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ABSTRACT

Designed to facilitate implementation of outcomes assessments at other colleges, this manual describes the activities and techniques developed by North Hennepin Community College in its Student Outcomes Pilot Project (SOPP) of 1988-89. Following introductory material, the manual describes the college's Research and Planning Office, and its survey procedures, basic office procedures, personnel, equipment, supplies. In addition, examples of forms and materials needed to implement a Student Outcomes Assessment are provided, including a master calendar, a fall 1989 job list, a telephone survey guide sheet, a salary conversion guide, a data entry guide sheet, and job descriptions. Subsequent sections offer detailed guidance in five areas: (1) assessment testing, course placement, and determination of college-readiness; (2) determination of student intent; (3) student learning outcomes, as measured by capstone courses, an academic profile test, graduate surveys, and grade distributions; (4) student follow-up, conducted through placement, extended placement, and former student surveys; and (5) ethnographic study. For each of these areas, the manual discusses program aims, planned and implemented procedures, and reporting and usage. A final section discusses the role of the Review and Applications Committee, which was formed to oversee the individual projects, examine and evaluate the information, identify areas of educational concern, and propose changes. Figures within specific sections include Math and English Assessment Test Expectancy Tables, survey questionnaires, academic profile reports, and grade point average graphs and tables. (WJT)

# NORTH HENNEPIN COMMUNITY COLLEGE

## STUDENT OUTCOMES PILOT PROJECT
## HOW TO DO IT MANUAL

## JANUARY 1990



Prepared by the North Hennepin Community College
Office of Research and Planning

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# INTRODUCTION

# INTRODUCTION

This HOW TO DO IT manual describes the activities and techniques developed by North Hennepin Community College in its Student Outcomes Pilot Project in academic year 88-89. Our intent in preparing this manual is to report the College's Student Outcomes activities in a way that will facilitate their implementation at other colleges.

The manual consists of a description of the Pilot Project in Student Outcomes Assessment, and of the separate Student Outcomes programs.

Included with the manual are two computer disks (5 1/4" and 3 1/2" sizes, double-sided double-density) containing the formatted data files and many of the figures cited in braces in the manual.

Those files were created on an IBM PS2/80, using DOS 3.3 operating system. The files are accessible through these two application programs:

1. LOTUS 1-2-3 rel 2.1 for spreadsheet files with the extension WK1.

2. WORDPERFECT 5.0 for word processing files with the extension WP.

If you have any questions about the Student Outcomes Project, the HOW TO DO IT manual, or the disk files, please contact the Research and Planning Office at North Hennepin Community College. We can be reached at:

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# STUDENT OUTCOMES PILOT PROJECT

# STUDENT OUTCOMES PILOT PROJECT

## INTRODUCTION

The project in Student Outcomes was developed by the Student Outcomes Assessment Committee at North Hennepin Community College. The members of that Committee were:

| | |
|---|---|
| Bob Alexander | Research and Planning Coordinator, Sociology professor |
| Barbara Clennon | Reading/Study Skills professor |
| Robert Devereaux | Theater professor |
| Miriam Hazzard | Associate Dean of Allied Health |
| John Helling | President |
| Pat Lipetzky | Director of Allied Health/Continuing Education |
| Anita Olson | Marketing/Retailing professor |
| Howard Olson | Natural Science professor |
| Ken Taylor | Research and Planning Coordinator, Psychology professor |
| Tom Wavrin | Registrar |
| Jan Weiss | Dean of Instruction |
| Mary Winterbauer | Director of Developmental Education |

That Committee was formed in Spring 87, following the attendance of five of its members at an AAHE Conference on Quality Assessment. The Committee met through the 87-88 academic year, to consider development of measures of educational outcomes to support both the improvement of educational quality and institutional growth and change.

Out of its deliberations, the Committee constructed a Student Outcomes project composed of 13 programs in six categories. Those programs, by category, were:

1. ASSESSMENT TESTING AND COURSE PLACEMENT

   a. Selection of test instruments and standardization of testing and reporting procedures; analysis of test validity and reliability, and of student academic performance; and validation and modification of tests, testing, and courses.

   b. Production of College Readiness Report describing to area high schools the assessment test performance and developmental education placement of new entering freshmen who were their recent high school graduates.

2. STUDENT INTENT

   a. Determining and tracking students' educational intentions; and analyzing their import, longitudinal changes in intentions, and the correlates of those changes.

3. STUDENT LEARNING

   a. Development of capstone courses in the career education area.

   b. Administration of academic profile testing in the general education area.

   c. Production of academic performance reports of high school Options students and new entering freshmen.

   d. Survey of graduates' evaluations of the College and their College experiences.

   e. Tracking and reporting grade distributions and grade point averages, by department, individual faculty, and college.

4. STUDENT FOLLOW-UPS

   a. Placement survey of graduates one year after graduation.

   b. Extended survey of graduates (five years after graduation).

   c. Survey of non-returning non-graduates' placement, college evaluations, and college experiences.

5. ETHNOGRAPHIC STUDY

   a. Longitudinal interviews of student cohorts as to their college experiences and expectations, and analysis and evaluation of interview results for hypothesis generation.

6. REVIEW AND APPLICATIONS COMMITTEE

   a. Implementation of oversight group, to evaluate and apply information from Student Outcomes programs to improving educational quality and institutional processes.

The project's categories, and most of their component programs, were designed to function as either an integrated whole or as stand-alone modules. The project will thus provide colleges which adopt it with alternative strategies for assessing their Student Outcomes:

1. The project could be implemented as a whole.

2. Individual programs or components of programs could be implemented, subject to the special concerns and resources of the college.

3. Programs or program components could be implemented on a variable cycle (e.g., periodic, vice annual, follow-up surveys of non-graduating non-returning students).

The remainder of this report characterizes the content and aims of the program elements of the Student Outcomes project.

## ASSESSMENT TESTING AND COURSE REFERRAL

To fulfill their mission of providing quality education to fit the needs of their students, colleges must ensure (1) the abilities of students are accurately assessed, and (2) students are competently counseled for referral to courses appropriate to their abilities. To accomplish those functions, the Student Outcomes project includes two interrelated programs:

1. Assessment testing and referral; and the analysis and evaluation of testing and referral.

2. College Readiness Report.

In the first program, the Assessment/Placement Process, new entering freshmen with more than eight credits are required to take assessment tests in English, math, and reading. Based on their test scores, students are referred to appropriate developmental courses. The program involves:

1. Implementing of standardized assessment tests.

2. Developing routine procedures for test administration and data collection/reporting.

3. Designating a staff person charged with overseeing the testing process, with appropriate support staff and budget.

4. Determining test validity and reliability, and appropriate course referral criteria.

5. Developing appropriate measures and procedures for tracking student academic performance.

6. Developing appropriate measures and procedures for validating the testing instruments and the course referral process.

7. Developing procedures for communicating the assessment/referral data among the faculty, counselors, testing staff, and Research and Planning Office.

8. Developing procedures for modifying, as necessary, the test instruments and course referral criteria.

In the second program, the College Readiness Report, the assessment test performance and developmental education course referral of new (recently graduated) entering freshmen are reported to the area high schools. That enables the schools to become aware of the readiness of students for college work.

By means of those two programs, colleges will be able to formulate a process of sound assessment testing, course referral, and testing and course referral monitoring and modification. That process will help ensure students receive quality college education.

