*Drawing Basics*, 2<sup>nd</sup> ed. Jacklyn St. Aubyn. 2007.  
Additional supplemental reading list is attached.

## **MATERIALS REQUIRED:**

Sketchbook: recommended size—9x12

Optional: Additional drawing tools (personal preference)  
Portfolio for drawings

## **CLASSROOM PROCEDURES:**

Procedures for this course are outlined as follows:

1. Chapter assignments vary.
2. A new topic will be covered every week with drawing assignments applying new concept
3. Sketchbook assignments are shown on the schedule.
4. 2 short quizzes will be given, as shown on the schedule.
5. 1 midterm drawing and 1 final drawing assignment will be given, as shown in the schedule.
6. Attendance will be considered as part of the grade of the weekly drawing assignment.
7. One short paper is required, as discussed in the syllabus.
8. A short critique will be part of the weekly discussions.

## **GRADING:**

Grades on each assignment will be recorded in grade book based on the following criteria. Grading will be based upon the student's increased ability to: comprehend subject; relate ideas from lesson and incorporate into assignment; extract objects from environment in refined visual terms; give adequate time and consideration to assignments and make necessary inquiries; investigate personal subject matter; give full and thorough investigation to relevant materials and techniques; contribute to group discussions; overall progress and quality of work; and attendance. This is a hands-on class. You must be here to work and learn. The instructor is not responsible for providing information missed because of an unexcused absence. After 3 absences, your grade may be dropped for each additional absence.

Approximate points:

Weekly assignments: 20 points x 12 weeks	240
Weekly sketchbook: 5 points x 11 weeks	55



2 quizzes:	20 points x 2	40
1 midterm drawing	50 points	50
1 written paper	50 points	50
1 final drawing	50 points	<u>50</u>
		485total

Letter grades will

90%-100%=A 80%-89%= B, 70%-79%= C, 60%-69%= D, below 60%=

### **WEEKLY DRAWING ASSIGNMENT(S)**

- You are expected to have read the assigned chapter before we discuss it.
- After necessary demonstration and/or discussion, you will spend class time drawing according to the assignment(s) outlined in the chapter and/or by the instructor.
- These drawings will not have to be finished drawings.
- Grading criteria: attendance, effort, positive attitude, follow directions, complete assignment, explore technique/media, spend sufficient amount of time on drawing, be involved in critique, personal improvement, creativity.

### **SKETCHBOOK**

- Sketchbook assignments are listed as SB on the schedule. They are due the following Monday.
- Indicate what week it is for grading purposes
- Must sketch on at least 2 pages per assignment
- Instructor will grade them immediately and return before class is over
- Grading criteria: on time, 2 pages of sketches, practiced technique as directed, spontaneous, varied subject matter/media

### **WRITTEN PAPER**

- Research an artist or technique from the Suggested Reading on page 128 of textbook or from other resource (approved by instructor).
- Discuss technique or short bio of artist—at least ½ page, typed.
- Discuss reasons you were attracted to technique/artist—at least ½ page, typed
- Include a page of sketches or studies imitating technique.
- Include a title page.

### **MIDTERM DRAWING**

- Incorporate technique(s) and medium learned during course
- Some introductory time will be given in class, finish on own time
- Must use a heavier paper, not the weekly type
- Choice of subject matter and medium will be assigned by instructor
- Must be a finished drawing

### **FINAL DRAWING**

- Incorporate technique(s) and medium learned during course
- Some introductory time will be given in class, finish on own time
- Must use a heavier paper, not the weekly type
- Your choice of subject matter and medium or mixed media
- Must be a finished drawing

## **COLLEGE POLICIES:**

- **Special Needs:** If you have a documented special need, or learning or physical disability that may interfere with your progress in this course, please see the instructor as soon as possible so that you can discuss accommodations that will help you to succeed.
- **Academic Accessibility:** In accordance with the Americans with Disabilities Act (ADA), Miles Community College ensures academic accessibility as well as building accessibility for all persons with disabilities. No individual with a disability, by reason of such disability, will be excluded from participation in, or be denied the benefits of, the services, programs, or activities of Miles Community College or be subject to discrimination by any such entity. Miles Community College will make reasonable accommodations for any individual with documented disabilities. It is the student's responsibility to report the disability. Any person with documented disabilities concerned about accessibility and/or accommodation issues should contact the Disabilities Coordinator, Shelley Freese, by phone at 874-6152, or in person at the Center for Academic Success, Room 208; or your instructor(s); or Student Services at 406-874-6100 or 1-800-541-9281.
- **Dropping a class:** Students who wish to drop this class without its appearing on their MCC transcript must do so by September 3, 2010. Dropping by this date will affect your bill. From that point to November 5, 2010, if you drop a class, it will appear as a "W" on your transcript, but it will not affect your grade point average or your bill. If you drop after that date, the grade that appears on your transcript will be a "W" if you had a passing grade at the time of dropping the class (with no negative impact on your grade point average), or a "WF" (which counts the same as an "F" and will affect your grade point average) if you were failing at the time of dropping the class. The last day to drop or withdraw is December 9, 2010. Please refer to page 50 of the *Miles Community College 2010 Catalog* for further details.
- The process for degree seeking students is to obtain a drop form from the Student Services Office; have your advisor and the instructor of this course sign the form; and return it by the date listed above to the Student Services Office. For non-degree students, call the Registrar at 874-6214 or 1-800-541-9281 (for out of town students) indicating your desire to drop this course by the date listed above. If you need further clarification on this matter, please contact someone in Student Services, the instructor of this course, or your advisor.
- Make sure you are familiar with the Pass/Withdraw Policy and Incomplete Grades Procedure on page 50 of the *Miles Community College 2010 Catalog*. Be aware of the College's Incomplete Grade Procedure. If students receiving an incomplete "I" grade do not complete their coursework within eight weeks after the last day of the class, the "I" grade is automatically changed to an "F."
- Students are expected to be familiar with and abide by all college policies and procedures. These may be found in the *Miles Community College 2010 Catalog*, the *2010-2011 Student Handbook*, and the *Miles Community College Board of Trustees Policy Manual*. To view any of these documents, please visit the Miles Community College Judson H. Flower, Jr., Library.

## **MONTANA BOARD OF REGENTS POLICY**

### **Policy 301.5.3 *Minimum Course Grades***

#### **I. Board Policy:**

A. All students in the Montana University System and the three (3) community colleges must earn the following minimum grades in order to demonstrate their competency and preparation:

1. a “D-“ or better in all classes that are used to satisfy so-called free or elective credits in an associate or baccalaureate degree program;
2. a “C-“ or better in all classes that are used to satisfy a general education program;
3. a “C-“ or better in all classes that are used to satisfy the pre-requisites or required courses in a major, minor, option or certificate.

B. Individual programs may establish grade standards that are higher than the minimums set out in paragraph A above, for some or all of the courses that are used to satisfy the pre-requisites or requirements for a major, minor, option, certificate or general education. Students will be notified of that expectation.

...  
C. All campuses of the Montana University System and the three (3) community colleges will adopt a grading system that includes the use of pluses and minuses, in addition to letter grades. The grade point average calculation will also be the same throughout the System.

D. Students are required to meet the overall Montana University System standard of a 2.00 grade point average for satisfactory academic progress, as specified in Board [Policy 301.8](#).

#### **CLASS POLICIES**

**Cheating/Plagiarism**—Students who are caught cheating or plagiarizing will receive zero points for that assignment. Plagiarism is defined as "the use of intellectual material produced by another person without acknowledging its source. This includes, but is not limited to:

- Copying from the writings or works of others into one's academic assignment without attribution, or submitting such work as if it were one's own;
- Using the views, opinions, or insights of another without acknowledgment; or
- Paraphrasing the characteristic or original phraseology, metaphor, or other literary device of another without proper attribution."

**Absences/Makeup**— students who have prearranged absences may receive full credit for in-class assignments; assignments may be made up before or after the absence (assignments must be turned in upon return to class). Students who miss class with good reason may receive partial credit for make-up work (assignments must be turned in upon return to class). All make-up quizzes and tests must be taken in the instructor's office; prior arrangements must be made (quizzes and tests must be completed within one day of return to class).

**Late Work**—no late weekly assignments will be accepted, with exceptions (see

Absences/Makeup for explanation).

**Electronic Device Use**---no use of personal electronic devices is allowed in class unless prior arrangements have been made. Using electronic devices in class is disrespectful and distracting to instructors and other classmates, as well as a distraction to your own learning.

**TURN OFF CELL PHONES DURING CLASS. This also means that text-messaging is neither appropriate nor acceptable during class.**

## **TENTATIVE SCHEDULE**

Week 1	Introduction of syllabus and procedures, Chapter 1, 2, 3—Seeing/Line
2	Chapter 1, 2, 3—Seeing/Line
3	Chapter 4 Negative and Positive Space/Shape
4	Chapter 5,6 Texture
5	Chapter 7, 8, 9 Value
6	Chapter 10 Linear Perspective
7	Chapter 9, Elliptical Perspective, Volume
8	Midterm drawing and Quiz
9	Wet Media—pen and ink, brush
10	Wet Media—pen and ink, brush
11	Composition, Color
12	Drapery, Value
13	Portrait
14	Chapter 11, 12 Expression, Gesture
15	Mixed Media
16	Final drawing, Quiz

**SYLLABUS**  
**INTRODUCTION TO ANTHROPOLOGY (AN 210)**  
**FALL SEMESTER, 2010**

**Instructor:** Ryan Howell, Adjunct Faculty

**Office hours:** by appointment

**Email:** howellr@milescc.edu

**Class meeting times:** Mondays and Wednesdays, 4:30pm-5:55pm, Room 107

**Course Description:** This class will cover the four basic areas of anthropology, including linguistics, physical anthropology, social anthropology, and archaeology. We will trace human development from earliest times through the development of civilizations and to today. We will explore:

- The origins of the human species from an archaeological perspective
- The beginnings of food production
- The origin and formation of complex, stratified societies and civilizations
- The variations in human interpersonal relationships as they pertain to kinship, social stratification, politics, residence, and conflict

We will consider the progress, setbacks, and outright failures in our past, the relationships between people and their social and natural environments, the ever-increasing role of technology, the astonishing variety of adaptations human beings have made, and some of the consequences of prehistoric technological and social change.

**Course Goals:** The main objective of this course is to acquaint students with the evidence concerning these cultural transformations, the explanations formulated to account for them, the methods and theories employed in these explanations, and the realities of anthropological research, past and present. Ultimately, these topics and themes will come together as a coherent linear picture of the evolution of human behavior and culture.

**Course format:** This course will be presented in a series of lectures, class discussion, videos, and field work. During class discussion, please remember to respect other's opinions, as you would have your own respected. Careful note taking is encouraged.

This course is counted as a social science in completing General Education requirements.

**Prereqs:** none

**Required materials:** Anthropology by Carol and Melvin Ember, and Peter Peregrine. 11<sup>th</sup> ed.

**Grading:** Your final grade will be based upon three exams (worth 100pts each), a project, two response papers (50pts each), a final paper (100pts), and participation/attendance (100pts). Thus, each test and the project will contribute 20% to the total grade (600 total possible points).

<b>Points Earned</b>	<b>Grade</b>	<b>Total points possible: 600</b>
90 – 100%	A	540-600
80 – 89%	B	480-539
70 – 79%	C	420-479
60 – 69%	D	360-419
59 or less%	F	Under 360

**Tests:** There will be three tests in multiple-choice, true-false, short answer format worth a possible 100pts each.

**2 Response Papers each worth 50 points each.** Papers will reflect specific topics discussed throughout the course including speakers and videos presented. Papers will be graded on relevance to the topic, content, and organization, thoughtfulness, and format. You will be required to make specific references in your paper to the topics covered in the course but can feel free to include examples from the news or personal experience. Papers are a minimum of 2 full pages, double spaced, unbolded 12 point New Times Roman Font with one inch margins all the way around. Two full pages is defined as text top to bottom; name, date, title, do NOT count toward length requirements (see last page of syllabus for example). You may NOT add spaces between paragraphs. Failure to comply with these guidelines results in an automatic zero for the assignment. 75% of the paper will be graded on content and 25% on grammar, spelling, and punctuation.

**Attendance:** Attendance/Participation will be taken at every class. You are expected to attend class. If you have to miss class due to college business, an illness, or other unavoidable circumstance, **it will be your responsibility** to notify me prior to the start of class for an excused absence. If you expect to be absent the day a test or assignment is due, **it is your responsibility** to turn in the assignment or make arrangements for the tests ample time prior to their departure. Leaving for Spring Break early and arriving back late will not be considered valid excuses and you will lose the privilege of test make up. Late papers will not be accepted. After 3 unexcused absences, 25pts will be deducted from the student's total accumulated points for the semester prior to calculating the student's final grade for each unexcused absence. Thus, for every unexcused absence after your 3<sup>rd</sup>, you will lose about half of a letter grade.

**Tardiness:** Everyone will be on time to class and stay for the remainder of the class. If you are late, it is **your responsibility** to bring this to my attention after class or you will be marked absent. Keep in mind that this class breaks into groups frequently and your late arrival can be disruptive. In order for you to fully participate, promptness is in your best interest. If tardiness becomes chronic, expect that this will be an issue that will be addressed.

**Make-ups:** Students must make every effort to be present on scheduled test days. Absences will be allowed only for illness (a note from the doctor to the instructor is required) or for previously scheduled school events that take the student out of town, with

notification to the instructor. Make ups will be in the same test format, but will consist of different questions.

**Project:** students will participate in a class project. As a class, we will visit a local area archaeological site, measure and map it. Each student will participate in all aspects of this project, (measuring the site, sketching the site, etc.) keeping a log book of all activities.

Please be sure to wear pants (not shorts), sturdy shoes and a hat.

At the end of the project each student will submit:

- A map of the site
- Their personal logbook.
- A professional report detailing the project (Minimum 3 full pages).

**Each student is required to spend a MINIMUM of 3 hours on site. Rides will be arranged for students without cars.**

This project counts as 25% of your total grade. This rubric shows how the projects will be graded.

For each hour on site, 5 pts. (Hours over the 3 hour minimum will also count as 5 pts each, up to 6 hours total for required and extra time. This gives the potential for earning 15 pts as extra credit. A sign in sheet will be available and must be signed for each day.)

On site hours	15 pts minimum
Map of site	10 pts.
Log book	15 pts
Final report	60 pts
TOTAL	100 pts.

NOTE: A copy of the final report and map judged the most complete by your instructor will be given to the Bureau of Land Management, to keep for their permanent records in documenting this site.

The final reports (maps and logbook included) will be due in class on **November 15th.**  
**LATE PROJECTS ARE NOT ACCEPTED.**

**Tentative class schedule:** in the event that changes are made to this schedule, the instructor will consult the class. Changes will not be made that would be detrimental or otherwise penalize students.

August		Read	Assignment
25	Intro and the Four Fields	Ch. 1	
30	Archaeology	Ch. 2	
1	DNA and Species	Ch. 3 & 4	
6	Labor Day Holiday (No Class)		
September			
8	Early Primates	Ch. 5	
13	Hominoids and Australopithecines	Ch. 6	
15	Hominids	Ch. 7	<b>Response Paper 1</b>
20	Emergence of <i>Homo Sapiens</i>	Ch. 8	
22	The Upper Paleolithic	Ch. 9	
27	Human Variation	Ch. 12	
29	<b>TEST 1</b>		<b>TEST 1</b>
October			
4	Agricultural Revolution	Ch. 10	
6	Earliest Civilizations	Ch. 11	
11	Columbus Day (No Class)		
13	Culture	Ch. 13	
18	Cultural Anthropology	Ch. 14	<b>Response Paper 2</b>
20	Language	Ch. 15	
25	Production, Goods and Services	Ch. 16 & 17	
27	Social Stratification	Ch. 18	
November			
1	Gender	Ch. 19	
3	<b>TEST 2</b>		<b>TEST 2</b>
8	Marriage	Ch. 20	
10	Kinship	Ch. 21	
15	Associations and Politics	Ch. 22 & 23	
17	<b>Project PAPER DUE</b>		<b>Project Paper</b>
22	Thanksgiving Break (No Class)		
24	Thanksgiving Break (No Class)		
29	Human Psychology	Ch. 24	
December			
1	Religion	Ch. 25	
6	Arts	Ch. 26	
8	Change	Ch. 27	
13	Applied Anthropology		
15	<b>FINAL EXAM</b>		<b>FINAL EXAM</b>



### **COLLEGE POLICIES:**

- **Special Needs:** If you have a documented special need, or learning or physical disability that may interfere with your progress in this course, please see the instructor as soon as possible so that you can discuss accommodations that will help you to succeed.
- **Academic Accessibility:** In accordance with the Americans with Disabilities Act (ADA), Miles Community College ensures academic accessibility as well as building accessibility for all persons with disabilities. No individual with a disability, by reason of such disability, will be excluded from participation in, or be denied the benefits of, the services, programs, or activities of Miles Community College or be subject to discrimination by any such entity. Miles Community College will make reasonable accommodations for any individual with documented disabilities. It is the student's responsibility to report the disability. Any person with documented disabilities concerned about accessibility and/or accommodation issues should contact the Disabilities Coordinator, Shelley Freese, by phone at 874-6152, or in person at the Center for Academic Success, Room 208; or your instructor(s); or Student Services at 406-874-6100 or 1-800-541-9281.
- **Dropping a class:** Students who wish to drop this class without its appearing on their MCC transcript must do so by September 3, 2010. Dropping by this date will affect your bill. From that point to November 5, 2010, if you drop a class, it will appear as a "W" on your transcript, but it will not affect your grade point average or your bill. If you drop after that date, the grade that appears on your transcript will be a "W" if you had a passing grade at the time of dropping the class (with no negative impact on your grade point average), or a "WF" (which counts the same as an "F" and will affect your grade point average) if you were failing at the time of dropping the class. The last day to drop or withdraw is December 9, 2010. Please refer to page 50 of the *Miles Community College 2010 Catalog* for further details.
- The process for degree seeking students is to obtain a drop form from the Student Services Office; have your advisor and the instructor of this course sign the form; and return it by the date listed above to the Student Services Office. For non-degree students, call the Registrar at 874-6214 or 1-800-541-9281 (for out of town students) indicating your desire to drop this course by the date listed above. If you need further clarification on this matter, please contact someone in Student Services, the instructor of this course, or your advisor.
- Make sure you are familiar with the Pass/Withdraw Policy and Incomplete Grades Procedure on page 50 of the *Miles Community College 2010 Catalog*. Be aware of the College's Incomplete Grade Procedure. If students receiving an incomplete "I" grade do not complete their coursework within eight weeks after the last day of the class, the "I" grade is automatically changed to an "F."
- Students are expected to be familiar with and abide by all college policies and procedures. These may be found in the *Miles Community College 2010 Catalog*, the *2010-2011 Student Handbook*, and the Miles Community College *Board of Trustees Policy Manual*. To view any of these documents, please visit the Miles Community College Judson H. Flower, Jr., Library.

## **MONTANA BOARD OF REGENTS POLICY**

### **Policy 301.5.3 *Minimum Course Grades***

#### **I. Board Policy:**

A. All students in the Montana University System and the three (3) community colleges must earn the following minimum grades in order to demonstrate their competency and preparation:

1. a “D-“ or better in all classes that are used to satisfy so-called free or elective credits in an associate or baccalaureate degree program;
2. a “C-“ or better in all classes that are used to satisfy a general education program;
3. a “C-“ or better in all classes that are used to satisfy the pre-requisites or required courses in a major, minor, option or certificate.

B. Individual programs may establish grade standards that are higher than the minimums set out in paragraph A above, for some or all of the courses that are used to satisfy the pre-requisites or requirements for a major, minor, option, certificate or general education. Students will be notified of that expectation.

...  
C. All campuses of the Montana University System and the three (3) community colleges will adopt a grading system that includes the use of pluses and minuses, in addition to letter grades. The grade point average calculation will also be the same throughout the System.

D. Students are required to meet the overall Montana University System standard of a 2.00 grade point average for satisfactory academic progress, as specified in Board [Policy 301.8](#).

**COURSE SYLLABUS**  
**BIOB 101 Discover Biology**  
**FALL 2010**

Instructor: Elizabeth Lawrence Office: Room 104  
Phone: 406 874-6180

Lecture: M, W, F 10:00 - 10:55  
          M, W, F 2:00 - 2:55

Office Hours: M, W, F 11:00 - 11:55  
                  M, W, F 1:00 - 1:55  
                  T 10:00 - 10:55

E-Mail: lawrencel@milescc.edu

**Required Materials**

Phelan, Jay. (2010). What Is Life? W.H. Freeman and Company.  
ISBN# 978-1-4292-2318-8

**Course Description**

This course is intended for college students with a limited biology background, who are taking this to meet the science requirements for general education courses for non-majors. Topics selected will help the student to understand biology as it relates to day-to-day experiences.

Topics covered in the first half of the semester will include cell structure, cell metabolism, and genetics. The second half of the semester will cover evolution, form and function of animals, and ecology.

Any changes made to the syllabus will be discussed with the class and changes made will not be to the detriment or penalization of the student.

**General Education**

- **Vision and Purpose Statement**

The major goal of the science classes is to help students develop critical-thinking and problem-solving skills in their study of the natural and physical sciences. Overcoming the challenges of the technical curriculum found so often in the science areas enhances learning. Science naturally goes well with “real life” experiences. Therefore, once students are able to break out of the structured mode of the technical, a whole new world opens up from which they may draw resources for real understanding to take place in the realm of the practical.

- **Overarching Objective of the Science Core Area**

Students who earn their Associate of Arts or Associate of Science degree at Miles Community College will demonstrate the knowledge and application of scientific principles, methodology, terminology, questioning, and reasoning.

- **General Objectives of the Communications Core Area**

Students will:

1. Utilize creative and critical scientific questioning to comprehend the scientific world.
2. Students will identify and solve problems using methods of the discipline.
3. Students will demonstrate scientific awareness of the interrelationships of the laws that govern the natural world.

**Course Objectives**

By the end of this course, students should be able to meet the following objectives:

- define how biologists “do” science by use of the scientific method
- explain the classification of organisms, identifying and understanding the characteristics of the five major kingdoms
- explain the current crisis of biodiversity and why it is such an important issue today
- describe the structure of an atom, understanding the bonding that takes place between atoms, identifying the major groups of macromolecule and their function
- differentiate between the two major types of cells, understanding the structure and function of cell organelles
- explain the significance and major steps of cellular respiration and photosynthesis, understanding the relationship between cellular respiration and photosynthesis
- describe the cell cycle, explaining the significance of cell reproduction
- explain the principles of Mendelian genetics, with the ability to manipulate the different types of inheritance in problems
- define natural selection, explaining how it works
- compare and contrast the form and functions of the major systems of living organisms
- explain how energy is transferred among living organisms
- describe how populations grow, how they interact, and what limits them

## **Course Requirements**

The final grade in this class will be determined by performance on exams

**Exams:** The acquisition of the above listed course objectives will be measured by lecture exams. These exams may be a combination of multiple choice, short answers, matching, and or essay. These exams are scheduled and any deviation from the schedule will be announced in class. The exams will cover material included in the lecture and any assigned material given during the lecture.