## STUDENT INTENT

To gauge the appropriateness of their curricula and academic programs, and to promote student retention, colleges need to understand their students' educational intentions. To accomplish that function, procedures for determining, tracking, and assessing student intentions and their academic correlates were developed:

1. Inclusion of an Intent question on the registration form.

2. Attempted modification of CCIS, to allow in-putting of Intent responses, and tracking and reporting of Intent response categories.

3. Analysis of the academic correlates of Intent and changes in Intent (e.g., cumulative credits earned, GPA).

By means of those procedures, colleges will be able to gauge the appropriateness of their curricula and programs, with reference to student aims. Achieving that will enable colleges to assess, in order to improve them, the educational experiences colleges provide to students.

## STUDENT LEARNING

The basic purpose of college is to educate students. Accordingly, Student Outcomes assessment should entail measurement of what students have learned, how students gauge their educational experiences, and the academic performance of students. To accomplish those functions, beyond the in-class assessments made in college courses, five programs were developed:

1. Capstone courses in career education areas.

2. Use of Educational Testing Service's Academic Profile test in general education.

3. Performance reports of high school Options students and new entering freshmen.

4. Graduate surveys.

5. Grade distribution reports.

In the first program, near-graduation courses in career areas were modified so as to provide capstone curricula, i.e., instructional content which would involve students in assimilating and applying the material they have learned in their preceding occupational courses.

Two such courses at North Hennepin were identified as having possible immediate utility as capstone courses: BUS 201 ("Business Internship") and MKTG 191 ("Creative Field Project").

In the second program, the Educational Testing Service's Academic Profile test was administered to students who were near graduation. That test purportedly measures, in disciplinary contexts (humanities, natural and social sciences), what students have learned (reading, writing, math, and thinking).

North Hennepin participated in ETS' pilot run of the Academic Profile for community colleges in 1988 and 1989. While ETS did the data reporting, North Hennepin was responsible for administering the test and analyzing the data.

The capstone courses and academic profile initiatives should give, we thought, measures of student learning, information that would be useful in pin-pointing areas for curricular improvement at colleges.

In the third program, the academic performance of high school Options students and recently-graduated new entering freshmen is tracked. That performance is reported both on-campus and to the respective high schools.

The information provided by that tracking should be useful to both the respective high schools and colleges, to indicate areas of curricular concern and potential improvement. The reportage should have the additional effects of enhancing awareness of, and increasing interconnections among, high schools and colleges.

In the fourth program, students are asked at the time they file their Intent to Graduate forms about their evaluations of both the College and their college experiences. Student responses are tallied, and response patterns tracked longitudinally, and reported annually by major program and academic area.

The information provided by that survey should be useful to colleges in identifying areas of concern (e.g., academics, environment, services) and potential improvement.

In the fifth program, quarterly grade distributions and GPAs are transcribed and calculated, tracked, and reported quarterly. That reportage should be useful in tracking academic productivity.

Summary (all-college) grade distributions and GPA data are also included in the reportage sent to the high schools of Options students and new entering freshmen, to help the schools assess the performance of those students.

## STUDENT FOLLOW-UPS

Measuring Student Outcomes involves, in general, assessing the effects college has had on students. That assessment should involve previous students as well as current students, because the outcomes of college education, and their implications in students' lives, may take time to fully manifest.

Colleges, thus, should try to discover what its past students have achieved in their educational and occupational lives, how they evaluate college, and the import of college experiences in their lives. Three programs were developed to accomplish those functions:

1. Placement survey of recent graduates.

2. Extended placement survey of graduates.

3. Follow-up survey of non-returning non-graduates.

In the first program, the previous academic year's graduates are surveyed within one year of graduation as to their current educational and occupational status. The results of that survey are tallied and reported annually on-campus.

The information provided by that survey is useful in tracking the placement of graduates, and in identifying the curricular concerns associated with placement. In addition, the placement report is a useful source of career information for current and prospective students.

In the second program, the placement survey has been expanded to re-contact graduates five years after graduation. The extended survey asks questions about graduate's educational and occupational status, and their assessments of the College and their College experiences.

The information provided by that survey is useful in tracking the longitudinal development and placement of graduates. That information should also provide enhanced career information for current students, and serve as a useful information resource in the College's marketing endeavors.

The intent of the third program is to contact students who leave the college without graduating, and survey them as to their reasons for leaving, evaluations of the College and their College experiences, educational and occupational status, and plans, if any, for returning to the College.

The information provided by that survey should be useful in assessing and responding to retention concerns, and in supplementing the information provided by the placement and the long-term placement surveys.

## ETHNOGRAPHIC STUDY

In addition to the foregoing measures, sound Student Outcomes assessment should include input from the students themselves. To accomplish that function, a series of longitudinal, in-depth interviews with student samples was developed.

In that program, potential interviewees were selected from the students attending early Fall orientation and taking 12 or more credits. Those students were asked to participate in small-group interviews over a two-year period. The group interviews focused on the issues they see as important in their educational experiences at various points in their academic careers at college.

The information provided by the interviews should be useful in supplementing the statistical measures provided by the other Student Outcomes projects, and in generating hypotheses for further outcomes assessments.

## REVIEW AND APPLICATIONS

The preceding Student Outcomes programs will generate a large amount of data concerning the performance of a college and its students. The usefulness of that information, in assessing educational performance and improving the quality of education, will be contingent on the performance of an oversight group charged with that responsibility. To accomplish that function, a Review and Applications Committee was constituted.

That Committee is composed of faculty, staff, administrators, and students. It is charged with overseeing the various Student Outcomes Assessment projects, examining and evaluating the information provided by those projects, identifying areas of educational concern, and proposing corrective changes to improve the quality of education.

The committee should help ensure the information developed by the Student Outcomes assessment projects will be used to improve the quality of education at college.

# RESEARCH AND PLANNING OFFICE

# RESEARCH AND PLANNING OFFICE

## INTRODUCTION

Most of the Student Outcomes Pilot Project has been carried out through the College's Research and Planning Office. Because some similar arrangement will likely be necessary at other colleges implementing Student Outcomes assessment, we thought a description of the North Hennepin Research and Planning Office would be useful.

Therefore, in this section we will do three things: describe the Research and Planning Office at North Hennepin Community College, describe some basic office procedures we use, and outline what would be needed to set up a Research and Planning Office at your college in order to undertake Student Outcomes Assessment.

## THE NORTH HENNEPIN OFFICE

The Research and Planning Office at North Hennepin is comprised of two half-time Coordinators (faculty positions), one half-time Assistant (classified staff position), and one to two work-study assistants. The Office reports directly to the President, and is charged with these tasks:

1. Annual GRADUATE SURVEY REPORTS.
2. Annual PLACEMENT SURVEY REPORTS.
3. Annual FIVE-YEAR FOLLOW-UP PLACEMENT SURVEY REPORTS
4. Quarterly GRADE DISTRIBUTION REPORTS.
5. Quarterly HIGH SCHOOL OPTIONS AND NEW RECENT ENTRANTS GRADE DISTRIBUTION REPORTS.
6. Quarterly and annual HIGH SCHOOL NEW RECENT ENTRANTS COLLEGE READINESS REPORTS.
7. As-needed INSTITUTIONAL SELF-STUDY REPORTS.
8. Annual STRATEGIC PLAN REPORTS.

We meet regularly with several persons and groups on campus to discuss our activities and findings, and to treat issues of concern and interest. Those meetings include:

1. Monthly with the President.

2. Quarterly with the Administrative Council, comprised of Administrators, Coordinators, and Liaisons.

3. On request with the Administrative Cabinet, comprised of the President and Deans.

4. On request with academic departments or service areas.

## RESEARCH AND PLANNING OFFICE CONSIDERATIONS

In conducting research, several basic factors need to be stressed and procedures to secure them implemented. Those include:

1. Accuracy -- careful attention must be given to ensuring the accuracy of our work.

   We try to ensure that by double-checking information sources, monitoring and checking our data in-putting, and proof-reading and checking our reports before distributing them.