Make up exams must be scheduled in advance. If a student is away on college business (i.e. scheduled and approved sports or club activity) the day there is a scheduled exam, it is the student's responsibility to make arrangements prior to the departure. If the student is ill or cannot make it to the exam they must notify me by email by the time of the exam and it will be the student's responsibility to make arrangements then to make up the exam.

Exams must be made up before 2 lectures have passed since the original exam date.

There will be seven exams each worth 100 points. The total possible points for the lecture exams will be 700 points.

**Grades:** The grading scale for exams will be as follows:

90 – 99	=	A
80 – 89	=	B
70 – 79	=	C
60 – 69	=	D
59 or below	=	F

## **Class Policies**

**Attendance:** Attendance will be taken according to college policy every class period. Attendance is not graded but is taken into consideration if your final percentage is close to the next higher grade.

There may be situations where I may have to cancel a class and will notify students by email of this and the expectations. Class cancellations will also be posted on the MCC web page.

**Email:** It is your responsibility to keep up with your email – be sure that you have given the college an email address that you use!! It is also up to you to notify Student Services if you should change your email address.

**Student Concerns:** If you have any questions or concerns during the semester, please stop by and visit. You may also make an appointment after lecture for a time that is comfortable for both of us. Sometimes things that seem so overwhelming can be worked out before a major problem develops.

**Cheating:** Cheating or helping another student to cheat will not be tolerated. It not only is unfair to students who earn their grades, but short circuits your futures. Any cheating (confirmed or otherwise) will result in a zero on the exam. Use of cell phones during exams will be considered cheating.

**Cell Phones:** If cell phones are brought to lecture, the ringer must be silenced. During exams use of the cell phones will be assumed to be cheating and will result in a zero on that assignment. All cell phones should be left out of sight if brought to class. In an emergency if you need to take a call you may quietly leave the room – this policy if not in effect during an exam.

### **College Policies**

**Dropping:** Students who wish to drop this class without it appearing on their MCC transcript must do so by September 3, 2010. Dropping by this date will affect your bill. From that point to November 5, 2010, if you drop a class, it will appear as a “W” on your transcript, but it will not affect your grade point average or your bill. If you drop after that date, the grade that appears on your transcript will be a “W” if you had a passing grade at the time of dropping the class (with no negative impact on your grade point average), or a “WF” (which counts the same as an “F” and will affect your grade point average) if you were failing at the time of dropping the class. The last day to drop or withdraw is December 9, 2010. Please refer to the *Miles Community College 2010 Catalog* for further details.

The process for degree seeking students is to obtain a drop form from the Student Services Office; have your advisor and the instructor of this course sign the form; and return it by the date listed above to the Student Services Office. For non-degree students, call the Assistant Registrar at 874-6214 or 1-800-541-9281 (for out of town students) indicating your desire to drop this course by the date listed above. If you need further clarification on this matter, please contact someone in Student Services, the instructor of this course, or your advisor.

Make sure you are familiar with the Pass/Withdraw Policy and Incomplete Grades Procedure found in the *Miles Community College 2010 Catalog*. Be aware that there is a new Incomplete Grade Procedure. If students receiving an incomplete “I” grade do not complete their coursework within eight weeks after the last day of the class, the “I” grade is automatically changed to an “F.” Students are expected to be familiar with and abide by all college policies and procedures. These may be found in the *Miles Community College 2010 Catalog*, the Student Handbook, and the Miles Community College Board of Trustees Policy Manual. To view any of these documents, please visit the Miles Community College Judson Flower Library.

**Special Needs:** If you have a documented special need, or learning or physical disability that may interfere with your progress in this course, please see me as soon as possible so that we can discuss accommodations that will help you to succeed. Please be ensured that this information will remain confidential.

**Academic Accessibility:** In accordance with the Americans with Disabilities Act (ADA), Miles Community College ensures academic accessibility as well as building accessibility for all persons with disabilities. No individual with a disability, by reason of such disability, will be excluded from participation in, or be denied the benefits of, the services, programs, or activities of Miles Community College or be subject to discrimination by any such entity.

Miles Community College will make reasonable accommodations for any individual with documented disabilities. It is the student's responsibility to report the disability. Any person with documented disabilities concerned about accessibility and/or accommodation issues should contact the Disabilities Coordinator, Shelley Freese, by phone at 874-6152, or in person at the Center for Academic Success, Room 208; or your instructor(s); or Student Services at 406-874-6100 or 1-800-541-9281.

**Montana Board of Regents Policy**  
**Policy 301.5.3 Minimum Course Grades**

I. Board Policy:

- A. All students in the Montana University System and the three (3) community colleges must earn the following minimum grades in order to demonstrate their competency and preparation:
  - 1. a "D-" or better in all classes that are used to satisfy so-called free or elective credits in an associate or baccalaureate degree program;
  - 2. a "C-" or better in all classes that are used to satisfy a general education program;
  - 3. a "C-" or better in all classes that are used to satisfy the pre-requisites or required courses in a major, minor, option or certificate.
- B. Individual programs may establish grade standards that are higher than the minimums set out in paragraph A above, for some or all of the courses that are used to satisfy the pre-requisites or requirements for a major, minor, option, certificate or general education. Students will be notified of that expectation.
- C. All campuses of the Montana University System and the three (3) community colleges will adopt a grading system that includes the use of pluses and minuses, in addition to letter grades. The grade point average calculation will also be the same throughout the System.
- D. Students are required to meet the overall Montana University System standard of a 2.00 grade point average for satisfactory academic progress, as specified in Board [Policy 301.8](#).

**Tentative Schedule**  
**BIOB 101 Discover Biology**  
**Fall 2010**

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Aug 25 W	Chapter 1	Scientific Thinking
Aug 27 F	Chapter 1	Scientific Thinking
Aug 30 M	Chapter 2	Chemistry
Sept 1 W	Chapter 2	Chemistry
Sept 3 F	Chapter 2	Chemistry
Sept 6 M	Labor Day – No School	
Sept 8 W	Chapter 2	Chemistry
Sept 10 F	Chapter 2	Chemistry
<b>Sept 13 M</b>	<b>Exam #1</b>	
Sept 15 W	Chapter 3	Cells
Sept 17 F	Chapter 3	Cells
Sept 20 M	Chapter 4	Energy
Sept 22 W	Chapter 4	Energy
Sept 24 F	Chapter 4	Energy
<b>Sept 27 M</b>	<b>Exam #2</b>	
Sept 29 W	Chapter 5	DNA, Gene Expression, and Biotechnology
Oct 1 F	Chapter 5	DNA, Gene Expression, and Biotechnology
Oct 4 M	Chapter 6	Chromosomes and Cell Division
Oct 6 W	Chapter 6	Chromosomes and Cell Division
Oct 8 F	Chapter 6	Chromosomes and Cell Division
Oct 11 M	<b><i>Columbus Day – No School</i></b>	
<b>Oct 13 W</b>	<b>Exam #3</b>	
Oct 15 F	Chapter 7	Mendelian Inheritance
Oct 18 M	Chapter 7	Mendelian Inheritance
Oct 20 W	Chapter 7	Mendelian Inheritance
Oct 22 F	<b><i>Educators Conference – No School</i></b>	
Oct 25 M	Chapter 8	Evolution and Natural Selection
Oct 27 W	Chapter 8	Evolution and Natural Selection
Oct 29 F	Chapter 9	Evolution and Behavior
Nov 1 M	Chapter 9	Evolution and Behavior
<b>Nov 3 W</b>	<b>Exam #4</b>	
Nov 5 F	Chapter 10	The Origin and Diversification of Life on Earth
Nov 8 M	Chapter 10	The Origin and Diversification of Life on Earth
Nov 10 W	Chapter 11	Animal Diversification
Nov 12 F	Chapter 11	Animal Diversification
<b>Nov 15 M</b>	<b>Exam #5</b>	



Nov 17 W	Chapter 12	Plant and Fungi Diversification
Nov 19F	Chapter 12	Plant and Fungi Diversification
Nov 22M	Chapter 13	Evolution and Diversity Among the Microbes
Nov 24W	Chapter 13	Evolution and Diversity Among the Microbes
Nov 26 F	<i>Thanksgiving – No School</i>	
<b>Nov 29 M</b>	<b>Exam #6</b>	
Dec 1 W	Chapter 14	Population Ecology
Dec 3 F	Chapter 14	Population Ecology
Dec 6 M	Chapter 15	Ecosystems and Communities
Dec 8 W	Chapter 15	Ecosystems and Communities
Dec 10 F	Chapter 16	Conservation and Biodiversity
Dec 13 M	Chapter 16	Conservation and Biodiversity
<b>Dec 14 – 16</b>	<b>Exam #7</b>	<b>Final Exam Week</b>

**MILES COMMUNITY COLLEGE**  
**BIOB 102L – Discover Biology Lab**

**FALL 2010**

Suzanne Thomason MS, MT(ASCP)  
Instructor, Medical Technologist  
Office Location: 205  
874-6193  
thomasons@milescc.edu  
Office Hours: By appointment only

**COURSE ROOM, DAY, AND TIME:** Room 101 Sec 1 W 8:00 – 9:55  
 2 F 11:00 - 12:55  
 3 T 11:00 - 12:55  
 4 W 11:00- 12:55

**COURSE DESCRIPTION:** This course will relate to BIOB 101 with fundamental principles concerning animal and plant life covering topics on the structure and physiology of cells, genetics, reproduction, and the diversity of life of plants, animals, and microorganisms including their ecological relationship.

**CORE AREA: Science**

- **Vision and Purpose Statement**

The major goal of the science classes is to help students develop critical-thinking and problem-solving skills in their study of the natural and physical sciences. Overcoming the challenges of the technical curriculum found so often in the science areas enhances learning. Science naturally goes well with “real life” experiences. Therefore, once students are able to break out of the structured mode of the technical, a whole new world opens up from which they may draw resources for real understanding to take place in the realm of the practical.

- **Overarching Outcome of the Science Core Area**

Students who earn their Associate of Arts or Associate of Science degree at Miles Community College will demonstrate the knowledge and application of scientific principles, methodology, terminology, questioning, and reasoning.

- **General Outcomes of the Science Core Area**

Students will:

1. Utilize creative and critical scientific questioning to comprehend the scientific world.
2. Identify and solve problems using methods of the discipline.
3. Demonstrate scientific awareness of the interrelationships of the laws that govern the natural world.

**COURSE OUTCOMES:** Upon completion of the course the student will

- Apply scientific information to answer questions about their world
- Use a microscope successfully
- Describe basic genetic principles
- Differentiate between plant, animal, and microorganisms

**ASSESSMENT:** Quizzes and Reports

**DISTRIBUTION OF GRADES:**

Lab Quizzes & Exams	30%
Lab Reports	<u>60%</u>
	100%

**GRADING SCALE**

A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

**PREREQUISITES:** There are no prerequisites for this course

**COREQUISITES:** BIOB 101 – Principles of Biology

**CONTACT HOURS:** 26 lab

**CREDIT HOURS:** 1 credits

**REQUIRED TEXT:** *Concepts in Biology*, 13th ed; 2009; Enger & Ross;  
MCGraw-Hill ISBN 978-0-07-337792-6

**MATERIALS AND SUPPLIES:**

**Required:** No open toed shoes may be worn in the laboratory  
Safety goggles must be worn during experiment times

**Suggested:**

**COLLEGE POLICIES:**

- **Special Needs:** If you have a documented special need, or learning or physical disability that may interfere with your progress in this course, please see the instructor as soon as possible so that you can discuss accommodations that will help you to succeed.
- **Academic Accessibility:** In accordance with the Americans with Disabilities Act (ADA), Miles Community College ensures academic accessibility as well as building accessibility for all persons with disabilities. No individual with a disability, by reason of such disability, will be excluded from participation in, or be denied the benefits of, the services, programs, or activities of Miles Community College or be subject to discrimination by any such entity. Miles Community College will make reasonable accommodations for any individual with documented disabilities. It is the student's responsibility to report the disability. Any person with documented disabilities concerned about accessibility and/or accommodation issues should contact the Disabilities Coordinator, Shelley Freese, by phone at 874-6152, or in person at the Center for Academic Success, Room 208; or your instructor(s); or Student Services at 406-874-6100 or 1-800-541-9281.
- **Dropping a class:** Students who wish to drop this class without its appearing on their MCC transcript must do so by **September 3, 2010**. Dropping by this date will affect your bill. From that point to November 5, 2010, if you drop a class, it will appear as a "W" on your transcript, but it will not affect your grade point

average or your bill. If you drop after that date, the grade that appears on your transcript will be a “W” if you had a passing grade at the time of dropping the class (with no negative impact on your grade point average), or a “WF” (which counts the same as an “F” and will affect your grade point average) if you were failing at the time of dropping the class. The last day to drop or withdraw is **December 9, 2010**. Please refer to page 50 of the *Miles Community College 2010 Catalog* for further details.

- The process for degree seeking students is to obtain a drop form from the Student Services Office; have your advisor and the instructor of this course sign the form; and return it by the date listed above to the Student Services Office. For non-degree students, call the Registrar at 874-6214 or 1-800-541-9281 (for out of town students) indicating your desire to drop this course by the date listed above. If you need further clarification on this matter, please contact someone in Student Services, the instructor of this course, or your advisor.
- Make sure you are familiar with the Pass/Withdraw Policy and Incomplete Grades Procedure on page 50 of the *Miles Community College 2010 Catalog*. Be aware of the College’s Incomplete Grade Procedure. If students receiving an incomplete “I” grade do not complete their coursework within eight weeks after the last day of the class, the “I” grade is automatically changed to an “F.”
- Students are expected to be familiar with and abide by all college policies and procedures. These may be found in the *Miles Community College 2010 Catalog*, the *2010-2011 Student Handbook*, and the *Miles Community College Board of Trustees Policy Manual*. To view any of these documents, please visit the Miles Community College Judson H. Flower, Jr., Library.

#### **CLASSROOM POLICIES AND PROCEDURES:**

All assignments or learning activities are to be completed according to your instructor.

1. The student must attend lab as scheduled. Failure to attend will result in a “0” for that day.
2. If you are excused and miss a class you are required to make up any missed information within one week unless arranged otherwise.
3. Students who must be absent are **required to call the instructor and report the absence and the reason.** All tardies and absences will be reflected in the grade for each lab.
4. Please note that no distinction will be made for excused versus unexcused absences. An absence is an absence. The student is solely responsible for keeping up with make-up work, skills missed, and obtaining any additional information announced in class/lab during the student’s absence. **The instructor is not responsible for any missed information on the student’s part.**
5. The student must make every effort to be in class each day. Vital information is missed if absent!! Any appeal the student makes must still follow the process outlined in the student handbook.
6. Attendance is by lab reports and quizzes completed. It is important to check Announcements before lab. If the instructor is unable to attend or an emergency develops the instructor will notify students through an announcement.
7. If the student arrives to class after the instructor has called role he/she will be counted tardy.
8. Students are to remain in the lab until the instructor dismisses the class. Early dismissal for an individual must be discussed with the instructor.

9. **ALL ROUTINE APPOINTMENTS MUST BE SCHEDULED AFTER CLASS HOURS. THIS INCLUDES REQUIRED PHYSICALS, VACCINATIONS, ETC.**
10. **Absolutely no cell phones allowed in class.** If a student brings their cell phone into class/lab and it rings, vibrates, chirps, etc. the student will have a consequence at the discretion of the instructor.
11. All homework assignments are due as noted on next scheduled meeting on the course calendar. Failure to submit assignments by the due date will result in a "0". **No late assignments are accepted. NO EXCEPTIONS.**
12. When in the laboratory there is no food or drinks allowed. This includes gum.
13. Desk and chairs are to be straightened and left in an orderly fashion each day the student is present.
14. When utilizing the lab the student must return items used to their proper place neatly. The student is responsible for keeping the lab neat, clean, and straightened after each lab experience. This will be reflected in the grade.
15. Plagiarism is defined as "the use of intellectual material produced by another person without acknowledging its source. This includes, but is not limited to:
  - Copying from the writings or works of others into one's academic assignment without attribution, or submitting such work as if it were one's own;
  - Using the views, opinions, or insights of another without acknowledgment; or
  - Paraphrasing the characteristic or original phraseology, metaphor, or other literary device of another without proper attribution."

**SAFETY:** See the Laboratory Policy located in the lab.

## **DISCLAIMER**

The instructor reserves the right to amend or correct this course syllabus as necessary. If the instructor amends or corrects this syllabus, students will be given a revised syllabus or corrections.

### **Tentative Schedule Fall 2010**

Aug	25	W	No lab meets
	27	F	
Aug	31	T	Lab 1 Safety, (1) Metric Measurement
Sept	1	W	
Sept	3	F	
<b>Sept</b>	<b>6</b>	<b>M</b>	<b>No class      Holiday – Labor Day</b>
Sept	7	T	Lab 2 (2) Atoms and Molecules
Sept	8	W	
Sept	10	F	
Sept	14	T	Lab 3 (3) Diffusion and Osmosis
Sept	15	W	
Sept	17	F	
Sept	21	T	Lab 4 (5) The Microscope
Sept	22	W	
Sept	24	F	
Sept	28	T	Lab 5 (13) DNA Extraction
Sept	29	W	
Oct	1	F	

Oct 5 T Lab 6 (14) Genetics Problems  
 Oct 6 W  
 Oct 8 F  
**Oct 11 M No class Holiday – Columbus Day**  
 Oct 12 T Lab 7 (16) Human Variation  
 Oct 13 W  
 Oct 15 F  
 Oct 19 T No lab  
**Oct 20 W**  
**Oct 21-22 No Classes Teachers Conference**  
 Oct 26 T Lab 8 (17) Sensory Abilities  
 Oct 27 W  
 Oct 29 F  
 Nov 2 T Lab 9 (18) Population Demographics  
 Nov 3 W  
 Nov 5 F

(Nov 5 is last day to drop/withdraw from class with no penalty)

Nov 9 T Lab 10 (20) Bacterial Selection  
 Nov 10 W  
**Nov 11 R No Class Holiday – Veterans Day**  
 Nov 12 F  
 Nov 16 T Lab 11 (27) Species Diversity  
 Nov 17 W  
 Nov 19 F  
  
 Nov 23 T No lab meets  
 Nov 24 W “  
**Nov 25/26 No Class Thanksgiving Holiday**  
 Nov 30 T Lab 12 Lab Final  
 Dec 1 W  
  
 Dec 3 F  
  
 Dec 7 T Lab 13 (29) Roll Call of the Animals  
 Dec 8 W  
 Dec 10 F  
  
**Dec 14-16 Final Exam Week**

## **PUBLIC SPEAKING (CA 112)**

**Fall 2010**

<b>Section 1</b>	<b>11:00 A.M. – 11:55 A.M.</b>	<b>MWF</b>	<b>ROOM 107</b>
<b>Section 2</b>	<b>11:00 A.M. – 12:25 P.M.</b>	<b>TTh</b>	<b>ROOM 107</b>
<b>Section 3/3D</b>	<b>7:00 P.M. – 10:00 P.M.</b>	<b>T</b>	<b>ROOM 110</b>

**INSTRUCTOR: GARTH H. SLEIGHT, M.A.**

**OFFICE: 307 OFFICE HOURS: Posted on office door or by appt.**

**PHONE: 406-874-6212**

**INSTRUCTOR E-MAIL: sleightg@milesc.edu**

**TEXTBOOK: Speaking With a Purpose, 8<sup>th</sup> Edition**

**ISBN: 0-205-62492-8**

### **COURSE DESCRIPTION:**

This is an introductory course designed to help students in developing their skills in organizing thoughts, listening, and speaking in front of groups of people. During the first few class periods, the course will focus on how to deliver speeches. Then students will apply their knowledge by delivering five speeches.

This course fulfills the oral communication requirement of the **Communications Core Area** of the Miles Community College General Education requirements.

#### **VISION AND PURPOSE STATEMENT**

##### ***Oral Communication***

People spend a significant portion of their personal and professional lives in communicating and collaborating with others. The primary goal for the oral communication classes at Miles Community College, therefore, is to help the students develop the confidence and the competence they will need in order to communicate in ways that will be appropriate and effective for the varied situations and relationships in which they may find themselves.

#### **OVERARCHING OUTCOME OF THE COMMUNICATIONS CORE AREA**

Students who earn their Associate of Arts or Associate of Science degree at Miles Community College will demonstrate the ability to read, write, listen, and speak effectively.

○ **GENERAL OUTCOMES OF THE COMMUNICATIONS CORE AREA**

Students will:

1. Communicate information in a clear, concise, and complete manner.
2. Communicate in ways that are appropriate and effective for their intended audience and purpose.
3. Identify and incorporate research materials into informative and analytical communication.

**SPECIFIC COURSE OUTCOMES:**

- Students will develop more self-confidence as public speakers.
- Students will develop their ability to stand in front of a group of people and speak with poise, which takes into account such factors as eye contact with their audience, posture, hand and facial gestures, voice projection, self-presentation, etc.
- Students will deliver well organized speeches—the introduction of their speech will engage the audience; the body of their speech will flow smoothly and logically according to their intended purpose; the conclusion of their speech will recapitulate key ideas and leave an impact.
- Students will deliver speeches that are appropriate to their audience and intended purpose.
- Students will observe established time limits.
- **Students will put into practice the attributes of respectful listeners.**
- Students will learn fundamental principles of public communication and of the communication process.
- Students will make ethical and effective use of research materials to prepare—and then deliver—objective, informative speeches.
- Students will make ethical and effective use of research materials to prepare—and then deliver—persuasive speeches using well-constructed rationale.

**COURSE ASSESSMENT:**

Students will demonstrate achievement of the course outcomes by completing the following tasks:

- Speech 1: 2-4 min. An embarrassing, humorous, or unique personal experience (50 points)
- Speech 2: 4-6 min. Informative: Demonstration or how-to speech (100 points)
- Speech 3: 4-6 min. Informative: Research a topic and speak on it (100 points)
- Speech 4: 4-6 min. Persuasive: Motivational or opinion on issue (100 points)
- Speech 5: 6-8 min. **Final Speech:** Open speech type and topic (200 points)
- 2 Written exams covering theory and fundamental concepts of public speaking, as presented in the textbook and in class lectures (50 points each)
- Attendance (20 points)
- Pre- and post-self-assessment of speech anxiety (20 points)



- Completion, at the end of the course, of a self-assessment of listening attributes, which features an “instructor multiplier” in which the instructor factors in the degree to which he agrees or disagrees with the students’ self-assessment. (50 points)
- The speech evaluation form stipulates that students are deducted ½ point, up to 5 points, for every 10 seconds the speaker is under or over the assigned time limit. If a speaker exceeds the time limit by one minute and forty seconds (1:40), the instructor will stop the speaker and will assign 0 out of 5 points for the time-limit criterion.

### **GRADE PERCENTAGES:**

91.0--100% === ➔ A  
 89.51--90.99% = ➔ A-  
 87.0-- 89.50% = ➔ B+  
 81.0--86.99 === ➔ B  
 79.51--80.99 == ➔ B-  
 77.0 --79.50% = ➔ C+  
 71.0--76.99% == ➔ C  
 69.51--70.99% = ➔ C-  
 67.0% -69.5% == ➔ D+  
 61.0%--67.99% = ➔ D  
 60.0% - 60.99%= ➔ D-  
 Below 60% === ➔ F

### **CLASS POLICIES:**

- **Food:** The classroom is **not** an extension of the cafeteria. **You are not to bring your meals or snacks into the classroom.** Eat before entering the classroom.
- **Listening:** One of the course outcomes relates to being respectful listeners. In the event that I have to remind you repeatedly to be quiet and attentive, I will excuse you from class. You will be allowed to return to class for the next class period. If I find that the need to dismiss you from class is becoming a pattern, you will be directed to drop the class and try again another semester.
- **Speech Dates:** If you need to change the date you are assigned to give your speech, you must make prior arrangements with the instructor. *Schedule changes and no-shows will result in 5% and 10% reductions respectively on the speech score.*
- **Attendance – Expectations:** You are expected to attend class when students are delivering speeches and to be courteous to the person speaking.
- **Attendance – Point Deductions:** You will be deducted one point for each absence, unless on official college business. If the instructor is absent from class for any reason, he will credit each student one attendance point for each class period he misses.
- **Responsibility:** You are responsible for any lecture information and class-related information given in class.

- **Textbook:** The information contained in the textbook is very important. The instructor expects the students to read the assigned chapters from the textbook prior to the class period during which the lectures/discussions on those chapters are presented.
- **Lectures:** In addition to the information contained in the textbook, the instructor will present additional information to help students become effective public speakers. Students need to take careful notes of lecture material in addition to their study of the textbook.
- **Tardiness:** If you arrive late to class, enter quietly and without disruption to the class. Also, you are responsible to make sure the instructor has marked you present.
- **Changes:** In the event that changes need to be made to this syllabus, the instructor will consult with the class. Furthermore, changes will not be made that would be detrimental to or otherwise penalize students.
- **Hats:** Hats are to come off when you give your speech.
- **Cell Phones:** **TURN OFF CELL PHONES DURING CLASS. This also means that in spite of its addictive nature, text-messaging is neither appropriate nor acceptable during class. If you become a nervous wreck because you can't text during class, you may want to consider a 12-Step Program for this addiction. ☺**
- **Laptop Computers:** Surfing or otherwise using the Internet during lectures and speeches will not be tolerated. If you bring a laptop computer to class, it is to be used for taking notes only.
- **Plagiarism:** All speeches must be the original work of the student delivering the speech. It is plagiarism\* to take an article from a magazine, CD, book, the Internet, etc. and read it as your speech. You are required to give the instructor a written copy of your speeches/outlines and reference sources for speeches 3, 4, and 5. The instructor reserves the right to investigate suspected occurrences of plagiarism. Students who are guilty of academic dishonesty will be dealt with as outlined in the *College Catalog* and the *Student Handbook*.  
(\*Please note that plagiarism is defined as "the use of intellectual material produced by another person without acknowledging its source. This includes, but is not limited to:
  - Copying from the writings or works of others into one's academic assignment without attribution, or submitting such work as if it were one's own;
  - Using the views, opinions, or insights of another without acknowledgment; or
  - Paraphrasing the characteristic or original phraseology, metaphor, or other literary device of another without proper attribution.")

## **COLLEGE POLICIES:**

- **Academic Freedom:** In light of the fact that you will be presenting speeches in class, I have included below the MCC Board policy regarding **academic freedom**:  
**300.3 Academic Freedom**  
*Instructors [and students] are entitled to freedom of choice of instructional procedures, methods, and materials in promoting the educational development of students. Academic freedom is encouraged and protected as essential to the*

*objectives and purposes of the college. The mores of the community should be taken into consideration when contemplating the appropriateness of methods and materials. Academic freedom must not be abused, to the detriment of students, faculty, college, or community. [When in doubt, confer with your instructor.]*

- **Special Needs:** If you have a documented special need, or learning or physical disability that may interfere with your progress in this course, please see the instructor as soon as possible so that you can discuss accommodations that will help you to succeed.
- **Academic Accessibility:** In accordance with the Americans with Disabilities Act (ADA), Miles Community College ensures academic accessibility as well as building accessibility for all persons with disabilities. No individual with a disability, by reason of such disability, shall be excluded from participation in, or be denied the benefits of, the services, programs, or activities of Miles Community College or be subject to discrimination by any such entity. Miles Community College shall make reasonable accommodations for any individual with documented disabilities. It is the student's responsibility to report the disability. Any person with documented disabilities concerned about accessibility and/or accommodation issues should contact the Disabilities Coordinator, Shelley Freese, by phone at 874-6152, or in person at the Center for Academic Success, Room 208; or your instructor(s); or Student Services at 406-874-6100 or 1-800-541-9281.
- **Dropping a Class:**
  - **Dates and Ramifications:** Students who wish to drop this class without its appearing on their MCC transcript must do so by September 3, 2010. Dropping by this date will affect your bill; you will not have to pay for the class that you drop before September 3, 2010. From September 4, 2010, to November 5, 2010, if you drop a class, it will appear as a "W" on your transcript, but it will not affect your grade point average. In addition, if you drop a class between September 4 and November 5, 2010, you will have to pay for the course even though you have dropped it—you will not be eligible for any refund. If you drop the class after November 5, 2010, the grade that appears on your transcript will be a "W" if you had a passing grade at the time of dropping the class (with no negative impact on your grade point average), or a "WF" (which counts the same as an "F" and will affect your grade point average) if you were failing at the time of dropping the class. The last day to drop or withdraw is December 9, 2010. Please refer to page 50 of the *Miles Community College 2010 Catalog* for further details.
  - **Process:** The process for degree-seeking students is to obtain a drop form from the Student Services Office; have your advisor and the instructor of this course sign the form; and return it by the date listed above to the Student Services Office. For non-degree students, call the Registrar at 874-6214 or 1-800-541-9281 (for out of town students) indicating your desire to drop this course by the date listed above. If you need further clarification on this matter, please contact someone in Student Services, the instructor of this course, or your advisor.
- **Pass/Withdraw and Incomplete Grades:** Make sure you are familiar with the Pass/Withdraw Policy and Incomplete Grades Procedure on page 50 of the *Miles Community College 2010 Catalog*. Be aware of the College's Incomplete Grade

Procedure. If students receiving an incomplete “I” grade do not complete their coursework within eight weeks after the last day of the class, the “I” grade is automatically changed to an “F.”

- **Student Responsibilities:** Students are expected to be familiar with and abide by all college policies and procedures. These may be found in the *Miles Community College 2010 Catalog*, the *2010-2011 Student Handbook*, and the *Miles Community College Board of Trustees Policy Manual*. To view any of these documents, please visit the Miles Community College Judson H. Flower, Jr., Library.

## **MONTANA BOARD OF REGENTS POLICY**

### **Policy 301.5.3 Minimum Course Grades**

#### **I. Board Policy:**

- A. All students in the Montana University System and the three (3) community colleges must earn the following minimum grades in order to demonstrate their competency and preparation:
  - 1. a “D-“ or better in all classes that are used to satisfy so-called free or elective credits in an associate or baccalaureate degree program;
  - 2. a “C-“ or better in all classes that are used to satisfy a general education program;
  - 3. a “C-“ or better in all classes that are used to satisfy the pre-requisites or required courses in a major, minor, option or certificate.
- B. Individual programs may establish grade standards that are higher than the minimums set out in paragraph A above, for some or all of the courses that are used to satisfy the pre-requisites or requirements for a major, minor, option, certificate or general education. Students will be notified of that expectation.  
...
- C. All campuses of the Montana University System and the three (3) community colleges will adopt a grading system that includes the use of pluses and minuses, in addition to letter grades. The grade point average calculation will also be the same throughout the System.
- D. Students are required to meet the overall Montana University System standard of a 2.00 grade point average for satisfactory academic progress, as specified in Board [Policy 301.8](#).

COURSE: CAPP 120 Introduction to Computers 3 credits  
SEMESTER: **Fall 2010**  
INSTRUCTOR: Jeff Brabant & Nancy Swope  
OFFICE: *Jeff* Room 303 Phone: 874-6230 (Voicemail)  
Office hours posted E-mail: [brabantj@milesc.edu](mailto:brabantj@milesc.edu)  
*Nancy* Room 304 Phone: 874-6187 (Voicemail)  
Office hours posted E-mail: [swopen@milesc.edu](mailto:swopen@milesc.edu)  
TEXTS: Microsoft Office 2007 Windows XP Edition by  
Beskeen, Cram, Duffy, Friedrichsen, Reding

OTHER MATERIALS:

- USB flash drive
- a folder to keep all assignments in case of discrepancy and for review
- an assignment notebook

COURSE DESCRIPTION:

This is an introductory **college** level course. It is a prerequisite for most other computer classes. This course emphasizes the practical aspects of today's computing environment. Instruction includes the basic computer architecture and operation, hardware, operating systems, network communication, ethical issues associated with computers, and aspects of integrated software with an emphasis on business applications.

This course fulfills the **Information Technology Core Area** of the Miles Community College **General Education** requirements.

OVERARCHING OUTCOME OF THE INFORMATION TECHNOLOGY CORE AREA:

Students who earn their Associate of Arts or Associate of Science degree at Miles Community College will demonstrate the ability to use technology in today's computing environment.

GENERAL OUTCOMES OF THE INFORMATION TECHNOLOGY CORE AREA:

Students will:

1. Define the fundamentals of computers and terminology with respect to personal computer hardware and software, and the World Wide Web.
2. Demonstrate an in-depth understanding of why computers are essential components in business and society.
3. Develop the skills to adapt to the ever-changing world of information technology.

SPECIFIC COURSE OUTCOMES:

- ✓ Define the fundamentals of computers and terminology, with respect to personal computer hardware and software, and the World Wide Web.
- ✓ Give students an in-depth understanding of why computers are essential components in business and society.
- ✓ Encourage student's computer curiosity and drive to learn by using technology to learn about technology.
- ✓ Demonstrate techniques used to navigate through the Windows operating environment using icons, menus, applications, and files.
- ✓ Create, save, format, and print documents in Microsoft Office using the Word, Excel, Access, and Power Point applications.
- ✓ Combine Office applications to create an integrated document(s).

## COURSE REQUIREMENTS:

- Attend class regularly
- Read each chapter in Concepts text
- Complete in-class and homework assignments adhering to instructions
- Take quizzes as scheduled

## ATTENDANCE:

Attendance is expected and necessary, due to the hands-on nature of this class. The student is responsible for all information given in class, whether or not he/she is in attendance. Roll call will be taken at the beginning of each class. When determining your final grade, if a borderline grade is computed, attendance will be the deciding factor.

## ASSIGNMENTS:

- ✓ In-class assignments are due at the end of the class period. **NO** makeup is allowed.
- ✓ Homework assignments are due at the beginning of the next class meeting, unless specified differently.
- ✓ **NO** late homework will be accepted, so contact me if you miss more than one class.

When handing in assignments do the following:

- ✓ Your name, and Apps # must be in the upper right-hand corner.
- ✓ Staple multi-page assignments in the left-hand corner.
- ✓ Remember to save graded assignments for review and grade discrepancies.
- ✓ Always bring a **pencil with eraser, textbook, and data device** to class.
- ✓ **Shared homework results in a “0” for all parties involved.**

## QUIZZES:

Scheduled quizzes can be made up only if arrangements are made in advance. All make-up quizzes must be completed within one week of the scheduled quiz time. Make-up quizzes may be different than those given in class, probably more difficult.

## GRADING:

The course grade will be split between Concepts and Applications; Concepts 33 1/3% and Applications 66 2/3% of total grade points. Final grades will be determined using the following percentages, which will be based on the total number of points earned in the areas listed. The number of possible points listed is an approximation and may be adjusted throughout the semester. ***Students who have an “A” average going into Finals week will be exempt from taking the Final Exams.***

Assignments	350 pts	90 - 100 = A
Quizzes	100	80 - 89 = B
Concepts Projects	100	70 - 79 = C
Concepts Final	50	60 - 69 = D
Applications Final	<u>100</u>	Below 60 = F
Total	700	Withdrawal = W/E

Incompletes can be assigned when illness or unavoidable circumstances prevent students from completing the last four weeks of a course. Incompletes must be completed by the 8<sup>th</sup> week after the last day of class of ANY semester. Please refer to the Incomplete Grades Procedure on page 42 of the 2008-2010 Miles Community College Catalog for further details.

## CHALLENGE:

This class may be challenged. See Mr. Brabant for details.

## **COLLEGE POLICIES:**

- **Special Needs:** If you have a documented special need, or learning or physical disability that may interfere with your progress in this course, please see the instructor as soon as possible so that you can discuss accommodations that will help you to succeed.
- **Academic Accessibility:** In accordance with the Americans with Disabilities Act (ADA), Miles Community College ensures academic accessibility as well as building accessibility for all persons with disabilities. No individual with a disability, by reason of such disability, will be excluded from participation in, or be denied the benefits of, the services, programs, or activities of Miles Community College or be subject to discrimination by any such entity. Miles Community College will make reasonable accommodations for any individual with documented disabilities. It is the student's responsibility to report the disability. Any person with documented disabilities concerned about accessibility and/or accommodation issues should contact the Disabilities Coordinator, Shelley Freese, by phone at 874-6152, or in person at the Center for Academic Success, Room 208; or your instructor(s); or Student Services at 406-874-6100 or 1-800-541-9281.
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# MONTANA BOARD OF REGENTS POLICY

## Policy 301.5.3 *Minimum Course Grades*

### I. Board Policy:

A. All students in the Montana University System and the three (3) community colleges must earn the following minimum grades in order to demonstrate their competency and preparation:

1. a “D-“ or better in all classes that are used to satisfy so-called free or elective credits in an associate or baccalaureate degree program;
2. a “C-“ or better in all classes that are used to satisfy a general education program;
3. a “C-“ or better in all classes that are used to satisfy the pre-requisites or required courses in a major, minor, option or certificate.

B. Individual programs may establish grade standards that are higher than the minimums set out in paragraph A above, for some or all of the courses that are used to satisfy the pre-requisites or requirements for a major, minor, option, certificate or general education. Students will be notified of that expectation.

C. All campuses of the Montana University System and the three (3) community colleges will adopt a grading system that includes the use of pluses and minuses, in addition to letter grades. The grade point average calculation will also be the same throughout the System.

D. Students are required to meet the overall Montana University System standard of a 2.00 grade point average for satisfactory academic progress, as specified in Board [Policy 301.8](#).



# CAPP 120– INTRO TO COMPUTERS

## TENTATIVE SCHEDULE

<b>Week</b>	<b>APPLICATIONS</b>	<b>CONCEPTS</b>
Aug 30	Syllabus/Schedule/MCC Website	2020 Vision
Sept 6	Windows —File Management	No Class Holiday
Sept 13	Windows —File Management	What If? – Shift Happens
Sept 20	Unit A Office 2007/ Unit A & B Word	History of the Internet/ <b>Google/Gmail</b>
Sept 27	Units C & D – Word	<b>Google Docs</b>
Oct 4	In Class & File Management / Word Quiz	Components
Oct 11	Unit A & B – Excel	No Class-Holiday
Oct 18	Unit C – Excel	<b>Web 2.0/Wiki</b>
Oct 25	Unit D & In Class – Excel	<b>Wiki</b>
Nov 1	Excel Quiz / Unit A – Access	Inputs/Outputs
Nov 8	Unit B – Access / In Class	Storage
Nov 15	Unit C & D – Access	Communications
Nov 22	In Class	Ethics
Nov 29	Access Quiz	<b>Blogs</b>
Dec 6	Unit A & B -- Powerpoint	<b>Blogs/Final Review</b>
Dec 13	Final Review & Final Exam	Concepts Final

***No Food, Beverages, Sound without Headsets in Computer Labs***

## CAPP 120 CONTRACT

As an instructor I agree to the terms of this CAPP 120 Syllabus, Tentative Schedule, and MCC Computer Use Policies set forth this Fall Semester 2010.

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Jeff Brabant

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Date

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Nancy Swope

---

Date

As a student I have read this CAPP 120 Syllabus and Tentative Schedule, and MCC Computer Use Policies. I understand the contents and agree to fulfill the requirements and abide by policies set forth this Fall Semester 2010.

---

Your Name

Apps

---

Date

**COURSE SYLLABUS**  
**CHMY 121 Introduction to General Chemistry**  
**FALL 2010**

Instructor: Kristin Buck

Phone # 406-874-6301

Office Hours: 3-4 MW, 10-11 F, 9-11 Tues, and 1-2, 3-4 Thursday

Office #206

E-Mail: buckk@milescc.edu

**Required Materials**

- General, Organic, and Biochemistry, (5<sup>th</sup> edition), Denniston, Katherine; Joseph Topping and Robert Caret. ISBN #978-0-07-282847-4

**Course Prerequisites:** Pre-requisite: M 090 or high school algebra

**Course Description**

This is an introductory course in the fundamentals of chemistry. Topics include: measurement, atomic structure, chemical periodicity, chemical reactions and bonding, and acid base chemistry. This course is designed for students with little chemistry background, therefore only the basic concepts will be addressed. This course is not designed for chemistry or science majors, however may be helpful in preparing for such.

**General Education:**

○ **Vision and Purpose Statement**

The major goal of the science classes is to help students develop critical-thinking and problem-solving skills in their study of the natural and physical sciences. Overcoming the challenges of the technical curriculum found so often in the science areas enhances learning. Science naturally goes well with “real life” experiences. Therefore, once students are able to break out of the structured mode of the technical, a whole new world opens up from which they may draw resources for real understanding to take place in the realm of the practical.

○ **Overarching Outcome of the Science Core Area**

Students who earn their Associate of Arts or Associate of Science degree at Miles Community College will demonstrate the knowledge and application of scientific principles, methodology, terminology, questioning, and reasoning.

○ **General Outcomes of the Science Core Area**

Students will:

1. Utilize creative and critical scientific questioning to comprehend the scientific world.
2. Identify and solve problems using methods of the discipline.
3. Demonstrate scientific awareness of the interrelationships of the laws that govern the natural world.

### **Course Aims**

- Teach students to apply the scientific method in comprehending the science encountered in life
- Develop an understanding of the role of Chemistry in our daily lives

### **Course Objectives**

By the end of this course, students should be able to meet the following objectives:

- Be comfortable with the metric system
- Covert between units
- Read and understand the periodic table
- Differentiate between types of chemical bonds
- Name simple compounds
- Balance Chemical equations
- Apply gas laws
- Explain how reaction rates can differ
- Differentiate between acids and bases
- understand neutralization of acids and bases
- Explain oxidation
- List the components of an atom

### **Course Requirements**

The final grade in this class will be determined by performance on tests, homework, and on attendance.

**Tests:** (60% of grade) Tests will be a combination of multiple choice, short answers and or essay. These tests are scheduled and any deviation from schedule will be announced in class. The tests will cover both lecture and reading material from that section. Make up test must schedule in advance.

**Homework:** (30% of grade) Homework will cover the concepts addressed in class and strengthen the understanding. Late homework will have 5% per day late subtracted from the earned grade

**Grades:** Final grades will be assigned based on the average earned during the course. Students will be assigned to the letter grade corresponding to point totals found in the table below: Attendance will account for the remaining 10% of the grade.

### **Points Earned Grade**

90 -- 100 A

80 -- 89 B

70 -- 79 C

60 -- 69 D

59 or less F

### **Class Policies**

**Plagiarism:** Plagiarism is defined as "the use of intellectual material produced by another person without acknowledging its source. This includes, but is not limited to:

- ☐ Copying from the writings or works of others into one's academic assignment without attribution, or submitting such work as if it were one's own;
- ☐ Using the views, opinions, or insights of another without acknowledgment; or
- ☐ Paraphrasing the characteristic or original phraseology, metaphor, or other literary device of another without proper attribution."

If there are any questions regarding proper citation, or paraphrasing, please see me.

**Attendance:** Attendance will be taken according to college policy every class period. I expect everyone to attend class. If you have to miss class due to college business, an illness, or other unavoidable circumstance, it will be your responsibility to notify me prior to the start of class for an excused absence. **There may be situations where I may have to cancel a class and will notify students by email of this and the expectations. Class cancelations will also be posted on the MCC web page. It is your responsibility to keep up with your email and web postings. Signs will also be posted on the doors.**

If a student is away on college business (i.e. scheduled and approved sports or club activity) the day an assignment is due or there is a test, **it is the student's responsibility to turn in the assignment, take the test or make arrangements prior to their departure.** It is also the student's responsibility to arrange to receive material provided in class.

All late assignments will be deducted 5% per day they are late unless prior arrangements have been made.

**Email:** there are occasions that I email students on an unforeseen class cancellation and to remind about tests or due papers. It is up to you to check your email for these notices. Feel free to email me with questions or concerns regarding assignments or if you know you will be gone from class a particular time. My email via the college is buckk@milesc.edu

**Student Concerns:** If you have any questions or concerns during the semester, please talk with the instructor. Make an appointment after class for a time that is comfortable for both you and the instructor. Sometimes things that seem so overwhelming can be worked out before a major problem develops.

**Cheating:** Cheating will not be tolerated. It not only is unfair to students who earn their grades, but short circuits your future. Any cheating (confirmed or otherwise) will result in a zero on that test or assignment. Habitual cheating can result in a failing grade. Use of cell phones during tests or quizzes will be considered cheating

**Cell Phone:** If cell phones are brought to class the ringer must be silenced. During quizzes and tests use of cell phones will be assumed to be cheating and will result in a zero on that assignment. All phones should be left in bags if brought to class.

**Course Outline**(no changes will be made to the outline without discussing them in class.)

It is in your best interest to be prepared for class by reviewing the chapter to be discussed.