2. Confidentiality -- the privacy of sources (e.g., survey respondents) must be maintained, for both legal reasons and research ethics.

   We emphasize the importance of maintaining confidentiality to our research assistants. We also instruct them to refer any requests for information about which they are unsure to the research coordinators for clearance.

3. Records Maintenance -- the raw data on which reports are based must be catalogued and stored, for possible later replication, reference, or checking.

   We maintain a secure storage area at the College for our records. When we finish a project or report, we catalog the raw data we used into an inventory file, and store that material. {See Figure 1; see also the file STORAGE.WP on the HOW TO DO IT disk}

4. Data Backup -- duplicate copies of all office data files and reports should be maintained, against the possibility of loss or destruction.

   We make it a habit to regularly backup our computer files, and make duplicates of data diskettes. We keep the original and duplicate copies of our materials in separate offices at the College.

5. Job Lists -- schedules of who is doing what work in what time frame should be maintained, to ensure the office work is accomplished in a timely and efficient manner.

We keep a master calendar of our work, listing our recurring projects and their milestone dates. We refer to that calendar regularly for our job assignments, and use it to guide our regular up-dating meetings with the President. (See Figure 2; see also the file MASCAL.WP on the HOW TO DO IT disk)

We also keep a quarterly calendar of our projects, and use it to track and monitor our work. (See Figure 3; see also the file JOBLIST.WP on the HOW TO DO IT disk)

We further schedule regular meetings among the research coordinators and research assistants in order to review the work we are doing, check on milestone dates, assess and solve problems, anticipate future concerns, and discuss office issues.

6. Reportage and Follow-ups -- it is important to check with the recipients of reports, to ensure the research project satisfies their needs.

   We revise and update the distribution lists for research reports, and try to contact those persons beforehand to check what they want from the research.

   When we distribute reports, we ask the recipients to contact us with any questions they may have about the reports. We also try to contact the recipients afterwards, to check the utility of the reports and to ask how the research could be improved.

## GENERIC SURVEY PROCEDURES

Much of the research work we do involves surveying people. We use several guides in conducting surveys:

1. A key question in doing surveys is whether to do them at all. Sound surveying, after all, involves a considerable amount of effort, time, attention, and resources.

   Therefore, when a survey is requested, we meet with the requestor to review the proposed project. We look critically at what is wanted, and assess whether a survey is desirable (there may, for instance, be simpler, quicker alternatives). We also assess the feasibility of doing the survey, by referring to our job list.

2. Doing a survey requires careful planning. In deciding to do a survey, we determine with the requestor who is to be asked what, to what end, in what time frame, with what reportage to whom, and for what use.

   We outline the mechanics of the survey process, double-check our deliberations, and seek ideas from others about the job.

3. It is necessary to be as empathic as possible with survey respondents, in order to perceive how the survey may strike them and how the survey may be designed to elicit their responses.

   A vital part of that exercise involves drafting a cover letter which explains the survey (why it is being done, how the results will be used, assuring confidentiality) and asks the respondent's help.

   The questionnaire itself should be made as clear, short and simple as possible, to elicit responses. We go through several drafts of a questionnaire in the process of refining it. Wherever possible, we try to do pre-tests of a survey, and review them to see how the instrument could be improved.

4. The more professional the appearance of the survey, the higher response rates will be.

   Printing the cover letter on letterhead stationery and securing an authoritative signature (e.g., the President's) helps considerably in raising response rates.

   We proofread the questionnaire and cover letter to ensure there are no spelling or grammatical errors. We also test run the print-outs of the questionnaire and cover letter, to ensure they look tidy.

   To further enhance the appearance of the survey, we mail the questionnaire and cover letter in letterhead envelopes.

   To raise response rates, we enclose a business return envelope in the survey mailing.

   To facilitate our receiving the returns, we stamp "Research Office" in red ink on both the mailing envelopes and the business return envelopes.

5. Tracking and follow-up of survey mailings and responses is vital. We accomplish that through several mechanisms.

   Once we have defined the population of students to be surveyed, we request three sets of mailing labels for those survey respondents from the System Office.

   On each label, we stamp a unique identification code, which we replicate on each questionnaire and business return envelope. That code may be merely sequential or, if the survey is large or complex, sub-coded.

   In the Placement Survey, for instance, we use a four-digit code: the first digit identifies the type of degree the respondent earned (e.g., 1 = AA degree), and the last three digits identify the graduate's position in the alphabetized listing of graduates.

One set of those labels is used to make the first survey mailing. A second set of labels is held for use in necessary second mailings. The final set of labels we affix to index cards, for use in checking off survey mailings and responses, and for creating a telephone list for non-respondents.

In the first mailing of a survey, we request responses within 10 days. As those responses come in, we check them off against the index card listing.

Within three weeks of the first mailing, we send a second mailing of the survey to the non-respondents. That second mailing consists of the questionnaire, a business return envelope, and a cartoon asking for response. {See Figure 4}

As responses from the survey mailings come in, we check them off against the index card listing. Within three weeks of the second mailing, we set up a listing of phone contacts to be made of the non-respondents.

We make several attempts to contact by phone the non-respondents. When we reach them, we ask them to either mail their responses to the survey or to respond to the survey over the telephone.

For phone responses, we use a guide sheet to ask the survey questions, and transcribe the responses. {See Figure 5; see also the file GUIDE.WP on the HOW TO DO IT disk}

We also prepare special guide sheets for use in particular surveys. In the Placement Survey, for instance, we use a formula to convert reported wages (which may be in dollars per hour, week, month, or year) into monthly wages, and we use an instruction sheet to guide data entry. {See Figures 6 and 7; see also the files WAGES.WP and DATAGUID.WP on the HOW TO DO IT disk}

In our Research and Planning Office meetings, we monitor the progress of the survey and the response rate. We try for 100% return rates in our surveys, but make a reasoned judgment of when to conclude a survey. (For instance, over the last five years we have averaged 90% return rates on the Placement Survey.)

## RESEARCH AND PLANNING OFFICE RESOURCES

To set up an Institutional Research and Planning Office at your college, and to do Student Outcomes work, would require an investment in personnel, equipment and supplies, and organization.

1. PERSONNEL

Because the Research and Planning Office will be a function of administration, the office should be headed by a faculty member as research coordinator, to help ensure support from faculty.

That coordinator should have research as at least a half-time assignment. The reason for that is research, while interesting and exciting, is work that involves a lot of time, for which allocation must be made.

The coordinator should have a research background and interest. Because of the nature of the great majority of work the coordinator would be doing, a social science background is desirable.

The coordinator should also have a facility with numbers, knowledge of computers and skill in their usage, organizational ability, and communication skills. {See Figure 8; see also the file RPOCOORD.WP on the HOW TO DO IT disk}

The coordinator will require assistance in data entry. That may be provided at first by work-study assistants, who should be assessed as to their motivation, skills, and work diligence.

2. EQUIPMENT AND SUPPLIES

The overwhelming majority of the work done by the Research and Planning Office will be performed on computers. At least two computers will be needed, one each for the coordinator and his/her assistant.

We use IBM computers and compatible equipment at NHCC, because of their ready application to research purposes, the company's reputation for quality and service, and the ready availability of program applications. The compatibility of equipment used by the coordinator and assistant(s) must be ensured.