Chapter	Topic	Lecture Dates
Chapter 1	Methods and Measurements	Aug 25, 27, 30
<b>Test Sept 1</b>		
Chapter 2	Structure of atoms and the Periodic Table	Sept 3, 8, 10, 13, 15 (no class 6 <sup>th</sup> )
<b>Test September 17<sup>th</sup></b>		
Chapter 3	Ionic and Covalent Compounds	Sept 20, 22, 24, 27, 29
<b>Test October 1<sup>st</sup></b>		
Chapter 4	Calculations and Chemical Reactions	Oct 4, 6, 8, 13, 15, 18(no class 11 <sup>th</sup> )
<b>Test October 20<sup>th</sup></b>		
Chapter 5	States of Matter: Gasses, Liquids, Solids	Oct 25, 27, 29 (no class 22 <sup>nd</sup> )
<b>Test Nov 1<sup>st</sup></b>		
Chapter 6	Solutions	Nov 3, 5, 8, 10
<b>Test November 12<sup>th</sup></b>		
Chapter 7	Energy, Rate and Equilibrium	Nov 15, 17, 19, 22 (no class 26 <sup>th</sup> )
<b>Test November 27<sup>th</sup></b>		
Chapter 8	Acids and Bases and Oxidation Reduction	Nov 29 Dec 1, 3, 6, 8
Chapter 9	Nucleus, Radioactivity and Nuclear Medicine	Dec 10,13

**Test During Finals**

## **COLLEGE POLICIES:**

- **Special Needs:** If you have a documented special need, or learning or physical disability that may interfere with your progress in this course, please see the instructor as soon as possible so that you can discuss accommodations that will help you to succeed.
- **Academic Accessibility:** In accordance with the Americans with Disabilities Act (ADA), Miles Community College ensures academic accessibility as well as building accessibility for all persons with disabilities. No individual with a disability, by reason of such disability, will be excluded from participation in, or be denied the benefits of, the services, programs, or activities of Miles Community College or be subject to discrimination by any such entity. Miles Community College will make reasonable accommodations for any individual with documented disabilities. It is the student's responsibility to report the disability. Any person with documented disabilities concerned about accessibility and/or accommodation issues should contact the Disabilities Coordinator, Shelley Freese, by phone at 874-6152, or in person at the Center for Academic Success, Room 208; or your instructor(s); or Student Services at 406-874-6100 or 1-800-541-9281.
- **Dropping a class:** Students who wish to drop this class without its appearing on their MCC transcript must do so by September 3, 2010. Dropping by this date will affect your bill. From that point to November 5, 2010, if you drop a class, it will appear as a "W" on your transcript, but it will not affect your grade point average or your bill. If you drop after that date, the grade that appears on your transcript will be a "W" if you had a passing grade at the time of dropping the class (with no negative impact on your grade point average), or a "WF" (which counts the same as an "F" and will affect your grade point average) if you were failing at the time of dropping the class. The last day to drop or withdraw is December 9, 2010. Please refer to page 50 of the *Miles Community College 2010 Catalog* for further details.
- The process for degree seeking students is to obtain a drop form from the Student Services Office; have your advisor and the instructor of this course sign the form; and return it by the date listed above to the Student Services Office. For non-degree students, call the Registrar at 874-6214 or 1-800-541-9281 (for out of town students) indicating your desire to drop this course by the date listed above. If you need further clarification on this matter, please contact someone in Student Services, the instructor of this course, or your advisor.
- Make sure you are familiar with the Pass/Withdraw Policy and Incomplete Grades Procedure on page 50 of the *Miles Community College 2010 Catalog*. Be aware of the College's Incomplete Grade Procedure. If students receiving an incomplete "I" grade do not complete their coursework within eight weeks after the last day of the class, the "I" grade is automatically changed to an "F."
- Students are expected to be familiar with and abide by all college policies and procedures. These may be found in the *Miles Community College 2010 Catalog*, the *2010-2011 Student Handbook*, and the *Miles Community College Board of Trustees Policy Manual*. To view any of these documents, please visit the Miles Community College Judson H. Flower, Jr., Library.

## **MONTANA BOARD OF REGENTS POLICY**

### **Policy 301.5.3 *Minimum Course Grades***

#### **I. Board Policy:**

A. All students in the Montana University System and the three (3) community colleges must earn the following minimum grades in order to demonstrate their competency and preparation:

1. a “D-“ or better in all classes that are used to satisfy so-called free or elective credits in an associate or baccalaureate degree program;
2. a “C-“ or better in all classes that are used to satisfy a general education program;
3. a “C-“ or better in all classes that are used to satisfy the pre-requisites or required courses in a major, minor, option or certificate.

B. Individual programs may establish grade standards that are higher than the minimums set out in paragraph A above, for some or all of the courses that are used to satisfy the pre-requisites or requirements for a major, minor, option, certificate or general education. Students will be notified of that expectation.

...  
C. All campuses of the Montana University System and the three (3) community colleges will adopt a grading system that includes the use of pluses and minuses, in addition to letter grades. The grade point average calculation will also be the same throughout the System.

D. Students are required to meet the overall Montana University System standard of a 2.00 grade point average for satisfactory academic progress, as specified in Board [Policy 301.8](#).



**MILES COMMUNITY COLLEGE**

**CHMY 122 – sections 1 & 2 - Intro To General Chemistry Lab  
FALL 2010**

Suzanne Thomason MS, MT(ASCP)

Instructor, Medical Technologist

Office Location: 205

874-6193

thomasons@milescc.edu

Office Hours: By appointment only

**COURSE ROOM, DAY, AND TIME:** Room 103 T 8:00 to 9:55

**or R 10:30 to 12:25**

**COURSE DESCRIPTION:** This is an introductory general chemistry course. Topics covered include measurement systems, atomic structure, chemical periodicity, bonding, chemical reactions, acid-base chemistry, and nuclear chemistry.

**CORE AREA: Science**

- **Vision and Purpose Statement**

The major goal of the science classes is to help students develop critical-thinking and problem-solving skills in their study of the natural and physical sciences. Overcoming the challenges of the technical curriculum found so often in the science areas enhances learning. Science naturally goes well with “real life” experiences. Therefore, once students are able to break out of the structured mode of the technical, a whole new world opens up from which they may draw resources for real understanding to take place in the realm of the practical.

- **Overarching Outcome of the Science Core Area**

Students who earn their Associate of Arts or Associate of Science degree at Miles Community College will demonstrate the knowledge and application of scientific principles, methodology, terminology, questioning, and reasoning.

- **General Outcomes of the Science Core Area**

Students will:

1. Utilize creative and critical scientific questioning to comprehend the scientific world.
2. Identify and solve problems using methods of the discipline.
3. Demonstrate scientific awareness of the interrelationships of the laws that govern the natural world.

**COURSE OUTCOMES:** Upon completion of the course the student will:

- Utilize safety equipment and techniques properly in the laboratory
- Solve problems using scientific methods
- Interpret the data on the periodic table
- Predict chemical reactions using critical scientific questioning
- Recognize the interrelationship of the laws that govern the world of nature.
- Utilize chemistry vocabulary meaningfully

**ASSESSMENT:** Lab Reports, special assignments, exams & quizzes

**DISTRIBUTION OF GRADES:**

Lab reports	55%
Homework	30%
Exams	<u>15%</u>
	100 %

**GRADING SCALE**

A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

**PREREQUISITES:** Intro to Algebra, Intro to Tech Math, ACT >18 in Math, OR COMPASS >44 in Algebra

**COREQUISITES:** CHMY 121 Intro to General Chemistry

**CONTACT HOURS:** 24 laboratory

**CREDIT HOURS:** 1 credit

**REQUIRED TEXT:** *Catalyst*, Pearson/Prentice Hall, ISBN -13 978-0-5363-7644-2

**MATERIALS AND SUPPLIES:**

**Required:** No open-toed shoes may be worn in the laboratory  
Protective goggles.

**COLLEGE POLICIES:**

- **Special Needs:** If you have a documented special need, or learning or physical disability that may interfere with your progress in this course, please see the instructor as soon as possible so that you can discuss accommodations that will help you to succeed.
- **Academic Accessibility:** In accordance with the Americans with Disabilities Act (ADA), Miles Community College ensures academic accessibility as well as building accessibility for all persons with disabilities. No individual with a disability, by reason of such disability, will be excluded from participation in, or be denied the benefits of, the services, programs, or activities of Miles Community College or be subject to discrimination by any such entity. Miles Community College will make reasonable accommodations for any individual with documented disabilities. It is the student's responsibility to report the disability. Any person with documented disabilities concerned about accessibility and/or accommodation issues should contact the Disabilities Coordinator, Shelley Freese, by phone at 874-6152, or in person at the Center for Academic Success, Room 208; or your instructor(s); or Student Services at 406-874-6100 or 1-800-541-9281.
- **Dropping a class:** Students who wish to drop this class without its appearing on their MCC transcript must do so by **September 3, 2010**. Dropping by this date will affect your bill. From that point to November 5, 2010, if you drop a class, it will appear as a "W" on your transcript, but it will not affect your grade point

average or your bill. If you drop after that date, the grade that appears on your transcript will be a “W” if you had a passing grade at the time of dropping the class (with no negative impact on your grade point average), or a “WF” (which counts the same as an “F” and will affect your grade point average) if you were failing at the time of dropping the class. The last day to drop or withdraw is **December 9, 2010**. Please refer to page 50 of the *Miles Community College 2010 Catalog* for further details.

- The process for degree seeking students is to obtain a drop form from the Student Services Office; have your advisor and the instructor of this course sign the form; and return it by the date listed above to the Student Services Office. For non-degree students, call the Registrar at 874-6214 or 1-800-541-9281 (for out of town students) indicating your desire to drop this course by the date listed above. If you need further clarification on this matter, please contact someone in Student Services, the instructor of this course, or your advisor.
- Make sure you are familiar with the Pass/Withdraw Policy and Incomplete Grades Procedure on page 50 of the *Miles Community College 2010 Catalog*. Be aware of the College’s Incomplete Grade Procedure. If students receiving an incomplete “I” grade do not complete their coursework within eight weeks after the last day of the class, the “I” grade is automatically changed to an “F.”
- Students are expected to be familiar with and abide by all college policies and procedures. These may be found in the *Miles Community College 2010 Catalog*, the *2010-2011 Student Handbook*, and the *Miles Community College Board of Trustees Policy Manual*. To view any of these documents, please visit the Miles Community College Judson H. Flower, Jr., Library.

#### **CLASSROOM POLICIES AND PROCEDURES:**

All assignments or learning activities are to be completed according to your instructor.

1. The student must attend laboratory as scheduled. Failure to attend will result in a “0” for that day. Only 1 absence is allowed. After the second absence the student will be dropped from this course. **NO EXCEPTIONS.**
2. If you are excused and miss a lab you are required to make up any missed information. Failure to do so will result in missed competencies and you may be ineligible for competencies check off.
3. Students who must be absent are **required to call the instructor and report the absence and the reason.** All tardies and absences will be reflected in the work ethics grade for each class/lab. Remember that three tardies automatically equals to one absence.
4. Please note that no distinction will be made for excused versus unexcused absences. An absence is an absence. The student is solely responsible for keeping up with make-up work, skills missed, and obtaining any additional information announced in lab during the student’s absence. **The instructor is not responsible for any missed information on the student’s part.**
5. The student must make every effort to be in lab each day. Vital information is missed if absent!! **The student must fulfill all competencies for this class in order to be eligible for skills check off and completion of the course.** Remember that three tardies equal one absence! Any appeal the student makes must still follow the process outlined in the student handbook.
6. Attendance is by assignments and exams completed. **If a student has more than 2 delinquent assignments or exams they will be dropped from the course.** It is important to check Announcements before lab. If the instructor is

- unable to attend or an emergency develops the instructor will notify students through an announcement.
7. If the student arrives to class after the instructor has called roll he/she will be counted tardy. If the student reports tardy, it is his/her responsibility to notify the instructor upon arrival to lab. Students failing to do so will be counted **ABSENT**. **If the student arrives more than 20 minutes late the student is automatically counted absent for this lab. If the student leaves class before the half way mark of class time the student is also counted absent for the day.**
  8. Early dismissal must be discussed with the instructor.
  9. **ALL ROUTINE APPOINTMENTS MUST BE SCHEDULED AFTER CLASS HOURS. THIS INCLUDES REQUIRED PHYSICALS, VACCINATIONS, ETC.**
  10. **Absolutely no cell phones allowed in class.** If a student brings their cell phone into lab and it rings, vibrates, chirps, etc. the student will have 10 points taken off the next report grade.
  11. Exams must be taken by the due date on the course calendar. **Failure to do so will result in 10 points being deducted from the test grade.** Failure to make up the exam by the deadline will result in a "0" for that test grade. NO EXCEPTIONS!
  12. All homework assignments are due as noted on the course calendar. Failure to submit assignments by the due date will result in a "0". **No late assignments are accepted. NO EXCEPTIONS.**
  13. When in the laboratory there is no food or drinks allowed.
  14. Desk and chairs are to be straightened and left in an orderly fashion each day the student is present.
  15. When utilizing the lab the student must return items used to their proper place neatly. The student is responsible for keeping the lab neat, clean, and straightened after each lab experience. This will be reflected in the grade.
  16. Plagiarism is defined as "the use of intellectual material produced by another person without acknowledging its source. This includes, but is not limited to:
    - Copying from the writings or works of others into one's academic assignment without attribution, or submitting such work as if it were one's own;
    - Using the views, opinions, or insights of another without acknowledgment; or
    - Paraphrasing the characteristic or original phraseology, metaphor, or other literary device of another without proper attribution."

**SAFETY:** See the Laboratory Policy located in the lab and *Catalyst* Lab Manual.

## **DISCLAIMER**

The instructor reserves the right to amend or correct this course syllabus as necessary. If the instructor amends or corrects this syllabus, students will be given a revised syllabus or corrections.

## **Project 1: The Elements**

Thomas Lehrer wrote a famous song naming the elements known up until 1969. It is nearly cult folklore and there are many fine versions (including Tom) on YouTube. This assignment will possibly your only chance or reason to say some of the elements and may earn you trivia points someday. The class will be divided into two groups to be determined the second week of class. One group will learn the first half of the song by midterm. The other half will learn the second half. All students will learn the concluding

stanza by midterm. Part of your midterm grade will be determined by your singing the tune from memory. (It's only a minute and a half long!) For the final week, each student will learn the rest of the tune and present it for a grade.

Some sites that may help you are:

<http://www.youtube.com/watch?v=8wQoADCBswE&feature=related>

<http://www.guntheranderson.com/v/data/elements.htm>

They should lead you in the right direction and you can choose whatever helps you learn best.

## **Project 2: Element Hunt Project**

In this project, you and your partner will be **collecting as many pure elements** as you can. You will mount all of the elements that you find onto an approximately 10" X 14" firm board, cardboard, foamboard, or clean styrofoam egg carton labeled with what they are, where they came from, and the team name. **The element must be nearly pure.** The element can be in a see-through container if it needs to be.

The number of wrongly identified elements will be subtracted from the number of correctly identified elements. Potentially a person could receive a negative score.

The grading scale is as follows:

8 or more elements	50 points
7	40
6	30
5	25
Oral Presentation	25 points
Display	25 points

Rules:

If there is anything valuable, you may verify it with the instructor prior to due date and substitute a photo in your display.

Bring in the smallest amount possible (suggestion: 2 inch length, ¼ tsp volume minimum)

Partners will be assigned at the end of lab the second full week of meeting.

Be prepared to describe your collection and answer questions in front of the class on the due date of **Nov 30** or **Dec 2**. (element, atomic number, mass, atomic family, atomic group, electron configuration, common form, liquid/solid/vapor temperature, source, possible use, an example of a molecule it is part of, relevance to human physiology...)

You will be able to utilize your display; as much of this information as possible as part of the display could be of value.

Grading will reflect dual participation and final presentation. Each partner should accept equal responsibility for completing the entire assignment.

Web sites that might inspire: <http://www.youtube.com/watch?v=dOzION8xjbM>

<http://dynastyoflao.squarespace.com/storage/periodic.jpg>

### **SCHEDULE:**

Tuesday 8:-10: or Thursday 10:30-12:25

There will be no lab any week that does not have school on both Tuesday and Thursday.

Report Pages

Aug 26      No lab

Lab Class 1      **Working safely in the Lab**

Aug 30, Sept 2      Measurement and Significant Figures

13,14,15

**Sept 3 – Last day to drop/withdraw for a full refund**

Lab Class 2	<b>Conversion factors, Calculations, Decimals, Log</b>	23-30, 35-38
Sept 7, 9	Elements (memorizing drill at <a href="http://www.freerice.com">http://www.freerice.com</a> )	
Lab Class 3	<b>Quiz One</b>	
Sept 14, 16	Density and Specific Gravity; Atomic Structure	35-38; 41-45
Lab Class 4	<b>Electron Configuration and Periodic Properties</b>	51-55
Sept 21, 23		
Lab Class 5	Compounds and Their Formulas	64-70
Sept 28, 30		
Lab Class 6	Energy and Specific Heat	71-79; 85-89
Oct 5, 7	Chemical Rates and Equilibrium	
Lab Class 7	<b>1<sup>st</sup> half of Elements - graded</b>	
Oct 12, 14	<b>Quiz 2</b>	
Oct, 19, 21	No lab	(Educators Conference Oct 21-22)
Lab Class 8	<b>Reaction Rates and Equilibrium</b>	97-101
Oct 26, 28	Moles and Chemical Formulas	109-112
Lab Class 9	Partial Pressures of Oxygen, Nitrogen, and Carbon Dioxide	119-120
Nov 2, 4		
	<b>Nov 5 - -Last day to drop/withdraw with no penalty</b>	
Nov 9,11	No lab	(Veterans Day Nov 11)
Lab Class 10	Moles and Chemical Formulas; <b>Solutions, Colloids, and Suspensions</b>	
Nov 16, 18		125-127
Nov 23,25	No lab	(Thanksgiving Nov 25)
Lab Class 11	Acids, Bases, pH and Buffers	133-136
Nov 30, Dec 2		
	<b>Element Collection Due</b>	
Lab Class 12	<b>Acid-Base Titration</b>	143-146
Dec 7, 9	<b>Take Home Exam Due</b>	
	<b>Full "Elements" graded</b>	

**Dec 9 – Last day to drop/withdraw from classes**

**Lab reports are in the lab manual. Most are multiple pages. Most have pre-lab questions. These are to be completed prior to lab time. The instructor reserves the right to spot check and grade these before the lab begins. The report is due on the next scheduled lab day following the performed lab. Lab reports submitted within 24 hours of completion of the lab may receive extra credit. Be thorough and neat. The lab reports will comprise 55% of the grade for this class.**

## **HSTA 101 – American History Survey I – Fall 2010**

Instructor – John Egan

Telephone – 874-6168

Hours – MW & Th 1:00 – 2:00

T & F 12:00 – 1:00 or by appt.

MWF 9:00 to 9:55, Rm 107

e-mail – [eganj@milescc.edu](mailto:eganj@milescc.edu)

Office – Rm 216

### **COURSE DESCRIPTION:**

This course will explore the history of North America and the United States from the era before European settlement through the Civil War. The course will focus on the experiences of ordinary people and seek to explore the dynamics of change in the rapidly evolving early American culture.

This course counts as a social science/history credit for General Ed requirements.

### **REQUIRED TEXTS:**

Murrin et al. *Liberty, Equality, Power, Volume I, 4<sup>th</sup> edition*

Douglass, *The Autobiography of Frederick Douglass*

Additional Readings as Assigned

### **PREREQUISITES:** None.

### **CORE AREA – HISTORY AND SOCIAL SCIENCES:**

#### **Vision and Purpose Statement:**

Throughout human history, people have experienced many means of surviving and of interacting with one another. As is the case in a social species, interrelationships have been and continue to be complex. It is the goal of the social sciences to study and understand this collective behavior, either in the past (history) or in the present (sociology). At the individual level (psychology) the goal is to help students understand the cognitive, social, emotional, and biological development of humans. Understanding humans within these contexts – historical, sociological, psychological – can lead students to a greater acceptance of cultural diversity and also help them develop skills for dealing with an ever-changing world.

#### **Overarching Outcome of the History and Social Sciences Core Area:**

Students who earn their Associate of Arts or Associate of Science degree at Miles Community College will demonstrate the ability to understand, interpret, and analyze human behaviors within the context of history and the social sciences.

#### **General Outcomes of the History and Social Sciences Core Area:**

Students will:

1. Recognize the impact of human behaviors on society and the environment over time.
2. Evaluate human behavior within the contexts of community, culture, time, and/or material base.
3. Analyze how human actions result from past events and impact future events.

## **COURSE OBJECTIVES:**

By the end of the course the student should be able to:

1. Identify major periods in early American history.
2. See the variations of region in American history.
3. Consider the importance of race, class, gender to an individual's experience of history.
4. Understand the influence of social and cultural trends on history, as well as the influence of historical events on society and culture.
5. Analyze the process of change over time.
6. Be aware of the conflicting interpretations of American history.

## **COMPONENTS OF COURSE GRADE:**

150 pts. - Midterm Exam

150 pts. - Final Exam

50 pts. - Discussion

50 pts. - Weekly Quizzes

50 pts. - Weekly Reading

50 pts. – Book Report

-----

500 pts. - Total possible points

## **GRADING SCALE:**

## **POINTS:**

93 above = A

465+

90-92 = A-

450-464

87-89 = B+

435-449

83-86 = B

415-434

80-82 = B-

400-414

77-79 = C+

385-399

73-76 = C

365-384

70-72 = C-

350-314

67-69 = D+

335-349

63-66 = D

315-334

60-62 = D-

300-314

59-below = F

299-

Grades are based on the point scale only – not rounded percentages.



**Exams:**

The midterm and the final each consist of three equal parts –

- a. 25 multiple choice questions – 50 points. The multiple choice section is closed book.
- b. 5 identifications – 50 points. The identifications are open notes and collaborative.
- c. An essay choice – 50 points. The essay is take-home, but your own work.

**Participation:**

40% of the grade comes from preparation and participation. Anyone who keeps up and attends regularly should receive a good grade. Students who receive poor grades are almost always those who miss class and do not read the assignments. Each week there will be a discussion, a quiz, and an on-line reading response – due on or before that week's discussion.

There are 13 discussions each worth 4 points plus a free 4 points Thanksgiving week.

There are 14 quizzes with four simple questions for a total of 4 points each.

There are 14 reading responses with four simple questions for a total of 4 points each.

The reading responses are due on or before the discussion date for that unit.

Your top 12 scores plus 2 points will be used to calculate each total score.

Since you can miss two scores in any group, there are no make-ups.

**Book Report:**

You are required to read *The Autobiography of Frederick Douglass* and write a response report. This is not a retelling of the events in the book – rather, it is an engagement of the issues that Douglass' life story raises, along with a placement of his experience in a broader historical context.

**Extra Credit:**

Exams should be learning tools, not something to be feared. You may make up half the points you missed on the midterm. Obviously, this is not possible for the final. For the midterm, you may rewrite the IDs and essay if you choose and/or a paragraph for each multiple choice question you missed explaining the correct response. This is not a license to skip reading or studying, since you can only receive half the points back!!

**Late Policy:**

The take-home essay portions of the midterm and final are due on the test date.

NO EXCEPTIONS ARE PERMITTED. If you fail to turn in the essay you will receive a zero for that portion of the exam. The reading response assignments are due each week on or before the discussion sessions. These will also not be accepted late. If you are going to be absent, do them beforehand, not afterwards. I will accept the book report up to two days late with a letter grade deducted for each day late.

**Academic Dishonesty:**

Two forms of academic dishonesty are plagiarism and collaboration. The first is when one represents another's work as one's own – i.e. copying – especially from the internet. The second is when someone receives unauthorized assistance for an assignment or exam – i.e. cheating – most often done today via texting and tweeting. In either of these instances, the student will receive a zero for the assignment or exam and is subject to additional actions as outlined in the MCC student regulations.

## HSTA 101 – Class Schedule

Aug 25	Introduction	
Aug 27	<i>"Clash of Cultures"</i>	Read – Chap 1
Aug 30		Chap 2 – 42-53
Sep 1	Discussion	
Sep 3	<i>"British North America"</i>	Chap 2 – 54-81
Sep 6	Labor Day	<b>No Class</b>
Sep 8		Read – Chap 3
Sep 10	Discussion	
Sep 13	<i>"Colonial Society"</i>	Read – Chap 4
Sep 15		
Sep 17	Discussion	
Sep 20	<i>"Increasing Discord"</i>	Read – Chap 5
Sep 22		
Sep 24	Discussion	
Sep 27	<i>"American Independence"</i>	Read – Chap 6
Sep 29		
Oct 1	Discussion	
Oct 4	<i>"A New Republic"</i>	Read – Chap 7
Oct 6		
Oct 8	Discussion	
Oct 11	Columbus Day / Native American Day	<b>No Class</b>
Oct 13	<i>"Jeffersonian America"</i>	Read – Chap 8
Oct 15		
Oct 18	Discussion	
Oct 20	<b>Midterm</b>	
Oct 22	Faculty Workday	<b>No Class</b>
Oct 25	<i>"The Market Revolution"</i>	Read – Chap 9
Oct 27		Chap 11 – pp 354-357
Oct 29	Discussion	
Nov 1	<i>"Age of Jackson"</i>	Read – Chap 12
Nov 3		
Nov 5	Discussion	
Nov 8	<i>"American Culture and Reform"</i>	Read – Chap 10, ex 341-347
Nov 10		Read – Chap 11, ex 354-357
Nov 12	Discussion	
Nov 15	<i>"Slavery &amp; Manifest Destiny"</i>	Read – Chap 13
Nov 17	<b>Book Report Due</b>	Chap 10 – pp 341-347
Nov 19	Discussion	
Nov 22	<i>"A House Divided"</i>	Read – Chap 14
Nov 24		
Nov 26	Thanksgiving Break	<b>No Class</b>
Nov 29	<i>"Civil War"</i>	Read – Chap 15
Dec 1		
Dec 3	Discussion	Read – Chap 16
Dec 6		
Dec 8	<i>"Reconstruction"</i>	Read – Chap 17
Dec 10	Discussion	
Dec 13 - 16	Review and <b>Final</b>	

## **STUDENTS RIGHTS AND RESPONSIBILITIES:**

The instructor will inform students of all requirements and return graded materials promptly. All tests and assignments depend upon student honesty. Although I encourage group study and do not promote memorization, I expect your work to be yours alone.

## **PLAGIARISM:**

Plagiarism is defined as "the use of intellectual material produced by another person without acknowledging its source. This includes, but is not limited to:

- Copying from the writings or works of others into one's academic assignment without attribution, or submitting such work as if it were one's own;
- Using the views, opinions, or insights of another without acknowledgment; or
- Paraphrasing the characteristic or original phraseology, metaphor, or other literary device of another without proper attribution."

## **MONTANA BOARD OF REGENTS POLICY:**

### **I. Board Policy:**

**A.** All students in the Montana University System and the three (3) community colleges must earn the following minimum grades in order to demonstrate their competency and preparation:

- 1.** a "D-" or better in all classes that are used to satisfy so-called free or elective credits in an associate or baccalaureate degree program;
- 2.** a "C-" or better in all classes that are used to satisfy a general education program;
- 3.** a "C-" or better in all classes that are used to satisfy the pre-requisites or required courses in a major, minor, option or certificate.

**B.** Individual programs may establish grade standards that are higher than the minimums set out in paragraph A above, for some or all of the courses that are used to satisfy the prerequisites or requirements for a major, minor, option, certificate or general education. Students will be notified of that expectation.

**C.** All campuses of the Montana University System and the three (3) community colleges will adopt a grading system that includes the use of pluses and minuses, in addition to letter grades. The grade point average calculation will also be the same throughout the System.

**D.** Students are required to meet the overall Montana University System standard of a 2.00 grade point average for satisfactory academic progress, as specified in Board Policy 301.8.

## **COLLEGE POLICIES:**

- **Special Needs:** If you have a documented special need, or learning or physical disability that may interfere with your progress in this course, please see the instructor as soon as possible so that you can discuss accommodations that will help you to succeed.
- **Academic Accessibility:** In accordance with the Americans with Disabilities Act (ADA), Miles Community College ensures academic accessibility as well as building accessibility for all persons with disabilities. No individual with a disability, by reason of such disability, will be excluded from participation in, or be denied the benefits of, the services, programs, or activities of Miles Community College or be subject to discrimination by any such entity. Miles Community College will make reasonable accommodations for any individual with documented disabilities. It is the student's responsibility to report the disability. Any person with documented disabilities concerned about accessibility and/or accommodation issues should contact the Center for Academic Success Director directly at 874-6150, or your instructor(s), or Student Services at 406-874-6100 or 1-800-541-9281.
- **Dropping a class:** Students who wish to drop this class without its appearing on their MCC transcript must do so by September 3, 2010. Dropping by this date will affect your bill. From that point to November 5, 2010, if you drop a class, it will appear as a "W" on your transcript, but it will not affect your grade point average or your bill. If you drop after that date, the grade that appears on your transcript will be a "W" if you had a passing grade at the time of dropping the class (with no negative impact on your grade point average), or a "WF" (which counts the same as an "F" and will affect your grade point average) if you were failing at the time of dropping the class. The last day to drop or withdraw is December 9, 2010. Please refer to page 50 of the *Miles Community College 2010 Catalog* for further details.
- The process for degree seeking students is to obtain a drop form from the Student Services Office; have your advisor and the instructor of this course sign the form; and return it by the date listed above to the Student Services Office. For non-degree students, call the Registrar at 874-6214 or 1-800-541-9281 (for out of town students) indicating your desire to drop this course by the date listed above. If you need further clarification on this matter, please contact someone in Student Services, the instructor of this course, or your advisor.
- Make sure you are familiar with the Pass/Withdraw Policy and Incomplete Grades Procedure on page 50 of the *Miles Community College 2010 Catalog*. Be aware of the College's Incomplete Grade Procedure. If students receiving an incomplete "I" grade do not complete their coursework within eight weeks after the last day of the class, the "I" grade is automatically changed to an "F."
- Students are expected to be familiar with and abide by all college policies and procedures. These may be found in the *Miles Community College 2010 Catalog*, the *2010-2011 Student Handbook*, and the *Miles Community College Board of Trustees Policy Manual*. To view any of these documents, please visit the Miles Community College Judson H. Flower, Jr., Library.

**CONTEMPORARY MATH**  
**M 105**  
**FALL 2010**  
**ROOM 110 \* M W F \* 4:00 – 4:55 pm**

**\* INSTRUCTOR**

Stan Taylor  
Office: Room 312  
Office hours: See MCC web page.  
Phone: 874-6205  
E-mail: [taylors@milesc.edu](mailto:taylors@milesc.edu)  
Math Department web page: [www.milesc.edu](http://www.milesc.edu)

**\* PREREQUISITE:**

M 095 (see **Math Proficiency Transfer Policy**)

**\* COURSE TEXTBOOK:**

ESSENTIALS OF USING AND UNDERSTANDING MATHEMATICS, by Bennett and Briggs

**\* COURSE SUPPLIES:**

A calculator will be needed various times throughout the semester.

**\* COURSE DESCRIPTION AND COURSE GOALS:**

This course is transferable and is designed to satisfy the core mathematics requirement for an ASSOCIATES DEGREE. The topics covered will include thinking critically, problem solving, numbers in the real world, financial management, statistical reasoning, probability, exponential modeling, and mathematics and politics. **The goals of this course are to enrich mathematical skills and to stimulate critical thinking.**

**\* COURSE OBJECTIVES:**

Students will:

- ❖ Recognize fallacies.
- ❖ Apply problem solving skills.
- ❖ Develop savings plans.
- ❖ Evaluate data using statistical techniques.
- ❖ Compute probabilities.
- ❖ Construct linear and exponential mathematical models.

## \* **GENERAL OBJECTIVES OF THE MATHEMATICS CORE AREA**

This course partially (A.S. degree) and completely (A.A. degree) fulfills the **Mathematics Core Area** of the Miles Community College **General Education** requirements.

### ❖ **Vision and Purpose Statement**

- The Miles Community College mathematics classes are based on the ideal that mathematics provides students with the skills to think critically, logically, and abstractly. From remedial math to calculus, the instructors challenge students to learn new concepts and apply them in a variety of situations. Students who receive an Associate of Arts or an Associate of Science degree are required to attain the level of mathematical competence that will enable them to function beyond the intermediate algebra level.

### ❖ **Overarching Outcome of the Mathematics Core Area**

- Students who earn their Associate of Arts or Associate of Science degree at Miles Community College will demonstrate the ability to apply mathematical principles and to communicate quantitative information effectively.

### ❖ **General Outcomes of the Mathematics Core Area**

- Students will:
  1. Solve problems through mathematical reasoning and analysis.
  2. Use appropriate tools, such as mathematical properties, modeling, technology, and graphs.
  3. Perform mathematical applications beyond intermediate algebra.

## **Math Proficiency Transfer Policy**

An undergraduate student who did not satisfy the mathematics proficiency standard set out in Board Policy 301.15 who transfers from a two-year campus or program to a four-year campus or program in the Montana University System (MUS) must satisfy the mathematics proficiency standard by:

1. Earning a C or better in:
  - a) A college course in Intermediate Algebra or Algebra for college students; or
  - b) A mathematics course that satisfies the General Education Program requirement for an AA, AS, or bachelor's degree on any of the MUS campuses, the three community colleges, or participating tribal colleges or regionally accredited independent colleges; or
2. Earning a score of 21 or above on the mathematics portion of the ACT, or
3. Completing an AA or AS degree.

## \* **SUGGESTED EXERCISES, QUIZZES, EXAMS, AND GRADES**

Suggested exercises will be announced in class and posted on the MCC mathematics department web page (see above).

Tentatively, there will be at least 7 exams and a comprehensive final. Exam dates will be announced two class periods prior to the exam date.

To receive full credit relative to test questions, **you must show your work.**

**Test questions will be similar to text questions.**

***During an exam students may leave the room only upon completion of the exam.***

Grading: Each exam will be worth 100 points except the comprehensive final, which will be worth 200 points.

<u>Grade</u>	<u>Range</u>
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 - 86
B-	80 – 82
C+	77 - 79
C	73 – 76
C-	70 – 72
D+	67 - 69
D	63 – 66
D-	60 - 62
F	0 - 59

### **At Risk Report**

At risk reports will be sent to students who earn a grade of D- or less on one of the first two tests. The comment portion of the report will say “Help needed” or “Please visit”, which will imply that the student should visit the instructor regarding a plan for success.

### **Grade**

Your grade will be based on your understanding, as determined by the average of your test scores, of the CONTEMPORARY MATH concepts covered in this course.

### **Grade Criteria**

**A:** Superior work that reveals a thorough understanding of all course concepts and objectives.

**B:** Above average work that shows a good understanding of all course objectives and concepts.

**C:** Satisfactory work that demonstrates comprehension of the course concepts and objectives, but with evidence of factual, format, or organizational errors/omissions.

**D:** Weak work that only marginally demonstrates comprehension of course concepts and objectives.

**F:** Unsatisfactory work that reveals obvious deficiencies of fact or formatting or is incomplete to the extent that no credit can be given.

**I:** Incomplete ( see MCC Catalog page 44). If students receiving an “I” grade do not complete their coursework within eight weeks after the last day of the class, the “I” grade will automatically change to an “F” grade.

**Note : A syllabus is a contract between teacher and student. If you find any part of this contract unacceptable, please speak up.**

**\* IN PARTICULAR**

<u>ITEM</u>	<u>TENTATIVE WEIGHTS</u>
Assignments	10%
Tests, quizzes, and project	90%

The above weights are tentative and subject to adjustment at the discretion of the instructor.

Final Exam Date: The final exam will be given **December** , 2010 at .

Late tests

All tests must be taken at the assigned time. Exceptions will be at the discretion of the instructor. Athletes, who must be absent due to an away game, may test early.

Attendance, punctuality, and attitude

- Success is directly related to attendance and punctuality
- Students are expected to
  - Attend class
  - Arrive on time
  - Participate
- The doors will be shut 5 minutes after the scheduled start of class.
- If you want to visit, go out in the hall and do your thing; come back when you are ready to work.
- If you want to work on something other than what is being covered in class, then please do it someplace else.
- **If you choose to not participate, then please “not participate” someplace else.**



- If you need to sleep, then find comfortable accommodations out of the classroom and take a nap.
- Please turn off cell phones. **No texting, no phone calls.**
- The trash can is not a spittoon.
- *Class is not the place to eat.*

**The burden of success in math is on the student. Success demands daily out of class effort.**

**To succeed in CONTEMPORARY MATH, the student must come to class prepared. Here's how:**

- **Include in your notes**
  - **concepts including “how to...” skills**
  - **tips – suggested test questions**
  - **solutions**
- **review notes daily**
- **master new material and check your answers**
- **review previous material**
- **work ahead**
- **participate in class**
- **ask questions – communication is a major component of success.**

**CONTEMPORARY MATH will be taught with the assumption that students are fluent with all material to date. It is also assumed that students will bring questions to class relative to points of confusion.**

#### Homework – Study

MyMathLab is the program that you will use to complete your homework assignments. Included with MyMathLab is the entire textbook in ebook form. You are free to print any part of this text in your home or dorm if you so desire, but we ask that you not print in the MCC library or computer labs.

There is a \$70 course section fee attached to this class for the use of MyMathLab. Even if you choose to purchase a book for the class, rather than use the ebook provided, you must pay the lab fee. It will not be waived, as your assignments must be submitted electronically.

- A list of assignments is available on **MyMathLab.**
- In order to receive assignment credit, the assignment problems are to be done on-line.
- Assignment performance may account for approximately 10% of the grade.

- Assignments must be completed by the posted deadline.
- An effort will be made to cover all test type questions in class.
- Working ahead with coming material will make class work far more meaningful.
- Students are responsible for reading the text.

### Seating

Seating in the far rows is acceptable only when testing. Otherwise seating is limited to the front rows.

### Calculators

Calculators can be checked out for the semester but not for the day. It is the student's responsibility to bring calculator and writing materials to class.

### Testing

**Cell phones may not be used for any reason when testing.** Students must be well spaced from adjacent students when testing. To get full credit all appropriate work must be shown relative to the particular test question. Also, the work should be neat with the answer circled or boxed.

***Repeat : Students may leave classroom only when their tests are completed.***

### Quizzes

Quizzes will typically not be announced ahead of time (*pop-quiz*).

#### Test Review

- Class starts with test related review questions. Typical review time takes five to thirty minutes.
- Students must be in class and "tuned in" to gain the benefit of the daily review.
- Students are encouraged to enrich each review with questions.
- To receive the full benefit of daily review, students must stay current with previous and current material.

### Quizzes

Quizzes will typically not be announced ahead of time (*pop-quiz*).

The instructor reserves the right to adjust the class and syllabus as issues arise.

### Help

My time is your time. Please take advantage of office hours. Clarifying any and every suspected misconception will make a positive difference in your grade.

## **\* RULES OF CONDUCT**

### **Texting during a test will result in a test grade of zero.**

Each student is expected to do his/her own work. Consequences of cheating:

**First offense:** A grade of 0 will be assigned to the item that the student was cheating on.

**Second offense:** The student will be asked to drop the class. The student will receive an E/F for the semester if the class is dropped after the drop deadline.

## **COLLEGE POLICIES:**

- **Special Needs:** If you have a documented special need, or learning or physical disability that may interfere with your progress in this course, please see the instructor as soon as possible so that you can discuss accommodations that will help you to succeed.
- **Academic Accessibility:** In accordance with the Americans with Disabilities Act (ADA), Miles Community College ensures academic accessibility as well as building accessibility for all persons with disabilities. No individual with a disability, by reason of such disability, will be excluded from participation in, or be denied the benefits of, the services, programs, or activities of Miles Community College or be subject to discrimination by any such entity. Miles Community College will make reasonable accommodations for any individual with documented disabilities. It is the student's responsibility to report the disability. Any person with documented disabilities concerned about accessibility and/or accommodation issues should contact the Disabilities Coordinator, Shelley Freese, by phone at 874-6152, or in person at the Center for Academic Success, Room 208; or your instructor(s); or Student Services at 406-874-6100 or 1-800-541-9281.
- **Dropping a class:** Students who wish to drop this class without its appearing on their MCC transcript must do so by September 3, 2010. Dropping by this date will affect your bill. From that point to November 5, 2010, if you drop a class, it will appear as a "W" on your transcript, but it will not affect your grade point average or your bill. If you drop after that date, the grade that appears on your transcript will be a "W" if you had a passing grade at the time of dropping the class (with no negative impact on your grade point average), or a "WF" (which counts the same as an "F" and will affect your grade point average) if you were failing at the time of dropping the class. The last day to drop or withdraw is December 9, 2010. Please refer to page 50 of the *Miles Community College 2010 Catalog* for further details.
- The process for degree seeking students is to obtain a drop form from the Student Services Office; have your advisor and the instructor of this course sign the form; and return it by the date listed above to the Student Services Office. For non-degree students, call the Registrar at 874-6214 or 1-800-541-9281 (for out of town students) indicating your desire to drop this course by the date listed above. If you need further clarification on this matter, please contact someone in Student Services, the instructor of this course, or your advisor.
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not complete their coursework within eight weeks after the last day of the class, the “I” grade is automatically changed to an “F.”

- Students are expected to be familiar with and abide by all college policies and procedures. These may be found in the *Miles Community College 2010 Catalog*, the *2010-2011 Student Handbook*, and the *Miles Community College Board of Trustees Policy Manual*. To view any of these documents, please visit the Miles Community College Judson H. Flower, Jr., Library.

### Plagiarism?

*Plagiarism is defined as "the use of intellectual material produced by another person without acknowledging its source. This includes, but is not limited to:*

- *Copying from the writings or works of others into one's academic assignment without attribution, or submitting such work as if it were one's own;*
- *Using the views, opinions, or insights of another without acknowledgment; or*
- *Paraphrasing the characteristic or original phraseology, metaphor, or other literary device of another without proper attribution."*

**Plagiarism is a serious violation of academic and student conduct rules and is punishable at most universities and colleges with a failing grade and possibly more severe action.**

#### Stan Taylor Class Schedule Fall 2010

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8 to 8:55	M 121 Rm 107	M 121 Rm 107	M 121 Rm 107	M 121 Rm 107	office
9 to 9:55	M 161 Conference	M 161 Conference	M 161 Conference	M 161 Conference	office
10 to 10:55	M 090 Rm 110	office	M 090 Rm 110	office	M 090 Rm 110
11 to 11:55	lunch	lunch	lunch	lunch	lunch
12:00 to 12:55	M 171 Rm 110	M 171 Rm 110	M 171 Rm 110	office	M 171 Rm 110
1 to 1:55	office	M 095 Rm 322	M 095 Rm 322	M 095 Rm 322	M 095 Rm 322
2 to 2:55	office	office	office	office	office
3 to 3:55	office	office	office	office	office
4 to 4:55	M 105 Rm 110	office	M 105 Rm 110	office	M 105 Rm 110

**Miles Community College**  
**M121 College Algebra – Section 3**  
**Fall 2010**

**COURSE INFORMATION**

Meeting Time & Place: Room 110, MTWR, 3:00-3:55 pm.

Professor: Dr. Mike Hardy Office: Room 311 Phone: 406-874-6204; E-MAIL Address: hardym@milescc.edu

Office Hours: See schedule at end of syllabus. Other times are available by appointment

**COURSE TEXTBOOK:** Sullivan, *College Algebra: Concepts Through Functions* 2nd Edition. **This book is not required** since access to this book is included in the *My Math Lab* Subscription

**COURSE SUPPLIES:** A simple four-function calculator (separate from your computer) may be needed for exams.

*MyMathLab* is the program that you will use to complete your homework assignments. Included with *MyMathLab* is the entire textbook in ebook form. You are free to print any part of this text in your home or dorm if you so desire, but we ask that you not print in the MCC library or computer labs.

There is a \$70 course section fee attached to this class for the use of MyMathLab. Even if you choose to purchase a book for the class, rather than use the ebook provided, you must pay the lab fee. It will not be waived, as your assignments must be submitted electronically

**PREREQUISITE:** M 095 Intermediate Algebra, appropriate placement on COMPASS test or consent of instructor.

**COURSE DESCRIPTION AND COURSE GOALS:** This course covers the concept of functions; complex numbers; and solving systems of equations, sequences, and series. Functions investigated include linear, quadratic, polynomial, exponential, and logarithmic.

**GENERAL EDUCATION VISION AND PURPOSE STATEMENT, OVERARCHING OUTCOME AND GENERAL OUTCOMES.**

- **Vision and Purpose Statement:** The Miles Community College mathematics classes are based on the ideal that mathematics provides students with the skills to think critically, logically, and abstractly. From remedial math to calculus, the instructors challenge students to learn new concepts and apply them in a variety of situations. Students who receive an Associate of Arts or an Associate of Science degree are required to attain the level of mathematical competence that will enable them to function beyond the intermediate algebra level.
- **Overarching Outcome of the Mathematics Core Area:** Students who earn their Associate of Arts or Associate of Science degree at Miles Community College will demonstrate the ability to apply mathematical principles and to communicate quantitative information effectively.
- **General Outcomes of the Mathematics Core Area:** Students will:
  1. Solve problems through mathematical reasoning and analysis.
  2. Use appropriate tools, such as mathematical properties, modeling, technology, and graphs.
  3. Perform mathematical applications beyond intermediate algebra.
- **Math Proficiency Transfer Policy:** An undergraduate student who did not satisfy the mathematics proficiency standard set out in Board Policy 301.15 who transfers from a two-year campus or program to a four-year campus or program in the Montana University System (MUS) must satisfy the mathematics proficiency standard by:
  1. Earning a C or better in:
    - a) A college course in Intermediate Algebra or Algebra for college students; or
    - b) A mathematics course that satisfies the General Education Program requirement for an AA, AS, or bachelor's degree on any of the MUS campuses, the three community colleges, or participating tribal colleges or regionally accredited independent colleges; or
  2. Earning a score of 21 or above on the mathematics portion of the ACT, or
  3. Completing an AA or AS degree.

**COURSE OUTCOMES:** Students will be able to:

- Simplify polynomials, rational expressions, radicals, and complex numbers.
- Solve equations and inequalities using algebraic analysis.
- Apply graphing techniques to evaluate functions.
- Derive inverse functions.
- Mathematically model word problems with polynomial and rational functions.
- Solve problems using polynomial and rational functions, exponential and logarithmic functions, and systems of equations and inequalities.

**COURSE ASSESSMENT:** The accomplishment and evaluation of course outcomes will be measured as follows:

- **ONLINE QUIZZES:** This portion of your score is based on online quizzes administered in *MyMathLab*. The score is based on completeness as well as accuracy. You will be allowed to repeat quizzes and I encourage you to do so when you get less than a perfect score. In order to help you learn what you need in order to improve your quiz score, there will be a parallel assignment on *MyMathlab* with the same problems as the quiz. There is no credit for the parallel assignment but in homework mode, the *MyMathLab* program allows you to repeat a type of problem until you get it correct and even ask for a similar problem to work. I encourage you to work the problems you missed on the original quiz until you master them before doing a retake.
- **CLASS PARTICIPATION:** You are expected to show up on time for every class, participate and stay until the end of class.
  - You will start the quarter with 10 points for your attendance grade.
  - The first six absences will not be counted against you.
  - Each time you show up late or leave early will be counted as half an absence. *This is true even if the reason you needed to leave early is that the instructor asked you to leave due to discourtesy or lack of participation.*
  - Each absence beyond the sixth will result in a two point deduction from the attendance grade until all of your attendance points are exhausted.
  - **Prior Commitments Contract:** if due to athletics, chronic illness or some other prior commitment, this method of assessing your class participation places an undue burden on you, please meet with me by **Friday, August 27**. We can discuss an alternative method of assessing the Class Participation portion of your grade (formally summarized in a contract regarding the Class Participation portion of your grade).
  - Note that there is no such thing here as “excused absences, tardies or early departures” in this system. The point here is that all absences, regardless of how good the reason for them, make your success in this course less likely.
- **TESTS and FINAL:**
  - Tests are tentatively scheduled during class time for **the following dates: September 10, October 1, October 29 and November 19.**
  - The **FINAL EXAM** will be in held at the date and time given in the MCC Finals Week Schedule. It will cover material from the entire semester.
  - Any changes to these dates will be announced in class.
  - You must take exams at the scheduled time, including the final. If you must miss an exam for any reason, notify me before the exam. You may have the opportunity to make up a missed exam provided that I have been notified before the exam, and a reasonable excuse is offered.
  - I do provide a set of practice items about 5 days in advance of the exam.