At NHCC, we use IBM PS/2-80 computers. A start-up Research and Planning Office should find the IBM PS/2-60 computers to be adequate.

A reliable printer, producing professional looking print-outs, is important. We use HP Laserjet printers at NHCC for precisely those reasons.

Provision must also be made for servicing and maintaining office equipment. That may be done through either budgeting for contingency repairs, or securing maintenance contracts.

Software must also be secured for the office. At NHCC, we use these program applications:

a. LOTUS 1-2-3 for spreadsheets

b. DBASE IV for data base management

c. HARVARD GRAPHICS for graphics

d. WORDPERFECT 5.0 for word processing

e. DOS 3.3 for operating systems

f. PCTOOLS for computer management

g. ORG+ ADVANCED for organization charting

Office space for the Research and Planning Office will be needed. That space should juxtapose the coordinator and assistant(s), and provide sufficient room for the office's equipment, supplies, and storage.

The usual office equipment (desks, chairs, tables, file cabinets, telephones, etc.) will also be needed.

Attention will need to be given to the supplies the office will use. Those include diskettes, printer paper and supplies, stationery, postage, and incidentals (e.g., staplers, copy holders, file binders).

3. ORGANIZATION

Careful consideration should be given to how the Research and Planning Office will be sited within the college's organization. We strongly recommend having the office report to the President, as is the case at NHCC.

The reason for that is, the Research and Planning Office will function effectively or not depending on the support of the President. Close and ready contact between the Research and Planning Office and the President will facilitate both the work of the office and the utility of that work to the college.

The Research and Planning Office should also be given its own status as a budgetary unit. That will help ensure a fair hearing for Research and Planning Office budget requests as a separate section of the college.

Attention should also be given to including the Research and Planning Office in the college's meeting schedules. At a minimum, regular meetings with the President will be necessary. In addition, the office should be included in regular meetings where issues involving research concerns are considered (e.g., strategic planning, developmental education).

# FIGURE 1

## RESEARCH AND PLANNING OFFICE STORAGE INVENTORY

| ITEM | BOX |
|---|---|
| 5-Year Follow-up Survey F88 data files | 27 |
| AA Committee notes, 87-88 | 25 |
| AA Degree Committee memos 88-83 | 29 |
| AA Degree Review Subcommittee Notes 86-88 | 26 |
| ACT Class Profile Service Reports 88-89 | 29 |
| ACT SOS 79-80, 80-81, 81-82 | 7 |
| ACT SOS results 81 | 11 |
| Activities evaluation 81 | 32 |
| Activities Evaluation 81 | 11 |
| Activities Study Materials 76 | 9 |
| Activities Study S76 | 11 |
| Activities Survey 77 | 11 |
| Administration-Faculty System Handbooks | 7 |
| Affirmative Action | 31 |
| AIRUM Meeting F87 | 29 |
| Allis Grant Study Material | 7 |
| Allport-Vernon-Lindzey Value Study Test/Handbook | 7 |
| Alpha List W88 | 26 |
| Alumni Survey 76 | 10 |
| American Teacher Survey 1988 (monograph) | 28 |
| Anoka-Ramsey Self-Study 86 | 3 |
| Apple Statistics Package | 9 |
| Applicants F76 | 11 |
| APT Scores | 9 |
| Assessment Tests | 28 |
| Assessment Tests F85, F86, W87 | 8 |
| Assessment Tests F86 Sign-Up Roster | 19 |
| Assessment Tests F87 | 19 |
| Assessment Tests F87 Test Report Slips | 19 |
| Assessment Tests F88: Reading | 26 |
| Assessment Tests F89: English, Math, Reading Pt 1 | 33 |
| Assessment Tests F89: Reading part 2 | 34 |
| Assessment Tests S87 | 20 |
| Assessment Tests S88 | 24 |
| Assessment Tests SS88 and F88 | 23 |
| Assessment Tests W88 | 21 |
| Assessment Tests W89: English | 26 |
| Assessment Tests W89: Math | 26 |
| Assessment Tests (unknown date) | 21 |
| Assessment Tests (unknown date) | 24 |
| Brinkmeyer Data Printouts W89 | 29 |

# FIGURE 2

## RESEARCH AND PLANNING OFFICE MASTER CALENDAR

FALL

1. Placement Survey -- mail, call, and tally
2. Follow-Up Survey -- mail, call, and tally
3. Grade Distributions -- report Summer
4. Intent Question -- tally and report Fall
5. Graduate Survey -- enter Summer graduates into survey file
6. Assessment Tests -- tally and report Fall
7. Options and Entrants -- construct Fall files
8. Off-Campus Survey -- tally and report Fall
9. Weekend Survey -- tally and report Fall
10. Strategic Plan -- update and report
11. Budget request -- prepare
12. Office update -- report to President
13. Readiness Report -- tally and report Fall
14. Test scanners -- clean and calibrate
15. Research Reporter -- write

WINTER

1. Placement Survey -- write report
2. Follow-Up Survey -- write report
3. Grade Distributions -- report Fall
4. Intent Question -- tally and report Winter
5. Graduate Survey -- enter Fall into survey file
6. Assessment Tests -- tally and report Winter; tally Fall grades of Fall testees
7. Options and Entrants -- report Fall; construct Winter files
8. Office Update -- report to President
9. Readiness Report -- tally Winter
10. Test Scanners -- clean and calibrate
11. Research Reporter -- write
12. Former Student Survey -- mail, call, and tally

SPRING

1. Grade Distributions -- report Winter
2. Intent Question -- tally and report Spring
3. Graduate Survey -- enter Winter into survey file
4. Assessment Tests -- tally and report Spring; tally Winter grades of Fall testees
5. Options and Entrants -- report Winter; construct Spring files
6. Office Update -- report to President
8. Readiness Report -- tally Spring
9. Test Scanners -- clean and calibrate
10. Research Reporter -- write
11. Former Student Survey -- write report

SUMMER

1. Grade Distributions -- report Spring
2. Graduate Survey -- enter Spring into survey files; write report
3. Assessment Tests -- tally Spring grades; report year's grades of Fall testees
4. Options and Entrants -- report Spring and year
5. Office Update -- report to President
6. Readiness Report -- report year
7. Test Scanners -- clean and calibrate
8. Placement Survey -- construct survey file
9. Follow-Up Survey -- construct survey file

# FIGURE 3

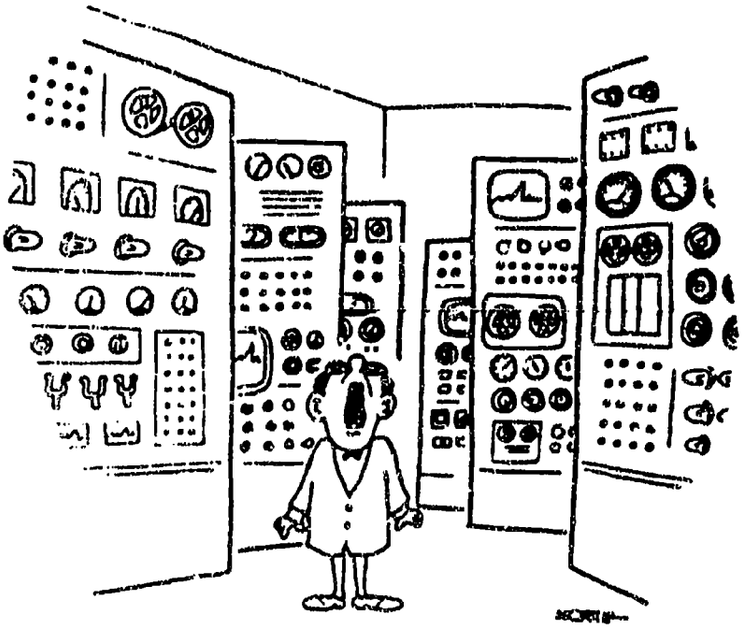
## RESEARCH AND PLANNING OFFICE FALL 89 JOB LIST