**GRADING:** The weight of these components of course assessment is summarized in the table below

Online Quizzes	10%
Class Participation	10%
Tests	55%
Final	25%

Grades will be assigned according to your overall percentage as follows:

Grade	Points	Low Value	Grade	Points	Low Value	Grade	Points	Low Value
A	4.0	93	B-	2.7	80	D+	1.3	66
A-	3.7	90	C+	2.3	76	D	1.0	63
B+	3.3	87	C	2.0	73	D-	0.7	60
B	3.0	83	C-	1.7	70	F	0	0

**CHEATING:** Each student is expected to do his/her own work. Consequences of cheating:

First offense: A grade of 0 will be assigned to the item that the student was cheating on.

Second offense: The student will be asked to drop the class. The student will receive an E/F for the semester if the class is dropped after the drop deadline.

**OTHER CONDUCT ISSUES:** You are expected to participate – take notes during lecture, solve problems when asked, work with groups when asked. You are expected to treat the instructor and your classmates with courtesy and avoid **overt signs of disrespect** including but not limited to:

- Talking/visiting with classmates while the instructor or a classmate is talking
- Playing games
- Texting
- Working on something other than what is being covered in class
- Putting your head on the desk
- Questions that betray your total lack of interest in what the class is actually doing: (ie “Can I you tell me what the homework is?”...asked five minutes into the lecture!)

Failure to meet these expectations may result in your being asked to leave class (and, yes, that will count for a half an absence.)

#### **COLLEGE POLICIES:**

- **Special Needs:** If you have a documented special need, or learning or physical disability that may interfere with your progress in this course, please see the instructor as soon as possible so that you can discuss accommodations that will help you to succeed.
- **Academic Accessibility:** In accordance with the Americans with Disabilities Act (ADA), Miles Community College ensures academic accessibility as well as building accessibility for all persons with disabilities. No individual with a disability, by reason of such disability, will be excluded from participation in, or be denied the benefits of, the services, programs, or activities of Miles Community College or be subject to discrimination by any such entity. Miles Community College will make reasonable accommodations for any individual with documented disabilities. It is the student’s responsibility to report the disability. Any person with documented disabilities concerned about accessibility and/or accommodation issues should contact the Center for Academic Success Director directly at 874-6150, or your instructor(s), or Student Services at 406-874-6100 or 1-800-541-9281.
- **Dropping a class:** Students who wish to drop this class without its appearing on their MCC transcript must do so by September 3, 2010. Dropping by this date will affect your bill. From that point to November 5, 2010, if you drop a class, it will appear as a “W” on your transcript, but it will not affect your grade point average or your bill. If you drop after that date, the grade that appears on your transcript will be a “W” if you had a passing grade at the time of dropping the class (with no negative impact on your grade point average), or a “WF” (which counts the same as an “F” and will affect your grade point average) if you were failing at the time of dropping the class. The last day to drop or withdraw is December 9, 2010. Please refer to page 50 of the *Miles Community College 2010 Catalog* for further details.
- The process for degree seeking students is to obtain a drop form from the Student Services Office; have your advisor and the instructor of this course sign the form; and return it by the date listed above to the Student Services Office. For non-degree students, call the Registrar at 874-6214 or 1-800-541-9281 (for out of town students) indicating your desire to drop this course by the date listed above. If you need further clarification on this matter, please contact someone in Student Services, the instructor of this course, or your advisor.

- Make sure you are familiar with the Pass/Withdraw Policy and Incomplete Grades Procedure on page 50 of the *Miles Community College 2010 Catalog*. Be aware of the College's Incomplete Grade Procedure. If students receiving an incomplete "I" grade do not complete their coursework within eight weeks after the last day of the class, the "I" grade is automatically changed to an "F."
- Students are expected to be familiar with and abide by all college policies and procedures. These may be found in the *Miles Community College 2010 Catalog*, the *2010-2011 Student Handbook*, and the *Miles Community College Board of Trustees Policy Manual*. To view any of these documents, please visit the Miles Community College Judson H. Flower, Jr., Library

**PLAGIARISM:** Plagiarism is defined as "the use of intellectual material produced by another person without acknowledging its source. This includes, but is not limited to:

- Copying from the writings or works of others into one's academic assignment without attribution, or submitting such work as if it were one's own;
- Using the views, opinions, or insights of another without acknowledgment; or
- Paraphrasing the characteristic or original phraseology, metaphor, or other literary device of another without proper attribution."

## MONTANA BOARD OF REGENTS POLICY

### Policy 301.5.3 Minimum Course Grades

#### I. Board Policy:

- All students in the Montana University System and the three (3) community colleges must earn the following minimum grades in order to demonstrate their competency and preparation:
  - a "D-" or better in all classes that are used to satisfy so-called free or elective credits in an associate or baccalaureate degree program;
  - a "C-" or better in all classes that are used to satisfy a general education program;
  - a "C-" or better in all classes that are used to satisfy the pre-requisites or required courses in a major, minor, option or certificate.
- Individual programs may establish grade standards that are higher than the minimums set out in paragraph A above, for some or all of the courses that are used to satisfy the pre-requisites or requirements for a major, minor, option, certificate or general education. Students will be notified of that expectation.
- All campuses of the Montana University System and the three (3) community colleges will adopt a grading system that includes the use of pluses and minuses, in addition to letter grades. The grade point average calculation will also be the same throughout the System.
- Students are required to meet the overall Montana University System standard of a 2.00 grade point average for satisfactory academic progress, as specified in Board Policy 301.8.

Dr. Mike Hardy's Schedule-Fall 2010					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8:00-9:00</b>		M090	M090	M090	
<b>9:00-10:00</b>	M095	M095	OFFICE	M095	M095
<b>10:00-11:00</b>	OFFICE	OFFICE	OFFICE	OFFICE	OFFICE
<b>11:00-12:00</b>	M121	M121	M121	M121	OFFICE
<b>12:00-1:00</b>	STAT216	STAT216	MEETING	STAT216	STAT216
<b>1:00-2:00</b>	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
<b>2:00-3:00</b>	M130	OFFICE	M130		M130
<b>3:00-4:00</b>					
<b>4:00-5:00</b>					



**COURSE SYLLABUS**  
**PHL 101 Intro to Philosophy**  
**SECTION 01**

**FALL SEMESTER 2010**

**MWF 1:00 ~ ~ 2:55PM ~ ~ Room 113**

**Office hours:**            **MW ~ 9:30-10:00 am and as posted on the office door**

**Instructor:** George Dickie, M.A.T  
**'Phone:** 874-6177

**Office:** Rm. 203  
**Email:** dickieg@milescc.edu

**Required Materials:**

Archetypes of Wisdom: an introduction to Philosophy ~ ~ ISBN# 13-978-0-495-60383-2

**FINAL EXAM ~ ~ December 9<sup>th</sup> ~ ~ 16<sup>th</sup>**

**Course Purpose and Description:**

**PHL 101 IS A TRANSFER CREDIT COURSE.**

Introduction to Philosophy is a survey of the different philosophers, theories, and concepts in *Philosophy*. This course will examine philosophers and theories by period beginning with the *Pre-Socratic* school. Topics include the investigation of human nature, values, knowledge and science, logical thinking & discourse, and theology.

One could expect, upon successful completion of this course, to leave with a clearer understanding of the above concepts through personal development and improvement of critical thinking, writing, and problem solving skills.

This course fulfills the *Humanities* requirement of the **Humanities and Fine Arts Core Area** of the Miles Community College **General Education** requirements

- **Humanities and Fine Arts**
  - **Vision and Purpose Statement**

It is the function of the study of the humanities and fine arts to broaden students' perspectives by focusing on the best of what humans are capable of accomplishing through philosophy, literature, drama, music, language, creativity, ethical behavior, diversity of beliefs, and mutual acceptance. In order to accomplish this goal, the instructors expose students to a wide variety of artistic and multi-cultural elements. The performing and studio arts classes tap into and develop students' creative and aesthetic sensitivities. The foreign language classes help students not only learn another language but also gain greater insights into and understanding of the people who speak the language. The humanities classes introduce students to theories and issues involved in ethics, philosophy, and cultures. The literature classes help students discover insights into their own lives and the world in which they live and work.

- **Overarching Outcome of the Humanities and Fine Arts Core Area**

Students who earn their Associate of Arts or Associate of Science degree at Miles Community College will demonstrate knowledge and understanding of the human cultural traditions as expressed in art, music, theater, language, literature, philosophy, or religion.

- **General Outcomes of the Humanities and Fine Arts Core Area**

Students will:

1. Recognize contributions of literature, music, theater, language, philosophy, culture, or art in the development of insight into human endeavors.
2. Relate connections between the humanities and cultural/historical events.
3. Acknowledge, learn about, and learn from different cultural and social perspectives.

**Course Outcomes:**

By the conclusion of this course, students should be able to meet the following objectives:

- recognize and demonstrate knowledge to utilize logical reasoning in stating varying arguments regarding the different theories of Philosophical Thought
- define and understand the *task* of Philosophy
- recognize and demonstrate knowledge of the *Athenian Period*
- recognize and demonstrate knowledge of the *Hellenistic/Roman Period*
- recognize and demonstrate knowledge of the *Medieval/Renaissance Philosophical perspective*
- recognize and demonstrate knowledge of the *Eastern Philosophical perspective*
- recognize and demonstrate an understanding of the concerns shared by Humanity across the spectrums of time and genre
- understand and demonstrate the concept and approach to research extrapolation and citing sources in a critical analysis
- compare and contrast theories from the above areas and analyze their relationship with contemporary culture and theology develop an argumentative stance and support that position with evidence appropriate to the targeted audience in an analytical essay
- recognize the contributions of music, theatre, language, philosophy, culture, and art in the development of insight into human endeavors

- relate connections between the Humanities and cultural/historical events
- acknowledge, learn about, and learn from differing cultural and social perspectives

### Prerequisites:

### Course Requirements/Assignments:

six Critical <i>Musings</i>	}	30%
Mid term exam/paper/ group project		30%
Final exam/Portfolio presentation (A written & oral discourse)*		40%

**Make up work:** THIS IS YOUR RESPONSIBILITY TO COMPLETE YOUR ASSIGNMENTS IN A TIMELY MANNER. If you are to be excused for a College activity, arrange to do the work in advance. Make up days and times will be announced and posted as needed.

### Grading Criteria:

90-100	A	60-69	D
80-89	B	59 or below	F
70-79	C		

Please review the grading rubric for definitive explication.

### Due dates:

Please allow yourself time to do your best work; it will help us both. Unless arrangements are made with me before the due date, essays will be reduced by at least one letter grade. Please block out your working time carefully.

### Format for papers:

All essays are to be computer-generated and printed with a reasonably dark ink. Written assignments must be *spell checked* and must conform to applicable MLA/APA criteria. Save each essay/rough draft on your disc before you print. **It is your responsibility to foresee the possibility of computer problems and formulate a plan before disaster overtakes you.** Purchase a disc which is specifically for this class and guard it well. If I ask you to print an additional copy or work from your disc on an essay you have already printed, you should be able to do so. Essays are graded based on the attached grading rubric.

### **\*Final exam/Portfolio presentation:**

There are multiple options for student work in this area. Based on the course progress and student commitment the options will be presented by the instructor in the 7<sup>th</sup> week and due in the 15<sup>th</sup> week of the course.

### **Plagiarism:**

Do not be unfair to yourself regarding your college learning experience. Do your own work, take and hold the ownership that is *you*. You are guilty of plagiarism if you use someone's words, ideas, music, or graphics without proper documentation.

**Please see the college catalogue, pages 36 & 37 in the section entitled, *Student Rights and Responsibilities* for the College's position on plagiarism and those who commit such. Consult and absorb the addendum materials in this course and those furnished by the College Library.**

While the world around you may appear to be a morass of unethical fast track cheaters, there is no reason for you to join such a race. Your actions in this academic environment will begin to set and help ensure the tone for the future. ***Win, loose or draw***, there is nothing which you own but your personal word of integrity—"honesty is the best policy" for a full and meaningful life.

**Revision** is an extremely important part of the ***critical thinking/writing process***. As you revise, you focus your thoughts and your writing becomes clearer; in this course you will have ample opportunity for feedback. Thus, for some papers, you must revise and receive feedback before you turn in your final draft to me.

### **Attendance, discussion, and participation with your class:**

One of the significant attributes of humankind is language and our ability and desire to hear, speak and write it. If you are a non-attending member of our group, you will miss the experience of the verbal aspect of this course; you will miss information, clarification and the joy of confabbing about our shared experience.

There are rewards for students who get involved in discussions; do not lessen your reward by ignoring this aspect of your class.

### **Extra credit:**

The work you create and the opportunities to do so negate any foreseeable need for extra; do and be the best you can do and be.

### **COLLEGE POLICIES:**

- **Special Needs:** If you have a documented special need, or learning or physical disability that may interfere with your progress in this course, please see the instructor as soon as possible so that you can discuss accommodations that will help you to succeed.
- **Academic Accessibility:** In accordance with the Americans with Disabilities Act (ADA), Miles Community College ensures academic accessibility as well as building accessibility for all persons with disabilities. No individual with a disability, by reason of such disability, will be excluded from participation in, or be denied the benefits of, the services, programs, or activities of Miles Community College or be subject to discrimination by any such entity. Miles Community College will make reasonable accommodations for any individual with documented disabilities. It is the student's responsibility to report the disability. Any person with documented disabilities concerned about accessibility and/or accommodation issues should contact the Disabilities Coordinator, Shelley Freese, by phone at 874-6152, or in person at the Center for Academic Success,

Room 208; or your instructor(s); or Student Services at 406-874-6100 or 1-800-541-9281.

- **Dropping a class:** Students who wish to drop this class without its appearing on their MCC transcript must do so by September 3, 2010. Dropping by this date will affect your bill. From that point to November 5, 2010, if you drop a class, it will appear as a "W" on your transcript, but it will not affect your grade point average or your bill. If you drop after that date, the grade that appears on your transcript will be a "W" if you had a passing grade at the time of dropping the class (with no negative impact on your grade point average), or a "WF" (which counts the same as an "F" and will affect your grade point average) if you were failing at the time of dropping the class. The last day to drop or withdraw is December 9, 2010. Please refer to page 50 of the *Miles Community College 2010 Catalog* for further details.
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## **MONTANA BOARD OF REGENTS POLICY**

### **Policy 301.5.3 *Minimum Course Grades***

#### **I. Board Policy:**

A. All students in the Montana University System and the three (3) community colleges must earn the following minimum grades in order to demonstrate their competency and preparation:

1. a "D-" or better in all classes that are used to satisfy so-called free or elective credits in an associate or baccalaureate degree program;
2. a "C-" or better in all classes that are used to satisfy a general education program;
3. a "C-" or better in all classes that are used to satisfy the pre-requisites or required courses in a major, minor, option or certificate.

B. Individual programs may establish grade standards that are higher than

the minimums set out in paragraph A above, for some or all of the courses that are used to satisfy the pre-requisites or requirements for a major, minor, option, certificate or general education. Students will be notified of that expectation.

- C. All campuses of the Montana University System and the three (3) community colleges will adopt a grading system that includes the use of pluses and minuses, in addition to letter grades. The grade point average calculation will also be the same throughout the System.
- D. Students are required to meet the overall Montana University System standard of a 2.00 grade point average for satisfactory academic progress, as specified in Board [Policy 301.8](#).

## CRITICAL ANALYSIS ESSAY GRADING RUBRIC

### *What constitutes a good paper*

#### ***Thesis and Purpose***

- A – The paper has a clear, thoughtful thesis and a strong sense of purpose.
- B – The paper has a consistent thesis.
- C – The paper has some sense of focus but no clear overall thesis.
- D – The paper has no focus at all. It wanders purposelessly, and there are apparent logical contradictions.
- F – The paper is obviously careless, self-contradictory, and purposeless.

#### ***Presentation***

- A – The paper is well organized, fully developed, and supports its argument with apt evidence and reasoning.
- B – The paper is fairly thorough, and readers can understand its reasoning, but it is not quite as well organized, nor is its argument as fully supported, as it should/could be.
- C – The paper is not very thorough or smoothly presented, but readers can follow some of its main points.
- D – The paper is short, its opinions not well supported, and its ideas unclear.
- F – The paper is much too short and makes no effort to support its claims.

#### ***Awareness of Issues***

- A – The paper is fair and well balanced; it considers opposing arguments and anticipates counter-arguments.
- B – The paper shows an awareness of different perspectives but does not anticipate some major counter-arguments, or it does not refute well those it does anticipate.
- C – The paper is too one-sided, ignoring major evidence and failing to anticipate basic counter-arguments.
- D – The paper shows little understanding of the issues and ideas raised in the readings.
- F – The paper shows no familiarity with the issues and ideas raised in the readings.

#### ***Use of Sources***

- A – The paper effectively uses many different sources, including at least two challenging ones and at least two new sources not directly assigned to the whole class. The new sources are good ones—reliable and written at a college level—demonstrating that the writer knows how to evaluate.
- B – The paper uses adequately several different sources, including at least one challenging one and one good new one.
- C – The paper uses assigned sources to develop its arguments.
- D – The paper uses hardly any sources.
- F – The paper uses no sources.

### ***Style***

A – The paper uses both quotation and paraphrase smoothly and correctly, and it includes in-text parenthetical citations where needed. The citations and the Works Cited page are in correct MLA/APA format and agree with each other with few or minor errors.

B – The paper uses both quotation and paraphrase as well as MLA/APA-formatted citations, but it tends to depend too much on long quotations, or it doesn't integrate the material smoothly, or there are basic flaws in citation form.

C – The paper does not have enough quotations or paraphrases from the sources to support its stance, or it depends too much on long direct quotations or on paraphrases that are really only slightly- reworded direct quotations. Some needed parenthetical citations are missing, and citation form is generally weak, or else there are mismatches between in-text citations and the Works Cited page entries.

D – The paper uses little textual material and fails to use parenthetical citations.

F – The paper fails to use quotation and/or paraphrase at all.

\* Based on a model by R. Roth, Ed. D. Middlesex County College, New Jersey

## APPENDIX A

### ***FILM COMPANIONS FOR ITP***

The following films visually enhance the major *Themes*. Each film has passed through the scrutiny of public concern and comment and the topical subjects of the authors represent various Philosophical and Moral views of our culture.

While they represent the visualization of *IDEAS*, they are in their own right, masterpieces of the Cinema.

Modern Times

Dr. Strangelove; or, how I learned to stop worrying and love the Bomb.

Silent Running

The Medicine Man

At the discretion of the Instructor, a Group Project may be engendered to replace the Formal Mid- term exam. If so instituted, it will consist of the following components:

Discretionary grp composition

Instructor selection of specific chapters, topics, and concepts chosen from the Text, on line sources,

Or from course discourse

The requirements for presentation will be as follows:

both a written and oral presentation

## **COURSE SYLLABUS**

### ***CREDO & CAVEAT***

As the instructor, I pledge to you to structure a course that complies with standard and accepted Academic requirements. This syllabus is our guide to help achieve both the goals commonly desired in such a course and to offer you the opportunity to achieve the uniqueness of *learning*. Learning never ends. Each of you at this juncture is a repository of experience and knowledge; the more we know, the more we can do. Others have gone before us; with the study of Philosophy, let us seek their thoughts and experience

You as the student offer to attend and work through the process and experience called *Philosophy* to attain Academic and Personal goals. Together we form a partnership that offers a unique and rewarding experience for all involved.

I reserve the right to modify this syllabus by lessening the required work, both in nature and in number. If, however, they need to be increased in nature and number, we will only do so by mutually agreeing to seek new and diverse work.





## ELEMENTARY SPANISH I (SPNS 101)

FALL 2010

Section 1

9:00-9:55

DAILY

ROOM - VA 201

**INSTRUCTOR:** GARTH H. SLEIGHT, M.A.

**OFFICE:** 307 **OFFICE HOURS:** Posted on office door or by app't.

**PHONE:** 874-6212

**INSTRUCTOR'S E-MAIL:** sleightg@milescc.edu

**REQUIRED BOOKS:** Hola amigos! 7<sup>th</sup> edition

Hola, amigos! 7<sup>th</sup> edition Workbook/Lab Manual

**RECOMMENDED:** Spanish/English-English/Spanish dictionary

### COURSE DESCRIPTION:

This course is designed for students with no previous training in Spanish. This introductory course emphasizes listening comprehension, speaking, grammar, and vocabulary. The study of various Spanish-speaking cultures is also an integral part of the course. (Sequence begins each fall.)

This course partially fulfills **Humanities and Fine Arts Core Area** of the Miles Community College **General Education** requirements.

- **Humanities and Fine Arts**

- **Vision and Purpose Statement**

It is the function of the study of the humanities and fine arts to broaden students' perspectives by focusing on the best of what humans are capable of accomplishing through philosophy, literature, drama, music, language, creativity, ethical behavior, diversity of beliefs, and mutual acceptance. In order to accomplish this goal, the instructors expose students to a wide variety of artistic and multi-cultural elements. The performing and studio arts classes tap into and develop students' creative and aesthetic sensitivities. **The foreign language classes help students not only learn another language but also gain greater insights into and understanding of the people who speak the language.** The humanities classes introduce students to theories and issues involved in ethics, philosophy, and cultures. The literature classes help students discover insights into their own lives and the world in which they live and work.

- **Overarching Outcome of the Humanities and Fine Arts Core Area**

Students who earn their Associate of Arts or Associate of Science degree at Miles Community College will demonstrate knowledge and understanding of the human

cultural traditions as expressed in art, music, theater, language, literature, philosophy, or religion.

○ **General Outcomes of the Humanities and Fine Arts Core Area**

Students will:

1. Recognize contributions of literature, music, theater, language, philosophy, culture, or art in the development of insight into human endeavors.
2. Relate connections between the humanities and cultural/historical events.
3. Acknowledge, learn about, and learn from different cultural and social perspectives.

**SPECIFIC COURSE OUTCOMES:**

At the end of SPNS 101, students should be able to do the following:

- ◆ Use vocabulary presented in each chapter without prompting (going from English to Spanish **AND** Spanish to English).
- ◆ Understand and use nouns and adjectives with correct word placement, number, and gender.
- ◆ Ask and answer yes-no and wh- (informational) questions in the present indicative, present progressive, and regular preterit tenses without prompting.
- ◆ Generate and understand without prompting sentences in the present (including stem-changing verbs), present progressive, and regular preterit tenses.
- ◆ Recognize and use subject, direct object, indirect object, reflexive, and possessive pronouns; possessive adjectives; demonstrative adjectives and pronouns; and pronouns as objects of prepositions.
- ◆ Make comparisons with comparative and superlative forms of adjectives.
- ◆ Become familiar with the countries and cultures highlighted in each chapter.

**COURSE ACTIVITIES:**

The course outcomes will be accomplished through the following activities:

- ✓ Complete approximately the first half of the textbook (the target is to get through Chapter 7 in SPNS 101.)
- ✓ Study Spanish speaking cultures (This component is embedded in the textbook.)
- ✓ Engage in pair work in class.
- ✓ Complete exercises from the Workbook
- ✓ Develop a portfolio of information learned and insights gained into the countries of focus in each chapter covered in the textbook.

**ASSESSMENT:**

Mastery of the course material will be assessed via

1. An exam at the end of each chapter (100 points per test); and
2. Development of an electronic portfolio of information learned and insights gained into the countries of focus in each chapter covered in the textbook.

### **GRADE PERCENTAGES:**

91.0--100% === ➔ A  
89.51--90.99% = ➔ A-  
87.0-- 89.50% = ➔ B+  
81.0--86.99 === ➔ B  
79.51--80.99 == ➔ B-  
77.0 --79.50% = ➔ C+  
71.0--76.99% == ➔ C  
69.51--70.99% = ➔ C-  
67.0% -69.5% == ➔ D+  
61.0%--67.99% = ➔ D  
60.0% - 60.99% = ➔ D-  
Below 60% === ➔ F

### **CLASS POLICIES:**

- **Food:** The classroom is **not** an extension of the cafeteria. **You are not to bring your meals or snacks into the classroom.** Eat before entering the classroom.
- **Responsibility:** You are responsible for any lecture information and class-related information given in class.
- **Textbook/Workbook:** The information contained in the textbook and workbook is very important. The instructor expects the students to study the assigned chapters beyond the work done in the classroom to reinforce the vocabulary and grammar covered in class.
- **Tardiness:** If you arrive late to class, enter quietly and without disruption to the class. Also, you are responsible to make sure the instructor has marked you present.
- **Changes:** In the event that changes need to be made to this syllabus, the instructor will consult with the class. Furthermore, changes will not be made that would be detrimental to or otherwise penalize students.
- **Cell Phones:** **TURN OFF CELL PHONES DURING CLASS. This also means that in spite of its addictive nature, text-messaging is neither appropriate nor acceptable during class. If you become a nervous wreck because you can't text during class, you may want to consider a 12-Step Program for this addiction.** ☺
- **Laptop Computers:** Surfing or otherwise using the Internet for non-class purposes during lectures and speeches will not be tolerated. If you bring a laptop computer to class, it is to be used for taking notes only, or as a supplement to the class material, as permitted.
- **Important Note:** Learning a foreign language is an exciting yet challenging opportunity. You will be exposed to **a lot** of new words with funny pronunciations and spellings. You will also learn a lot about grammar. As a result of this class, you will understand English better than you did before taking this class. To be successful, you must spend ample time outside of class reviewing vocabulary, grammar, and spelling; and developing fluency and listening comprehension. The time you spend in class will not be nearly adequate for learning and progressing in the language as you need to if you are going to keep up with the

material we need to cover in class. Don't be shy about using what language you can with your instructor and classmates.

- **Supplementary Videos:** The instructor has some videos of movies in Spanish that you can check out. This is a fun way to develop your ear for Spanish. The instructor also has several cultural video tapes that will help you develop a greater appreciation for the language and the people who speak it.

### **COLLEGE POLICIES:**

- **Special Needs:** If you have a documented special need, or learning or physical disability that may interfere with your progress in this course, please see the instructor as soon as possible so that you can discuss accommodations that will help you to succeed.
- **Academic Accessibility:** In accordance with the Americans with Disabilities Act (ADA), Miles Community College ensures academic accessibility as well as building accessibility for all persons with disabilities. No individual with a disability, by reason of such disability, shall be excluded from participation in, or be denied the benefits of, the services, programs, or activities of Miles Community College or be subject to discrimination by any such entity. Miles Community College shall make reasonable accommodations for any individual with documented disabilities. It is the student's responsibility to report the disability. Any person with documented disabilities concerned about accessibility and/or accommodation issues should contact the Disabilities Coordinator, Shelley Freese, by phone at 874-6152, or in person at the Center for Academic Success, Room 208; or your instructor(s); or Student Services at 406-874-6100 or 1-800-541-9281.
- **Dropping a Class:**
  - **Dates and Ramifications:** Students who wish to drop this class without its appearing on their MCC transcript must do so by September 3, 2010. Dropping by this date will affect your bill; you will not have to pay for the class that you drop before September 3, 2010. From September 4, 2010, to November 5, 2010, if you drop a class, it will appear as a "W" on your transcript, but it will not affect your grade point average. In addition, if you drop a class between September 4 and November 5, 2010, you will have to pay for the course even though you have dropped it—you will not be eligible for any refund. If you drop the class after November 5, 2010, the grade that appears on your transcript will be a "W" if you had a passing grade at the time of dropping the class (with no negative impact on your grade point average), or a "WF" (which counts the same as an "F" and will affect your grade point average) if you were failing at the time of dropping the class. The last day to drop or withdraw is December 9, 2010. Please refer to page 50 of the *Miles Community College 2010 Catalog* for further details.
  - **Process:** The process for degree-seeking students is to obtain a drop form from the Student Services Office; have your advisor and the instructor of this course sign the form; and return it by the date listed above to the Student Services Office. For non-degree students, call the Registrar at 874-6214 or 1-800-541-9281 (for out of town students) indicating your desire to drop this course by the date listed

above. If you need further clarification on this matter, please contact someone in Student Services, the instructor of this course, or your advisor.

- **Pass/Withdraw and Incomplete Grades:** Make sure you are familiar with the Pass/Withdraw Policy and Incomplete Grades Procedure on page 50 of the *Miles Community College 2010 Catalog*. Be aware of the College's Incomplete Grade Procedure. If students receiving an incomplete "I" grade do not complete their coursework within eight weeks after the last day of the class, the "I" grade is automatically changed to an "F."
- **Student Responsibilities:** Students are expected to be familiar with and abide by all college policies and procedures. These may be found in the *Miles Community College 2010 Catalog*, the *2010-2011 Student Handbook*, and the *Miles Community College Board of Trustees Policy Manual*. To view any of these documents, please visit the Miles Community College Judson H. Flower, Jr., Library.

## **MONTANA BOARD OF REGENTS POLICY**

### **Policy 301.5.3 Minimum Course Grades**

#### **I. Board Policy:**

- A. All students in the Montana University System and the three (3) community colleges must earn the following minimum grades in order to demonstrate their competency and preparation:
  1. a "D-" or better in all classes that are used to satisfy so-called free or elective credits in an associate or baccalaureate degree program;
  2. a "C-" or better in all classes that are used to satisfy a general education program;
  3. a "C-" or better in all classes that are used to satisfy the pre-requisites or required courses in a major, minor, option or certificate.
- B. Individual programs may establish grade standards that are higher than the minimums set out in paragraph A above, for some or all of the courses that are used to satisfy the pre-requisites or requirements for a major, minor, option, certificate or general education. Students will be notified of that expectation.
- ...
- C. All campuses of the Montana University System and the three (3) community colleges will adopt a grading system that includes the use of pluses and minuses, in addition to letter grades. The grade point average calculation will also be the same throughout the System.

- D. Students are required to meet the overall Montana University System standard of a 2.00 grade point average for satisfactory academic progress, as specified in Board [Policy 301.8](#).

### **WHY STUDY A FOREIGN LANGUAGE?**

1. **Spanish is a practical language to learn.** There are approximately 240 million Spanish speakers in the world. The growth rate of Hispanics in the United States alone has been astounding over the last half century. The likelihood that you will be able to use Spanish in your career, travels, or day-to-day activities is very high.
2. **Language study is academically in vogue.** Many colleges and universities are recognizing the value of foreign language study and are therefore integrating it into their graduation requirements.
3. **Language study will increase your own understanding of English.** An observation made by many foreign language students, and it certainly was the case with me, is that they did not understand English until they studied a second language. German poet, dramatist, and philosopher Johann Wolfgang von Goethe said, "Those who are not acquainted with foreign languages know nothing of their own."
4. **Language study enhances our understanding of other cultures.** There is tremendous value in studying a foreign language because it enables us to study and appreciate other cultures, lifestyles, and ways of thinking. The Sapir-Whorf Hypothesis suggests that our perception of reality is shaped by the language system, which controls our thought system. Given this notion, we realize that as we study another language, we gain insight into how people of other languages and cultures perceive the world around them.

"A mother mouse and her baby were scampering across a polished floor when they heard a noise. They hoped it would be a human being, but it turned out to be the family cat.

"Upon seeing the mice, the cat gave chase. Mother mouse felt a swipe and a claw.

"She turned in her tracks and called out in her loudest voice, "Bow-Wow!" The cat ran off.

"Gathering her baby to her and catching her breath, Mother mouse explained, "Now you see the importance of a second language."

## **SPNS 101/102/201/202**

### **CULTURAL ELECTRONIC PORTFOLIO**

As we go through the Spanish textbook, each chapter will have a country of focus. In order to better fulfill the Humanities and Fine Arts General Outcomes\*, during the semester, you will develop an electronic portfolio of information for each country of focus.

In order to do so, you will do at the minimum the following two things:

1. First, you will do a Google search (or you may use any other search engine of your choice) on the country and read at least two or three articles, or more, that attract your attention. The articles can be about the history or culture of the country, or they can focus on a current event or issue that is taking place in the country.
2. Secondly, you will do a YouTube search and find and watch two or three appropriate videos about the country. Once again, the videos can be about the history or culture of the country, or they can focus on a current event or issue that is taking place in the country.

Once you have done those tasks, you will send me an email ([sleightg@milescc.edu](mailto:sleightg@milescc.edu)) in which you do the following:

1. First, summarize for me the articles you read and the videos you watched. More importantly, tell me what you learned and how the articles have affected your perspective of the country of focus and its culture and people. Also, how is the country of focus similar to and different from the United States of America? Give careful consideration to the three General Outcomes identified below as you reflect on how you would like to respond.
2. Additionally, when you have finished writing your impressions and perspectives, copy and paste the links to the articles and videos at the bottom of the email.

When you send me the email, put your last name and the name of the country in the subject line of the email.

This portfolio will be worth 20 points per chapter if you do an excellent job. If the effort is acceptable but not excellent, you will get 17/20 points. If the effort shows marginal effort, you will get 15/20 points.

The portfolio must be submitted before the test for the chapter is given in class. Late submissions will be penalized by two points.

#### **\* General Outcomes of the Humanities and Fine Arts Core Area**

**Students will:**

1. **Recognize contributions of literature, music, theater, language, philosophy, culture, or art in the development of insight into human endeavors.**
2. **Acknowledge, learn about, and learn from different cultural and social perspectives.**
3. **Relate connections between the humanities and cultural/historical events.**



## COLLEGE WRITING I (WRIT 101)

Fall 2010

Section 3/3D

1:30-2:55 P.M.

TTh

ROOM 110

**INSTRUCTOR: GARTH H. SLEIGHT, M.A.**

**OFFICE: 307 OFFICE HOURS: Posted on office door or by appt.**

**PHONE: 406-874-6212**

**INSTRUCTOR E-MAIL: sleightg@milescc.edu**

**REQUIRED MATERIALS:**

The Bedford Guide for College Writers, 7<sup>th</sup> edition, Kennedy et al, Eds.

Established e-mail address

Portfolio Folder

A USB flash drive or WORD formatted disk

### **COURSE DESCRIPTION:**

WRIT 101 is designed to help you learn how to write effectively for your future college classes and beyond. We will use a four-step approach of (1) draft, (2) peer review, (3) finished product, and (4) reflection of finished product. Peer review helps both the student who is reviewing the essay and the student whose essay is being reviewed to identify trouble spots before they undertake each writing assignment's final version. The reflection at the end of each essay is a reflection of the pedagogical research that has taken place in the field of metacognition ("thinking about thinking," or in the context of this class, "thinking and writing about writing.")

We will generate ideas for writing assignments by reading, analyzing, and discussing "springboard" selections from the textbook—writings by professionals whose style and purpose will serve as models for your approaches to your own writing assignments. We will also use in-class activities to reinforce the basics of effective writing.

This course partially fulfills the written communication requirement of the **Communications Core Area** of the Miles Community College General Education requirements.

### ○ **VISION AND PURPOSE STATEMENT**

#### ***Written Communication***

The cardinal goal of the written communication classes is to provide students with the critical thinking and articulation skills necessary to succeed in the academic world of Miles Community College and beyond. The other disciplines of the college community rely upon the writing classes to provide students with the skills they need to research, analyze, and synthesize information in order to formulate and articulate a critical response in college-level discourse. To this

end, the writing instructors strive to enhance the students' recognition and understanding of culture, political theory and expression, history, and science as they are experienced and expressed in the language and literature of the human family.

○ **OVERARCHING OUTCOME OF THE COMMUNICATIONS CORE AREA**

Students who earn their Associate of Arts or Associate of Science degree at Miles Community College will demonstrate the ability to read, write, listen, and speak effectively.

○ **GENERAL OUTCOMES OF THE COMMUNICATIONS CORE AREA**

Students will:

1. Communicate information in a clear, concise, and complete manner.
2. Communicate in ways that are appropriate and effective for their intended audience and purpose.
3. Identify and incorporate research materials into informative and analytical communication.

**SPECIFIC COURSE OUTCOMES:**

By the end of the course you will be able to produce writing assignments of moderate length (2-4 pages, double-spaced), demonstrating comfort and proficiency with the following skills:

- Writing clear thesis statements and supporting them in an organized and logical manner;
- Developing a central idea “book-ended” with an effective introduction and conclusion;
- Distinguishing the difference between “casual” and “formal” registers of language;
- Critically reading and analyzing the writings of others;
- Reflectively analyzing and setting goals for your own writing;
- Understanding MLA guidelines for formatting research papers;
- Recognizing and avoiding mistakes in grammar, punctuation, spelling, and usage.

**COURSE REQUIREMENTS:**

Assessment of the achievement of the Specific Course Outcomes shall take place in the following ways:

- Writing 4 essays - 2-4 pages in length, each of which must include the following items: **100 points per essay**
  - Multiple rough drafts as separate and distinct compositions
  - Peer reviews **10 points per essay**
- Polishing Assigned Excerpts of Graded Essays **10 points per essay**
- Post-essay Reflection and Goals for Next Essay **10 points per essay**
- Final exam—In-class essay **100 points**

All work up to THE FINAL must be in your portfolio to receive credit. You may retrieve your originals at the end of the semester if you so desire.

#### GRADE PERCENTAGES:

91.0--100% === → A  
89.51--90.99% = → A-  
87.0-- 89.50% = → B+  
81.0--86.99 === → B  
79.51--80.99 == → B-  
77.0 --79.50% = → C+  
71.0--76.99% == → C  
69.51--70.99% = → C-  
67.0% -69.5% ==→ D+  
61.0%--67.99% =→ D  
60.0% - 60.99%=→ D-  
Below 60% === → F

#### CLASS POLICIES:

- **Food:** The classroom is **not** an extension of the cafeteria. **You are not to bring your meals into the classroom.** Eat before entering the classroom.
- **Textbook:** Students enrolled in this section must have the correct edition of the textbook. Students who do not have the correct edition will need to get the correct edition or drop out of this section.
- **Make-up Work: IT IS YOUR RESPONSIBILITY TO COMPLETE YOUR ASSIGNMENTS IN A TIMELY MANNER.** If you are to be excused for a College activity~~ *arrange to do the work in advance.*
- **Format for Papers:** All are to be computer-generated and printed with a reasonably dark ink. Written assignments must be *spell checked*. Papers must be double-spaced with 1 1/2 & 1" margins and in **12-point type**. Papers are graded in accordance with the attached rubric, and assigned numerical and letter grades. Drafts are rewritten and polished into a final version and should demonstrate thoughtful treatment of the questions posed according to the type of paper being written.
- **Storage of Papers:** Save each essay/rough draft on your **disk or flash drive and hard drive** before you print. ***It is your responsibility to foresee computer problems and plan ahead.*** Purchase a disk or flash drive which is specifically for this class and guard it well. If I ask you to print an additional copy of your work from your disk/flash drive on an essay you have already printed, you should be able to do so.
- **Due Dates:** Please allow yourself time to do your best work; it will help us both. I will not accept late papers without prior approval. I will not penalize a late paper that is turned in within 24 hours of the class period in which the paper is due (from 1:30 p.m. to 1:30 p.m.). Papers that are one to three weekdays late will be penalized five points. Papers that are three to five weekdays late will be penalized ten points. I will not accept a paper beyond one calendar week of the due date. If you fail to turn in an essay, you may want to consider dropping the class and taking a W for the class.

- **Peer Reviews:** Peer reviews should be thoughtful and go beyond the obvious. One-word answers on peer reviews do not go far enough toward explaining the question at hand. Specific responses are the key. Peer reviews are a **key** to unlock success in this class for both the writer and the reviewer; they are another writing experience and another way to receive and retain knowledge. Aside from the intrinsic value of the peer review, failure to participate in a peer review has a significantly detrimental effect on your grade, especially if you make a habit of missing the peer review. Peer reviews outside of class must be pre-approved by the instructor.
- **Revision:** Revision is an extremely important part of the **writing process**. As you revise, you focus your thoughts and your essay becomes clearer; in this course, you will have ample opportunity for feedback. Thus, for some, if not all papers, you must revise and receive feedback before you turn in your final draft. For longer papers this can mean a minimum of two or three revisions prior to the final draft. In addition, after I grade and return each essay to you, you will need to select an excerpt of approximately 10 - 12 lines and polish that excerpt based on the feedback I have given you.
- **Reflection:** In conjunction with your polished excerpt, you will be required to submit a reflective paper, no longer than one page in length, in which you reflect on the successes and challenges you encountered with your essay and then discuss the strategies you will use to improve upon your next essay.
- **Attendance, Discussion, and Participation with YOUR Class:**
  - One of the significant attributes of humans is **language** and our ability to hear and speak it. If you are a non-attending member of our writing group, you will miss the experience of the verbal aspect of the **writing process**; you will miss information, clarification and the joy of collaboration and discovery with your peers. Wise students know that to succeed, they need to go to class; WRIT 101 students can *gain* by attending. Discussion and class participation make college classes more fun and interesting. Rewards abound for students who get involved in discussions because two heads are better than one and nineteen heads are better than two. Attendance and participation in class are required; do not lessen your reward by ignoring this aspect of your academic life.
  - In the event that I have to remind you repeatedly to be quiet and attentive, I will excuse you from class. You will be allowed to return to class for the next class period. If the pattern repeats itself, you will be directed to drop the class.
  - If you arrive late to class, enter the class quietly without disrupting the proceedings of the class. Also, you are responsible to make sure the instructor has marked you present.
- **Syllabus changes:** In the event that changes need to be made to this syllabus, the instructor will consult with the class. Furthermore, changes will not be made that would be detrimental to or otherwise penalize students.
- **Cell phones: TURN OFF CELL PHONES DURING CLASS. This also means that in spite of its addictive nature, text-messaging is neither appropriate nor acceptable during class. If you become a nervous wreck because you can't text during class, you may want to consider a 12-Step Program for this addiction ☺.**

- **Plagiarism:** All papers must be the original work of the student delivering the speech. It is plagiarism\* to take an article from a magazine, CD, book, the Internet, etc. and submit it as your own essay. The instructor reserves the right to investigate suspected occurrences of plagiarism. Students who are guilty of academic dishonesty will be dealt with as outlined in the *College Catalog* and the *Student Handbook*.

(\*Please note that plagiarism is defined as "the use of intellectual material produced by another person without acknowledging its source. This includes, but is not limited to:

- Copying from the writings or works of others into one's academic assignment without attribution, or submitting such work as if it were one's own;
- Using the views, opinions, or insights of another without acknowledgment; or
- Paraphrasing the characteristic or original phraseology, metaphor, or other literary device of another without proper attribution.")

### **COLLEGE POLICIES:**

- **Academic Freedom:** In light of the fact that you will be preparing and submitting essays for this class, I have included below the MCC Board policy regarding **academic freedom**:  

**300.3 Academic Freedom**  
*Instructors [and students] are entitled to freedom of choice of instructional procedures, methods, and materials in promoting the educational development of students. Academic freedom is encouraged and protected as essential to the objectives and purposes of the college. The mores of the community should be taken into consideration when contemplating the appropriateness of methods and materials. Academic freedom must not be abused, to the detriment of students, faculty, college, or community. (When in doubt, confer with your instructor.)*
- **Special Needs:** If you have a documented special need, or learning or physical disability that may interfere with your progress in this course, please see the instructor as soon as possible so that you can discuss accommodations that will help you to succeed.
- **Academic Accessibility:** In accordance with the Americans with Disabilities Act (ADA), Miles Community College ensures academic accessibility as well as building accessibility for all persons with disabilities. No individual with a disability, by reason of such disability, will be excluded from participation in, or be denied the benefits of, the services, programs, or activities of Miles Community College or be subject to discrimination by any such entity. Miles Community College will make reasonable accommodations for any individual with documented disabilities. It is the student's responsibility to report the disability. Any person with documented disabilities concerned about accessibility and/or accommodation issues should contact the Disabilities Coordinator, Shelley Freese, by phone at 874-6152, or in person at the Center for Academic Success, Room 208; or your instructor(s); or Student Services at 406-874-6100 or 1-800-541-9281.
- **Dropping a class:**
  - **Dates and Ramifications:** Students who wish to drop this class without its appearing on their MCC transcript must do so by September 3, 2010. Dropping

by this date will affect your bill; you will not have to pay for the class that you drop before September 3, 2010. From September 4, 2010, to November 5, 2010, if you drop a class, it will appear as a “W” on your transcript, but it will not affect your grade point average. In addition, if you drop a class between September 4 and November 5, 2010, you will have to pay for the course even though you have dropped it—you will not be eligible for any refund. If you drop the class after November 5, 2010, the grade that appears on your transcript will be a “W” if you had a passing grade at the time of dropping the class (with no negative impact on your grade point average), or a “WF” (which counts the same as an “F” and will affect your grade point average) if you were failing at the time of dropping the class. The last day to drop or withdraw is December 9, 2010. Please refer to page 50 of the *Miles Community College 2010 Catalog* for further details.

- **Process:** The process for degree-seeking students is to obtain a drop form from the Student Services Office; have your advisor and the instructor of this course sign the form; and return it by the date listed above to the Student Services Office. For non-degree students, call the Registrar at 874-6214 or 1-800-541-9281 (for out of town students) indicating your desire to drop this course by the date listed above. If you need further clarification on this matter, please contact someone in Student Services, the instructor of this course, or your advisor.
- **Pass/Withdraw and Incomplete Grades:** Make sure you are familiar with the Pass/Withdraw Policy and Incomplete Grades Procedure on page 50 of the *Miles Community College 2010 Catalog*. Be aware of the College’s Incomplete Grade Procedure. If students receiving an incomplete “I” grade do not complete their coursework within eight weeks after the last day of the class, the “I” grade is automatically changed to an “F.”
- **Student Responsibilities:** Students are expected to be familiar with and abide by all college policies and procedures. These may be found in the *Miles Community College 2010 Catalog*, the *2010-2011 Student Handbook*, and the *Miles Community College Board of Trustees Policy Manual*. To view any of these documents, please visit the Miles Community College Judson H. Flower, Jr., Library.