PRIORITY LISTING

1. Placement Survey of 88-89 graduates.
2. Follow-Up Placement Survey of 83-84 graduates.
3. Data entry for Graduate Survey of 88-89 graduates.
4. Summer 89-1 and 89-2 grade distributions.
5. Student Outcomes Project HOW TO DO IT manual.
6. Fall 89 Assessment Test statistics.
7. Fall 89 College Readiness Report.
8. Retention Comparison study.
9. Study of Academic Performance and correlates of Physics students.
10. Set-ups for Fall 89 Options and Entrants report.
11. Weekend Survey.
12. Zip Code study.
13. No-Pays Survey.
14. Strategic Plan and College Performance Review preparation.
15. Activities participants study.
16. Buffalo center proposal.
17. Research work for Marketing Task Force.
18. Myers-Brigg scoring template.
19. Classroom teaching-learning styles survey.
20. Student Outcomes Project Review and Applications Committee formation.
21. F89 Intent question tally.
22. 90-91 budget request.
23. F89 Research Reporter.
24. Clean and calibrate test scanners.

FIGURE 4

SURVEY "HELP" CARTOON



Help!!

The computer can't do it all. We need your response to the placement survey. We are sending you another survey because we are very anxious to hear from you.

# FIGURE 5

## SURVEY TELEPHONE INTERVIEW GUIDE SHEET

1. Identify yourself as calling from the NHCC Research Office.

2. Tell them we recently sent them a survey and "we haven't received your response yet."

3. Ask them if they would please take a few minutes now to answer some of the survey questions over the phone.

   a. If they say "Yes," turn to the survey sheet and begin asking the questions. Record the answers on the survey form.

   b. If they say "No," explain the importance of the survey (i.e., used to give students information about the job market and what NHCC graduates as a whole have done).

      Assure them the information will be used strictly for research purposes in summary form, and their answers will be kept anonymous and confidential.

      Tell them they don't have to answer any question they are uncomfortable with.

4. If the graduate is out of town and you reach a parent:

   a. Ask the parent if they would be willing to answer some questions for the graduate. If so, record on the survey form.

   b. If the parent says "No" or seems reluctant, ask when the graduate will be home and if you could call back then.

      Alternatively, ask for the graduate's address so a survey can be mailed to them. Follow the PLACEMENT SURVEY PROCEDURES and send the graduate a survey mailing.

5. If the graduate is not home when you call, identify yourself again and ask when would be the best time to call back.

   Alternatively, leave the Research Office phone number and ask to have the graduate please call us.

6. Keep a record on the survey form of the dates and times when you tried to contact the graduate (so we can see when would be good times to try contacting the graduate again). For instance:

| | | |
|---|---|---|
| 02 Dec | 5:30pm | no answer |
| 03 Dec | 6:20pm | busy signal |
| 04 Dec | 10:15am | contacted |

7. If the graduate is reluctant to give the name of their employer (item 4 on the survey):

   a. Assure them we will not be contacting their employer in any way; rather, the information will be used solely for our research purposes.

   b. If they still won't give the name, ask them to please describe the firm, e.g.: large computer firm, small doctor's office.

## FIGURE 5 (continued)

8. If the graduate is reluctant go give their present wages (item 7 on the survey):

   a. Assure them we will not be giving out names and wages to anyone; rather, we summarize information about wages to give students an indication of pay scales in that occupation.

   b. If they still won't give their wages, ask them to please indicate which wages range they are in:

| | |
|---|---|
| $ HOURLY | 3.35 to 4.00 |
| | 4.00 to 5.00 |
| | 5.00 to 6.00 |
| | 6.00 to 7.00 |
| | 7.00 to 8.00 |
| | 8.00 or more |
| $ WEEKLY | 130 to 160 |
| | 160 to 200 |
| | 200 to 240 |
| | 240 to 280 |
| | 280 to 320 |
| | 320 or more |
| $ MONTHLY | 800 to 1000 |
| | 1000 to 1200 |
| | 1200 to 1500 |
| | 1500 to 1800 |
| | 1800 to 2100 |
| | 2100 or more |

9. Thank them for their help and cooperation in participating in the survey.

# FIGURE 6

## SAMPLE SURVFY SALARY CONVERSION GUIDE

$ Daily = $ Hourly times 8
$ Weekly = $ Hourly times 40
$ Monthly = $ Weekly times 4.33333
$ Yearly = $ Weekly times 52

| $ HOURLY | $ DAILY | $ WEEKLY | $ MONTHLY | $ YEARLY |
|---|---|---|---|---|
| 2.00 | 16.00 | 80.00 | 346.67 | 4160.00 |
| 2.05 | 16.40 | 82.00 | 355.33 | 4264.00 |
| 2.10 | 16.80 | 84.00 | 364.00 | 4368.00 |
| 2.15 | 17.20 | 86.00 | 372.67 | 4472.00 |
| 2.20 | 17.60 | 88.00 | 381.33 | 4576.00 |
| 2.25 | 18.00 | 90.00 | 390.00 | 4680.00 |
| 2.30 | 18.40 | 92.00 | 398.67 | 4784.00 |
| 2.35 | 18.80 | 94.00 | 407.33 | 4888.00 |
| 2.40 | 19.20 | 96.00 | 416.00 | 4992.00 |
| 2.45 | 19.60 | 98.00 | 424.67 | 5096.00 |
| 2.50 | 20.00 | 100.00 | 433.33 | 5200.00 |
| 2.55 | 20.40 | 102.00 | 442.00 | 5304.00 |
| 2.60 | 20.80 | 104.00 | 450.67 | 5408.00 |
| 2.65 | 21.20 | 106.00 | 459.33 | 5512.00 |
| 2.70 | 21.60 | 108.00 | 468.00 | 5616.00 |
| 2.75 | 22.00 | 110.00 | 476.67 | 5720.00 |
| 2.80 | 22.40 | 112.00 | 485.33 | 5824.00 |
| 2.85 | 22.80 | 114.00 | 494.00 | 5928.00 |
| 2.90 | 23.20 | 116.00 | 502.67 | 6032.00 |
| 2.95 | 23.60 | 118.00 | 511.33 | 6136.00 |
| 3.00 | 24.00 | 120.00 | 520.00 | 6240.00 |
| 3.05 | 24.40 | 122.00 | 528.67 | 6344.00 |
| 3.10 | 24.80 | 124.00 | 537.33 | 6448.00 |
| 3.15 | 25.20 | 126.00 | 546.00 | 6552.00 |
| 3.20 | 25.60 | 128.00 | 554.67 | 6656.00 |
| 3.25 | 26.00 | 130.00 | 563.33 | 6760.00 |
| 3.30 | 26.40 | 132.00 | 572.00 | 6864.00 |
| 3.35 | 26.80 | 134.00 | 580.67 | 6968.00 |
| 3.40 | 27.20 | 136.00 | 589.33 | 7072.00 |
| 3.45 | 27.60 | 138.00 | 598.00 | 7176.00 |
| 3.50 | 28.00 | 140.00 | 606.67 | 7280.00 |
| 3.55 | 28.40 | 142.00 | 615.33 | 7384.00 |
| 3.60 | 28.80 | 144.00 | 624.00 | 7488.00 |
| 3.65 | 29.20 | 146.00 | 632.67 | 7592.00 |
| 3.70 | 29.60 | 148.00 | 641.33 | 7696.00 |
| 3.75 | 30.00 | 150.00 | 650.00 | 7800.00 |
| 3.80 | 30.40 | 152.00 | 658.67 | 7904.00 |
| 3.85 | 30.80 | 154.00 | 667.33 | 8008.00 |
| 3.90 | 31.20 | 156.00 | 676.00 | 8112.00 |
| 3.95 | 31.60 | 158.00 | 684.67 | 8216.00 |
| 4.00 | 32.00 | 160.00 | 693.33 | 8320.00 |