## **MONTANA BOARD OF REGENTS POLICY**

### **Policy 301.5.3 *Minimum Course Grades***

#### **I. Board Policy:**

- A. All students in the Montana University System and the three (3) community colleges must earn the following minimum grades in order to demonstrate their competency and preparation:
  - 1. a “D-“ or better in all classes that are used to satisfy so-called free or elective credits in an associate or baccalaureate degree program;
  - 2. a “C-“ or better in all classes that are used to satisfy a general education program;
  - 3. a “C-“ or better in all classes that are used to satisfy the pre-requisites or required courses in a major, minor, option or certificate.
- B. Individual programs may establish grade standards that are higher than the minimums set out in paragraph A above, for some or all of the courses that are used to satisfy the pre-requisites or requirements for a major, minor, option, certificate or general education. Students will be notified of that expectation.  
...
- C. All campuses of the Montana University System and the three (3) community colleges will adopt a grading system that includes the use of pluses and minuses, in addition to letter grades. The grade point average calculation will also be the same throughout the System.
- D. Students are required to meet the overall Montana University System standard of a 2.00 grade point average for satisfactory academic progress, as specified in Board [Policy 301.8](#).

## ESSAY GRADING RUBRIC

### Sleight

STUDENT'S NAME \_\_\_\_\_ ESSAY # \_\_\_\_\_

#### **A: The "A" essay—**

- ✓ Presents a clear, focused, and understandable main idea;
- ✓ Has an introduction that excellently captures the reader's attention and gives a brief overview of the essay;
- ✓ Has a body that flows exceptionally smoothly and logically using vivid details and examples;
- ✓ Has a conclusion that recaps the main idea and ends with a powerful impact statement;
- ✓ Is mechanically sound;
- ✓ Is free of grammatical errors;
- ✓ Is free of spelling errors;
- ✓ Exhibits varied and precise word choice.

#### **B: The "B" essay—**

- ✓ Exhibits most of the qualities that characterize the "A" essay, yet *it lacks the distinction* of the "A" essay;
- ✓ Presents a relatively clear, focused, and understandable main idea;
- ✓ Has an introduction that fairly well captures the reader's attention and gives a brief overview of the essay;
- ✓ Has a body that flows smoothly and logically using appropriate details and examples;
- ✓ Has a conclusion that recaps the main idea and ends with a good impact statement;
- ✓ Has some mechanical errors, but they do not detract substantially from the flow and meaning of the essay;
- ✓ Has some grammatical errors, but they do not detract substantially from the flow and meaning of the essay;
- ✓ Has a few spelling errors;
- ✓ Exhibits appropriate word choice.

#### **C: The "C" essay—**

- ✓ Meets only the basic criteria of effective writing;
- ✓ Is occasionally difficult to understand or follow and may stray from its main idea;
- ✓ Has an introduction that slightly captures the reader's attention and gives a brief overview of the essay;
- ✓ Has a body that is choppy and inconsistent in the use of details and examples;
- ✓ Has a conclusion that somewhat recaps the main idea and ends with a weak impact statement;
- ✓ Has enough mechanical errors to detract from the flow and meaning of the essay;
- ✓ Has enough grammatical errors to detract from the flow and meaning of the essay;
- ✓ Has a substantial number of spelling errors.
- ✓ Exhibits a narrow range of word choice, often including inappropriate diction.

#### **D: The "D" essay—**

- ✓ Meets less than the basic criteria of effective writing;
- ✓ Has an organizational structure that minimally meets the criteria for the three parts of an essay;
- ✓ Exhibits minimal mastery of mechanics, spelling, and grammar;
- ✓ Exhibits weak and/or inappropriate word choice.

**F:** The "F" essay fails to exhibit the characteristics of effective writing as noted above. The writer demonstrates minimal skill in, or understanding of, the skills and abilities of effective writing. This writer should consider dropping the class and enrolling in a preparatory class before undertaking this class.

---

PEER REVIEW: \_\_\_\_\_ /10 ESSAY LETTER GRADE: \_\_\_\_\_ ESSAY % \_\_\_\_\_

INSTRUCTOR COMMENTS:



**WRIT 101 – COLLEGE WRITING I**  
**T-Th**  
**TENTATIVE CLASS SCHEDULE**  
**FALL SEMESTER 2010**  
**Sleight**

Aug	26	Orientation to WRIT 101
	31	Pre-Assessment Test
Sep	2	Presentation by the College Library Director
	7	Writing Processes, Ch. 1
	9	Reading Processes, Ch. 2 “The Celestial Omnibus” (handout from instructor)
	14	Recalling an Experience, Ch. 4, and additional reading selections: “Don’t Misread My Signals” p. 438 “Learning to Read” p. 517
	16	Critical Thinking Processes, Ch. 3
	21	Recall Essay Peer Reviews
	23	Grammatical Sentences, Ch. 33 <b><u>Recall Essay Due</u></b>
	28	Observing a Scene, Ch. 5, and additional reading selections: “The Chinatown Idea” p. 65 “Kids in the Mall: Growing Up Controlled” p. 114 “Window on Reality” p. 473
	30	Strategies for Generating Ideas, Ch. 15 Observation Essay Peer Reviews
Oct	5	Grammatical Sentences, Ch. 33 <b><u>Observation Essay Due</u></b>
	7	Effective Sentences, Ch. 34
	12	Interviewing a Subject, Ch. 6, and additional reading selections: “Travels with ‘My Aunt’” p. 80 “Listen” p. 83 “Mother Tongue” p. 397
	14	Strategies for Planning, Ch. 16
	19	Discuss Interviews Being Conducted for Essay
	21	<b>MCC EDUCATORS CONFERENCE—NO CLASSES</b>
	26	Strategies for Drafting, Ch. 17

	28	Grammatical Sentences, Chapter 33
Nov	2	Interview Essay Peer Reviews
	4	Word Choice, Ch. 35 <b><u>Interview Essay Due</u></b>
	9	Comparing and Contrasting, Ch. 7, and additional reading selections: “Women and Men Talking on the Job” p. 441 “How Men and Women Think” p. 447
	11	<b>VETERANS DAY HOLIDAY—NO CLASSES</b>
	16	Strategies for Developing, Ch. 18
	18	Comparison/Contrast Essay Peer Reviews
	23	Punctuation, Ch. 36 <b><u>Comparison/Contrast Essay Due</u></b>
	25	<b>THANKSGIVING HOLIDAY</b>
	30	Documenting Sources, Ch. 32
Dec	2	Mechanics, Ch. 37
	7	Post-Assessment Test
	9	Review for final exam

### **December 14 – 15 – 16 Miles Community Final Exams**

**Students and instructors are required to abide by the Final Exam Schedule. With this much advance notice, you will have plenty of time to arrange your travel plans to accommodate the College schedule. Anyone wishing to take the test at a time other than that specified in the Final Exam Schedule must receive prior written approval from the Vice President of Academic Affairs, Shelly Weight. She does not flex except under the most drastic of circumstances.**

If a person accepts/takes ownership of a project, task, assignment, etc, the expected outcome is generally *assumed to be better* than just fulfilling a *demand* created by someone else. Ownership and a vested interest are supposed as the necessary habits to foster and engender Critical Thinking Skills.

~~~~~

Post writing/*pre-publishing* author assessment

What aspect was most troublesome for you:

Lecture component/ in class demos

Text material

Tutorial

Peer review

***Why?***

What would you like to see as an improvement in this process??

What aspect was most helpful for you:

Lecture component/ in class demos

Text material

Tutorial

Peer review

***Why?***

POST-publishing author reflections ~ ~

Rewrite segment

Why did you chose this portion

What do you wish to accomplish

Are you satisfied with this re-write?

# WRIT 201—COLLEGE WRITING I I

FALL SEMESTER 2010

## ALL SECTIONS

Instructor: *George Dickie, M.A.T.*

Office: **Rm. 203~**

**'Phone:** 874-6177

**Email:** dickieg@milescs.edu

**Office hours:** revolving hours posted by office door

## **Required Materials:**

The Mercury Reader~ ISBN# 0536934371

The Lively Art of Writing: L. Payne~ ISBN# 0-451-62712-1

Writing Research Papers **12<sup>th</sup> ed.**; Lester & Lester~ ISBN# 0-321-45798-6

1 Accordion Portfolio, 3/4 Report covers

Established e-mail address

- A reserved *Memory stick* or two **WORD formatted** disks

**FINAL EXAM** ~ ~ **December 9<sup>th</sup> ~ ~ 16<sup>th</sup>**

## **Course Purpose and Description:**

**WRIT 201 IS A TRANSFER CREDIT COURSE.**

Writing 201 (College Writing II) is designed to offer students the opportunity to successfully meet the challenge of intellectually rigorous upper division courses by exposure to, and the management of, critical thinking strategies, the logical construction of argumentation, analysis of various materials and media, clear concise reasoning, and the formatting designs and requirements of MLA/APA documentation.

This course provides experience in writing the Formal Critical Essay and the Scholarly Research Paper. This Course is centered upon close readings of more demanding works than those encountered in College Writing I; the aspects of *Critical Thinking*, *Critical Reading* and *Critical Writing* are the core of study.

Students will have the opportunity to experience and understand more fully the intellectual demands of academic discourse within the professional community and the exacting nature such work requires of the writer by preparing writing designed to meet the more rigorous expectations of analysis and reasoning.

Thus, Comp II students will face the recognition of their role as thinkers, as readers and as writers in the *Inferential and Critical Process*. Through this process, *the readers* in Comp II learn how to approach a complex text and as *thinkers* decipher the point of view and the definitive sense of the piece, while extrapolating the desired information. The *writers* then, must compose an analysis that concisely delineates the view which they desire to share with new readers.

During the semester, students will develop and demonstrate the research protocol to examine/compose a Pre -Research Paper, and a FINAL *definitively constructed and formatted* Paper, which emphasize writing as an Inferential and Critical Recursive Process.

This course fulfills the **written communication** requirement of the **Communication Core Area** of the Miles Community College **General Education** requirements

- **Vision and Purpose Statements**

**Written Communication**

The cardinal goal of the written communication classes is to provide students with the critical thinking and articulation skills necessary to succeed in the academic world of Miles Community College and beyond. The other disciplines of the college community rely upon the writing classes to provide students with the skills they need to research, analyze, and synthesize information in order to formulate and articulate a critical response in college-level discourse. To this end, the writing instructors strive to enhance the students' recognition and understanding of culture, political theory and expression, history, and science as they are experienced and expressed in the language and literature of the human family.

- **Overarching Outcome of the Communications Core Area**

Students who earn their Associate of Arts or Associate of Science degree at Miles Community College will demonstrate the ability to read, write, listen, and speak effectively.

- **General Outcomes of the Communications Core Area**

Students will:

1. Communicate information in a clear, concise, and complete manner.
2. Communicate in ways that are appropriate and effective for their intended audience and purpose.
3. Identify and incorporate research materials into informative and analytical communication.

**Course Outcomes:**

By the conclusion of this course, students should be able to meet the following objectives:

- Recognize, practice and demonstrate the conceptual difference between *argument* and *quarrel*
- Demonstrate a competence and understanding of the five components of Argumentation
- Write a clear concise thesis statement and support that statement with multiple sources throughout an analytical paper as one central idea is developed providing a clear introduction and conclusion
- Develop an argumentative stance based on the critical reasoning techniques espoused in the three standard models of *Argumentation* (Rogerian, Toulmin,

and Aristotelian); support that position with evidence appropriate to the *targeted audience*

- Demonstrate a competence and understanding of *Usage* and *Sentence Structure*
- Recognize and demonstrate the language appropriate to academic settings and pursuits
- Demonstrate a clarity of expression in writing that is germane to the academic milieu
- Understand and demonstrate the concept of, and the approach to, research extrapolation, analysis, and reasoning within a written text
- Demonstrate an effective use of library techniques to identify relevant holdings at local institutions, online catalogues, and bibliographic tools to identify and retrieve holdings at other libraries
- Recognize, practice, and demonstrate the concept that writing is a **process**
- Understand and demonstrate Modern Language Association/American Psychological Association guidelines for formatting an academic composition.

### **Prerequisites:**

CA 101/WRIT 101

### **Course Requirements/Assignments:**

Rough Drafts as separate and distinct compositions

Multiple *faux* formatting examples

**20%**

Multiple experience practices

*Pre/rough draft* Research Paper *pieces*

(all of the above are graded, evaluated, and returned to the student for use in structuring the cumulative assignments below)

Mid term exam/paper (*mini~ ~me*)

**30%**

Final Exam/Paper

**50%**

**FINAL EXAM~ ~DECEMBER 9<sup>th</sup> ~ ~16<sup>th</sup>**

### **Make up work:**

***THIS IS YOUR RESPONSIBILITY--***

***TO COMPLETE YOUR ASSIGNMENTS IN A TIMELY MANNER.***

If you are to be excused for a College activity, arrange to do the work in advance.

Make up days and times will be posted as needed.

### **Grading Criteria Base Range:**

|        |   |             |   |
|--------|---|-------------|---|
| 95-100 | A | 60-69       | D |
| 80-89  | B | 59 or below | F |
| 70-79  | C |             |   |

Please see the attached grading rubric for a definitive explication.

### **Extra credit:**

The work you create and the opportunities to do so negate any need for extra; do and be the best you can do and be.

**Most students, who take this course, *really do* live to recount their experiences.**

**Papers:**

All are to be computer-generated and printed with reasonably dark ink. Written assignments must be *spell checked*. Papers must be double-spaced with 1 1/2 & 1" margins and in **12-point type**.

Papers are graded based on the attached rubric, and assigned letter grades. Extended papers are rewritten and polished versions of the short papers and should demonstrate thoughtful treatment of the questions posed in the sequence of readings at hand. Once again, please see the attached rubric for specifics on grading.

**format for papers:**

All papers must be computer-generated. Save each essay/rough draft on your **disk and hard drive** before you print. ***It is your responsibility to foresee computer problems and plan ahead.*** Purchase a disk which is specifically for this class and guard it well. If I ask you to print an additional copy or work from your disk on an essay you have already printed, you should be able to do so.

**due dates:**

Please allow yourself time to do your best work; it will help us both. Unless arrangements are made with me before the due date, *late papers* will be reduced by at least one letter grade. Please block out your working time carefully.

**revision:**

Revision is an extremely important part of the **writing process**. As you revise, you focus your thoughts and your essay becomes clearer; in this course, you will have ample opportunity for feedback. Thus, for some if not all papers, you must revise and receive feedback before you turn in your final draft. For longer papers this can mean a minimum of two or three revisions prior to the final draft.

**Attendance, discussion, and participation with your class:**

One of the significant attributes of "*humanity*" is *language* and our ability to hear and speak it. If you are a non-attending member of our writing group, you will miss the experience of the verbal aspect of the **writing process**; you will miss information, clarification and the joy of confabbing about our shared experience.

Those in the know agree that to succeed, a student needs to go to class; CA101 students can *gain* by attending. Discussion and class participation make college classes more fun and interesting. There are rewards for students who get involved in discussions because two heads are better than one and nineteen heads are better than two. Attendance and participation in class are required; do not lessen your reward by ignoring this aspect of your academic life.

### **Plagiarism:**

Do not be unfair to yourself regarding your college learning experience. Do your own work, take and hold the ownership that is *you*. You are guilty of plagiarism if you use someone's words, ideas, music, or graphics without proper documentation.

**Please see the college catalogue, pages 36 & 37 in the section entitled, *Student Rights and Responsibilities* for the College's position on plagiarism and those who commit such. Consult and absorb the addendum materials in this course and those furnished by the College Library.**

While the world around you may appear to be a morass of unethical fast track cheaters, there is no reason for you to join such a race. Your actions in this academic environment will begin to set and help ensure the tone for the future. ***Win, loose or draw***, there is nothing which you own but your personal word of integrity—"honesty is the best policy" for a full and meaningful life.

### **Cell phones in the classroom:**

All cell phones must be turned off upon entering the classroom. There are few distractions which are more disturbing to an academic atmosphere than the interruption of a course with the incessant ringing of various buzzes, beeps, or supposedly *clever* tunes.

**No cell phones** are to be taken into the classroom **during times of exams or tests—*leave them outside***. Should it be discovered you have a cell phone, you will forfeit the exam or test and the appropriate credit possible.

### **COLLEGE POLICIES:**

- **Special Needs:** If you have a documented special need, or learning or physical disability that may interfere with your progress in this course, please see the instructor as soon as possible so that you can discuss accommodations that will help you to succeed.
- **Academic Accessibility:** In accordance with the Americans with Disabilities Act (ADA), Miles Community College ensures academic accessibility as well as building accessibility for all persons with disabilities. No individual with a disability, by reason of such disability, will be excluded from participation in, or be denied the benefits of, the services, programs, or activities of Miles Community College or be subject to discrimination by any such entity. Miles Community College will make reasonable accommodations for any individual with documented disabilities. It is the student's responsibility to report the disability. Any person with documented disabilities concerned about accessibility and/or accommodation issues should contact the Disabilities Coordinator, Shelley Freese, by phone at 874-6152, or in person at the Center for Academic Success, Room 208; or your instructor(s); or Student Services at 406-874-6100 or 1-800-541-9281.
- **Dropping a class:** Students who wish to drop this class without its appearing on their MCC transcript must do so by September 3, 2010. Dropping by this date will affect your bill. From that point to November 5, 2010, if you drop a class, it will appear as a "W" on your transcript, but it will not affect your grade point average or your bill. If you drop after that date, the grade that appears on your



transcript will be a "W" if you had a passing grade at the time of dropping the class (with no negative impact on your grade point average), or a "WF" (which counts the same as an "F" and will affect your grade point average) if you were failing at the time of dropping the class. The last day to drop or withdraw is December 9, 2010. Please refer to page 50 of the *Miles Community College 2010 Catalog* for further details.

- The process for degree seeking students is to obtain a drop form from the Student Services Office; have your advisor and the instructor of this course sign the form; and return it by the date listed above to the Student Services Office. For non-degree students, call the Registrar at 874-6214 or 1-800-541-9281 (for out of town students) indicating your desire to drop this course by the date listed above. If you need further clarification on this matter, please contact someone in Student Services, the instructor of this course, or your advisor.
- Make sure you are familiar with the Pass/Withdraw Policy and Incomplete Grades Procedure on page 50 of the *Miles Community College 2010 Catalog*. Be aware of the College's Incomplete Grade Procedure. If students receiving an incomplete "I" grade do not complete their coursework within eight weeks after the last day of the class, the "I" grade is automatically changed to an "F."
- Students are expected to be familiar with and abide by all college policies and procedures. These may be found in the *Miles Community College 2010 Catalog*, the *2010-2011 Student Handbook*, and the *Miles Community College Board of Trustees Policy Manual*. To view any of these documents, please visit the Miles Community College Judson H. Flower, Jr., Library

## **MONTANA BOARD OF REGENTS POLICY**

### **Policy 301.5.3 *Minimum Course Grades***

#### **I. Board Policy:**

A. All students in the Montana University System and the three (3) community colleges must earn the following minimum grades in order to demonstrate their competency and preparation:

1. a "D-" or better in all classes that are used to satisfy so-called free or elective credits in an associate or baccalaureate degree program;
2. a "C-" or better in all classes that are used to satisfy a general education program;
3. a "C-" or better in all classes that are used to satisfy the pre-requisites or required courses in a major, minor, option or certificate.

B. Individual programs may establish grade standards that are higher than the minimums set out in paragraph A above, for some or all of the courses that are used to satisfy the pre-requisites or requirements for a major, minor, option, certificate or general education. Students will be notified of that expectation.

- C. All campuses of the Montana University System and the three (3) community colleges will adopt a grading system that includes the use of pluses and minuses, in addition to letter grades. The grade point average calculation will also be the same throughout the System.
- D. Students are required to meet the overall Montana University System standard of a 2.00 grade point average for satisfactory academic progress, as specified in Board [Policy 301.8](#).

## **GRADING RUBRIC \***

### ***Thesis and Purpose***

A – The paper has a clear, thoughtful thesis and a strong sense of purpose.

B – The paper has a consistent thesis.

C – The paper has some sense of focus but no clear overall thesis.

D – The paper has no focus at all. It wanders purposelessly, and there are apparent logical contradictions.

F – The paper is obviously careless, self-contradictory, and purposeless.

### ***Presentation***

A – The paper is well organized, fully developed, and supports its argument with apt evidence and reasoning.

B – The paper is fairly thorough, and readers can understand its reasoning, but it is not quite as well organized, nor is its argument as fully supported, as it should/could be.

C – The paper is not very thorough or smoothly presented, but readers can follow some of its main points.

D – The paper is short, its opinions not well supported, and its ideas unclear.

F – The paper is much too short and makes no effort to support its claims.

### ***Awareness of Issues***

A – The paper is fair and well balanced; it considers opposing arguments and anticipates counter-arguments.

B – The paper shows an awareness of different perspectives but does not anticipate some major counter-arguments, or it does not refute well those it does anticipate.

C – The paper is too one-sided, ignoring major evidence and failing to anticipate basic counter-arguments.

D – The paper shows little understanding of the issues and ideas raised in the readings.

F – The paper shows no familiarity with the issues and ideas raised in the readings.

### ***Use of Sources***

A – The paper effectively uses many different sources, including at least two challenging ones and at least two new sources not directly assigned to the whole class. The new sources are good ones—reliable and written at a college level—demonstrating that the writer knows how to evaluate.

B – The paper uses adequately several different sources, including at least one challenging one and one good new one.

C – The paper uses assigned sources to develop its arguments.

D – The paper uses hardly any sources.

F – The paper uses no sources.

### ***Style***

A – The paper uses both quotation and paraphrase smoothly and correctly, and it includes in-text parenthetical citations where needed. The citations and the Works Cited page are in correct MLA/APA format and agree with each other with few or minor errors.

B – The paper uses both quotation and paraphrase as well as MLA/APA-formatted citations, but it tends to depend too much on long quotations, or it doesn't integrate the material smoothly, or there are basic flaws in citation form.

C – The paper does not have enough quotations or paraphrases from the sources to support its stance, or it depends too much on long direct quotations or on paraphrases that are really only slightly- reworded direct quotations. Some needed parenthetical citations are missing, and citation form is generally weak, or else there are mismatches between in-text citations and the Works Cited page entries.

D – The paper uses little textual material and fails to use parenthetical citations.

F – The paper fails to use quotation and/or paraphrase at all.

\* Based on a model by R. Roth, Ed. D. Middlesex County College, New Jersey.

**FINAL EXAM ~ ~ DECEMBER 9<sup>th</sup> ~ ~ 16th**

## **COURSE SYLLABUS**

### ***CREDO & CAVEAT***

### *Writing is the definitive form of thinking*

As the instructor, I pledge to you to structure a course that complies with standard and accepted Academic requirements. This syllabus is our guide to help achieve both the goals commonly desired in Inferential and Critical Analysis essay composition and to offer you the opportunity to achieve the uniqueness of *learning*. Learning never ends, each of you at this juncture is a repository of experience and knowledge; the more we know, the more we can do.

You as the student offer to attend and work through the process and the experience called WRIT 201 *Comp II*, to attain Academic and Personal goals. Together we form a partnership that offers a unique and rewarding experience for all involved.

I reserve the right to modify this syllabus by lessening the required work, both in nature and in number. If, however, it needs to be increased in nature and number, we will only do so by mutually agreeing to seek new and diverse experiences.

*Geo Dickie,*  
*25 August 2010*

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## **Appendix D**

### **Flow Chart of Miles Community College General Education Assessment Plan**





# Miles Community College General Education Assessment Plan