# FIGURE 7

## SAMPLE DATA ENTRY GUIDE SHEET (FOR PLACEMENT SURVEY)

Enter data from the returned questionnaires into the degree-type files on the survey WORK FILES disks, using these procedures:

| | |
|---|---|
| SCHOOL | Enter the school noted on item (1a) of the survey form by typing the school name in full. |
| MAJOR | Enter the major field of study noted on item (1b) of the survey form by typing the major name in full. |
| STATUS | Enter the number of credit hours noted on item (1c) of the survey form. |
| EMPLOYER | Enter the employer name noted on item (2a) of the survey form by typing the name in full. |
| TITLE | Enter the job title noted on item (2b) of the survey form by typing the title in full. |
| HOURS | Enter the number of weekly work hours noted on item (2c) of the survey form. |
| WAGES | Enter the response to survey item (2d) as monthly wages, by either of these means:<br>(a) If monthly wages <u>per se</u> are given, enter them.<br>(b) If weekly or hourly wages are given, convert them to monthly wages by using the attached PLACEMENT SURVEY WAGE CONVERSION LIST, and then enter the monthly wages.<br><u>nb</u> For respondents working less then full-time, calculate their equivalent monthly wages as though they were working full-time. |
| START | Enter the number checked for item (2e) on the survey form. |
| RELATED | Enter the number checked for item (2f) on the survey form. |

If any items are blank on the returned survey forms, leave the spreadsheet cell for that item blank, too.

Be sure to enter the data for multiple degree holders accordingly.

# FIGURE 8

## RESEARCH AND PLANNING OFFICE COORDINATOR JOB DESCRIPTION

ACCOUNTABILITY

1. Reports to and is directed by the College President.

RESPONSIBILITIES

1. Executes (devises, performs, analyzes, and reports on) recurring studies, e.g., Graduate Survey, Placement Survey.

2. Executes on-demand studies, e.g., program surveys, course or personnel evaluations, literature reviews.

3. Initiates and executes new studies, e.g., academic performance of high school Options students and new recently-graduated entering freshmen, longitudinal grade distributions, service-area demographic profiles.

4. Prepares and disseminates institutional performance reports, e.g., quarterly grade distributions, longitudinal data bases.

5. Serves as consultant to College staff on research concerns, e.g., survey design, data collection, data analysis, report designs.

6. Manages projects for institutional concerns e.g., NCA Self-Study accreditation report, NCA Focus Visit Report.

7. Monitors, advises, and reports on College strategic plan and planning process.

8. Provides support services to College staff, e.g., test scoring, test item analyses, consultation on test design.

9. Manages Research Office operation, e.g., hires, trains, and supervises Research Assistants, prepares and implements Office budget, maintains Office files and data bases.

# ASSESSMENT TESTING AND COURSE REFERRAL

## ASSESSMENT TESTING AND COURSE REFERRAL

### INTRODUCTION

The aim of this program was to systematize and enhance the utility of the assessment testing and placement at the College through three activities:

1. Standardizing testing and reporting procedures.

2. Analyzing assessment test validity and reliability.

3. Validating and modifying assessment tests and testing, and course referral.

The majority of the program has been supplanted by changes in assessment testing and course referral at both the College and System levels:

1. A Developmental Education Coordinator has been appointed at the College, charged with articulating and implementing policies for assessment testing and course referral.

2. Formulation of a System-wide assessment testing and course referral policy, and standardization of System-wide assessment tests.

3. System-wide implementation of CAPP (Computerized Assessment and Placement Program).

Accordingly, we will describe in this section of the manual what we were doing in the Student Outcomes project regarding assessment testing and course referral prior to those changes, and what the project's role will be subsequent to those changes.

### PROCEDURES

The College had developed, several years prior, assessment tests in English, math, and reading. Testing and placement procedures were implemented, but were not coordinated:

1. Tests were recommended at orientation sessions, but test coverage was insufficiently policed. As a result, not all new students were tested.

2. Tests were also administered at other times through the academic year, but there was inadequate tracking of test administrations and consolidation of results.

3. Based on test results, counselors made developmental education course placement recommendations to students. There was little coordination, however, between the developmental courses offered quarterly and referrals to those courses.

4. Test analysis and validation was spotty, and departmentally based only.

5. There was insufficient reportage of quarterly test and placement statistics, and insufficient tracking of developmental education outcomes.

6. There were inadequate mechanisms for test and placement data collection, monitoring, and storage.

We attempted to tackle those issues by reporting on testing and placement statistics and outcomes, and in the process of that reporting making recommendations for testing and placement policy changes. (A copy of that report, NHCC ASSESSMENT TESTS AND DEVELOPMENTAL EDUCATION PLACEMENT, FALL 86 AND FALL 87, is included with the mailing to you of this HOW TO DO IT manual.)

Among the first changes that were implemented, an assessment testing proctor was designated. We worked with that proctor to develop standardized procedures and time frames for administering the tests, reporting the results to counselors, and sending the tests to the Research and Planning Office for analysis. Thus:

1. Test administration procedures were rationalized for both orientation sessions and walk-in students, to ensure uniformity of test administration.

2. Standard procedures for including student names, identification numbers, and/or birthdates or social security numbers on the test answer sheets were implemented, to facilitate identification and tracking of testees.

3. A routine was developed for batching assessment test answer sheets on a quarterly basis, and sending them to the Research and Planning Office for analysis and storage.

4. The Research and Planning Office developed a quarterly reporting procedure, providing data on the number of testees, average test scores, and percentage referrals to developmental education courses.

   We also developed a longitudinal summary report, tracking those data over time, and computerized files of test and placement results, to facilitate information requests.

5. The Research and Planning Office conducted item analyses of the assessment tests, and recommended test changes to the relevant academic departments.

6. The Research and Planning Office tracked the academic performance of testees through the quarter, and developed plans to extend that tracking through the academic year, to assess the outcomes of developmental education.

7. The Research and Planning Office developed expectancy tables for test scores and academic performance, to assess the utility of cut-scores on the tests.

The first three changes greatly simplified and rationalized the procedures for dealing with the tests: administering them, identifying them, tracking them, and filing them. Once those procedures were in place, the Research and Planning Office was able to develop more consistent analyses and reports on testing and placement.

## REPORTING AND USAGE

We initially implemented a quarterly report of the testing and placement statistics: how many people took which tests, what their average test scores were, what percentages were referred to which developmental education courses. We developed that report as a tracking add-on, with each quarter's data added to the data reported for previous quarters. {See Figure 9; see also the file ASSRPT.WP on the HOW TO DO IT disk}

We next did item analyses of the assessment tests, and reported the results to the relevant departments. To do that, we scanned the test answer sheets using the National Computer System's application program MICROTEST, which included an item analysis procedure.

On the basis of those analyses, we highlighted test questions about which there seemed to be difficulties. We proposed alternative resolutions of those difficulties to the relevant departments, to make the tests more effective and efficient.

None of those proposals were acted on. The key problem here, we think, was inadequate departmental and administrative attention to the issue of test analysis. Absent such attention and the support it entails (e.g., release time for faculty to review test analyses, modify and validate the tests, and implement the tests), test item analyses per se are non-functional. That will be even more true with the adoption of state-wide standardized tests.

That is a point that should be kept in mind as the System moves to standardized assessment testing. The validity of tests must not be pre-supposed; rather, it must be gauged, and that requires test item analyses and appropriate testing action. In turn, that philosophy of tests and measurements will require resources to be allocated to do and act on the analyses.

We next tracked the quarterly academic performance of testees. Our technique was to compare the grade distributions, percentages of credits earned, and GPAs of three categories of testees:

1. Takers -- those who took the courses to which they were referred.

2. Non-Takers -- those testees who took neither the courses to which they were referred, nor any other courses in the referral department(s).

3. Mis-Takers -- those who took courses in the referral department(s) other than the ones to which they were referred.

On the basis of those comparative academic performances for the three sets of assessment testees (English, math, reading), we summarized the utility of the assessment tests for meaningful developmental education course placement, and recommended changes in both testing and placement to enhance that utility. {See "Report pp. 14-16" in the report NHCC ASSESSMENT TESTS AND DEVELOPMENTAL EDUCATION PLACEMENT, FALL 86 AND FALL 87, included in the mailing of this HOW TO DO IT manual}

As a part of that utility summary, we produced expectancy tables plotting the academic performance of testees in referral courses against their assessment test scores. Those tables were useful in assessing the validity of test cut-off scores. {See Figures 10 and 11; see also "Data Sets pp. 28-41 in the report NHCC ASSESSMENT TESTS AND DEVELOPMENTAL EDUCATION PLACEMENT, FALL 86 AND FALL 87, included in the mailing of this HOW TO DO IT manual, and the file EXPECT.WP on the HOW TO DO IT disk}

Finally, we used those expectancy tables to produce graphic displays illustrating academic performance differentials in the referral courses, by assessment test scores. {See Figures 12 and 13; see also "Data Description pp. 4-10 in the report NHCC ASSESSMENT TESTS AND DEVELOPMENTAL EDUCATION PLACEMENT, FALL 86 AND FALL 87, included in the mailing of this HOW TO DO IT manual.}

Those expectancy tables and graphs did finally stir attention to issues of test validation. We presented and discussed the expectancy tables and graphs at meetings with the departments, counselors, and administrators, and we noted the differences between the English data {See Figures 10 and 12} and the math data {See Figures 11 and 13}.

In English, for instance, those data showed 60% of the English mis-takers, who had been referred to ENGL 90 but who took ENGL 111 instead, succeeded in ENGL 111 (i.e., earned a grade of A, B, or C).

In contract, 85% of the English 111 takers, i.e., testees who were referred to ENGL 111 and who took ENGL 111, succeeded in the course.

That scant expectancy differential clearly indicated the English test's lack of referral utility, and the need for that utility to be increased by acting on the test item analysis and/or modifying the test cut-off scores.

That argument sparked debate in the English department, and focused concern on the part of some of the English faculty to review and assess the English test.

In math, on the other hand, the data showed a significantly large expectancy differential: only 30% of the math test mis-takers, who had been referred to Math 90, succeeded in Math 110. That clearly showed the math test had great referral utility.

Thus, in comparing the English and math tests, the data for the math test should be far more persuasive than the data for the English test when testees are referred to developmental education courses.

Currently, the assessment testing/course placement situation is in flux, because of the System-wide changes noted earlier. We are working with the Developmental Education Coordinator to see what the future role of the Research and Planning Office will be.

It is likely much of the assessment testing/course placement program in the Student Outcomes project will be taken on by the Developmental Education Coordinator, particularly once CAPP becomes operational.

We expect our continuing role will involve mainly test analysis and validation, and tracking of testees' academic performance. We plan to expand the latter function in 89-90 to involve a full-year's tracking, to assess the outcomes impact of course placement.

# FIGURE 9

## ASSESSMENT/REFERRAL SUMMARY REPORT

| ITEM | F85 | F86 | W87 | S87 | F87 | W88 | S88 | F88 | W89 | S89 | F89 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| # OF NEW ENTERING FRESHMEN | 1990 | 1846 | 822 | 620 | 2062 | 813 | 663 | 2149 | 1061 | 596 | 2253 |
| # OF TOTAL STUDENTS | 4707 | 4912 | 4626 | 4280 | 5286 | 4783 | 4472 | 5498 | 5443 | 4806 | 6036 |
| # OF ASSESSMENT TESTEES | 422 | 816 | 306 | 276 | 1215 | 395 | 688 | 1752 | 545 | 283 | 1719 |
| % TESTEES OF NEW ENTERING FRESHMEN | 21 | 44 | 37 | 45 | 59 | 49 | 104 | 82 | 51 | 47 | 76 |
| # OF TESTEES TAKING ENGLISH TEST | 288 | 745 | 269 | 248 | 1177 | 337 | 669 | 1667 | 490 | 252 | 1633 |
| # OF TESTEES TAKING MATH TEST | 336 | 743 | 259 | 221 | 1179 | 329 | 657 | 1673 | 400 | 264 | 1636 |
| # OF TESTEES TAKING READING TEST | 278 | 697 | 248 | 193 | 1155 | 315 | 666 | 1656 | 475 | 244 | 1622 |
| % TESTEES TAKING ENGLISH TEST | 68 | 91 | 88 | 90 | 97 | 85 | 97 | 95 | 87 | 89 | 95 |
| % TESTEES TAKING MATH TEST | 80 | 91 | 85 | 80 | 97 | 83 | 95 | 95 | 71 | 93 | 95 |
| % TESTEES TAKING READING TEST | 66 | 85 | 81 | 70 | 95 | 80 | 97 | 95 | 84 | 86 | 94 |
| AVERAGE ENGLISH SCORE (35 POSSIBLE) | 21 | 21 | 19 | 20 | 20 | 21 | 20 | 20 | 20 | 20 | 19 |
| AVERAGE MATH SCORE (30 POSSIBLE) | 10 | 9 | 8 | 7 | 9 | 10 | 10 | 8 | 7 | 7 | 8 |
| AVERAGE READING SCORE (45 POSSIBLE) | 35 | 34 | 34 | 34 | 34 | 35 | 34 | 33 | 34 | 34 | 32 |
| % ENGLISH TESTEES REFERRED TO ENGL90 | 19 | 21 | 25 | 24 | 21 | 18 | 15 | 23 | 23 | 27 | 25 |
| % ENGLISH TESTEES REFERRED TO ENGL90/STSK | 29 | 34 | 31 | 30 | 33 | 31 | 38 | 34 | 33 | 25 | 31 |
| % ENGLISH TESTEES REFERRED TO ENGL111 | 52 | 45 | 43 | 46 | 46 | 51 | 47 | 43 | 44 | 48 | 43 |
| % MATH TESTEES REFERRED TO MATH90 | 53 | 67 | 54 | 56 | 71 | 63 | 46 | 54 | 59 | 63 | 57 |
| % MATH TESTEES REFERRED TO MATH110 | 41 | 29 | 42 | 42 | 25 | 27 | 47 | 41 | 35 | 33 | 38 |
| % MATH TESTEES REFERRED TO MATH115 | 6 | 4 | 4 | 2 | 4 | 10 | 7 | 5 | 6 | 5 | 5 |
| % READING TESTEES REFERRED TO STSK92 | 22 | 27 | 29 | 26 | 18 | 16 | 18 | 20 | 20 | 23 | 15 |
| % READING TESTEES REFERRED TO STSK162 | 54 | 56 | 46 | 46 | 23 | 23 | 21 | 25 | 24 | 16 | 34 |
| % READING TESTEES NOT REFERRED TO STSK | 24 | 17 | 25 | 28 | 59 | 61 | 61 | 55 | 56 | 61 | 50 |

| | | |
|---|---|---|
| TEST SCORE CUTS FOR ENGL 90 | 0-15 (this term and following) | |
| TEST SCORE CUTS FOR ENGL90/111 | 16-20 (this term and following) | |
| TEST SCORE CUTS FOR ENGL111 | 21-35 (this term and following) | |
| TEST SCORE CUTS FOR MATH90 | 0-7 (this term and following) | |
| TEST SCORE CUTS FOR MATH110 | 8+ (this term and following) | |
| TEST SCORE CUTS FOR MATH115 | 11+ (this term) | 8+10 (this term and following) |
| TEST SCORE CUTS FOR STSK92 | 0-30 (this term) | 0-28 (this term and following) |
| TEST SCORE CUTS FOR STSK162 | 31-39 (this term) | 29-33 (this term and following) |
| TEST SCORE CUTS FOR NO STSK REFERRAL | 40-45 (this term) | 34-35 (this term and following) |

NB: TEST SCORE CUTS INDICATE THE TEST SCORE RANGES USED TO MAKE COURSE PLACEMENT REFERRAL RECOMMENDATIONS

NB: MATH115 SCORE CUTS REFER TO THE MINIMUM NUMBER OF CORRECT ANSWERS ON PART 1 OF THE MATH TEST PLUS THE MINIMUM NUMBER OF CORRECT ANSWERS ON PART 2 OF THE MATH TEST

MATH TESTEES NOT MEETING THOSE MATH115 REFERRAL CRITERIA, BUT SCORING MORE THAN 7 ON THE MATH TEST ARE REFERRED TO MATH110

# FIGURE 10

## ENGLISH ASSESSMENT TEST EXPECTANCY TABLE

| TEST SCORE | COURSE GRADES: #A | #B | #C | #D | #NIW | #SUM | #ABC | %ABC |
|---|---|---|---|---|---|---|---|---|
| 35 | | | | | | 0 | 0 | 0 |
| 34 | 1 | | | | | 1 | 1 | 100 |
| 33 | 1 | | | | | 1 | 1 | 100 |
| 32 | | 2 | | | | 2 | 2 | 100 |
| 31 | 3 | 4 | 1 | | | 8 | 8 | 100 |
| 30 | 3 | 6 | | | | 9 | 9 | 100 |
| 29 | 3 | 9 | 1 | | 1 | 14 | 13 | 93 |
| 28 | 5 | 6 | 2 | | 4 | 17 | 13 | 76 |
| 27 | 12 | 5 | 2 | 1 | | 20 | 19 | 95 |
| 26 | 10 | 10 | 5 | | 6 | 31 | 25 | 81 |
| 25 | 8 | 11 | 9 | 1 | 2 | 31 | 28 | 90 |
| 24 | 5 | 18 | 14 | 1 | 7 | 45 | 37 | 82 |
| 23 | 4 | 16 | 15 | 2 | 8 | 45 | 35 | 78 |
| 22 | 5 | 18 | 24 | 2 | 6 | 55 | 47 | 85 |
| 21 | 5 | 16 | 14 | | 7 | 42 | 35 | 83 |
| 20 | 3 | 16 | 16 | 5 | 13 | 53 | 35 | 66 |
| 19 | 2 | 16 | 13 | 8 | 7 | 46 | 31 | 67 |
| 18 | 1 | 13 | 14 | 8 | 12 | 48 | 28 | 58 |
| 17 | 1 | 7 | 17 | 5 | 6 | 36 | 25 | 69 |
| 16 | 1 | 10 | 14 | 6 | 10 | 41 | 25 | 61 |
| 15 | | 4 | 7 | 2 | 6 | 19 | 11 | 58 |
| 14 | 1 | | 6 | 1 | 3 | 11 | 7 | 64 |
| 13 | | 3 | 5 | 3 | 1 | 12 | 8 | 67 |
| 12 | | 1 | 2 | 1 | 1 | 5 | 3 | 60 |
| 11 | | 1 | 3 | | | 4 | 4 | 100 |
| 10 | | 1 | | 1 | 1 | 3 | 1 | 33 |
| 9 | | | | | 1 | 1 | 0 | 0 |
| 8 | | | | | | 0 | 0 | 0 |
| 7 | | | | | | 0 | 0 | 0 |
| 6 | | | | 1 | | 1 | 0 | 0 |
| 5 | | | | | | 0 | 0 | 0 |
| 4 | | | | | | 0 | 0 | 0 |
| 3 | | | | | | 0 | 0 | 0 |
| 2 | | | | | | 0 | 0 | 0 |
| 1 | | | | | | 0 | 0 | 0 |
| 0 | | | | | | 0 | 0 | 0 |
| SUM | 74 | 193 | 184 | 48 | 102 | 601 | 451 | 0 |

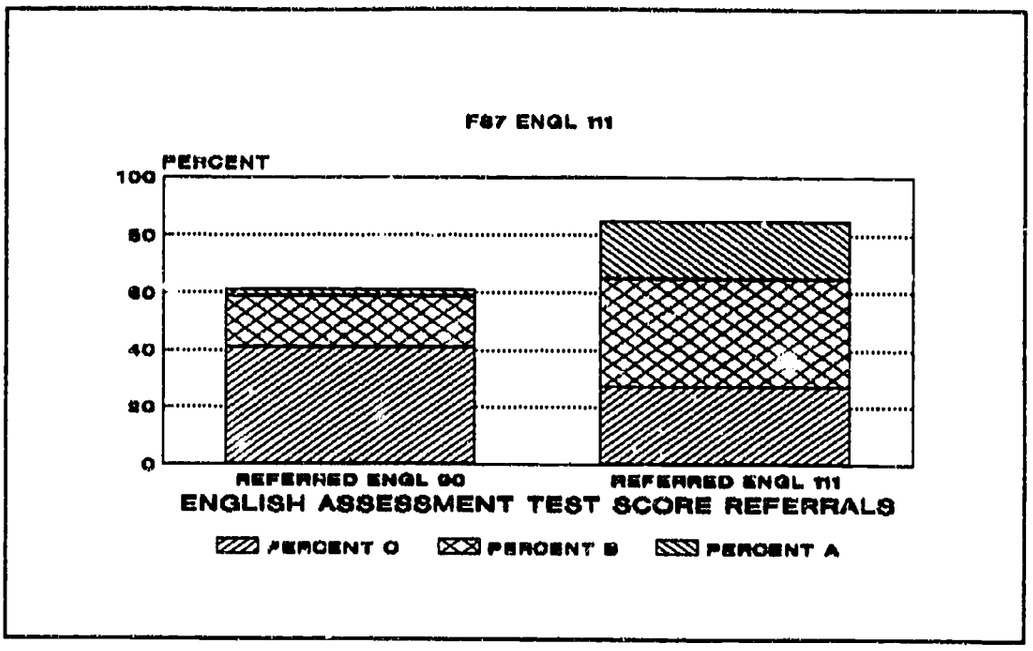
# FIGURE 11

## MATH ASSESSMENT TEST EXPECTANCY TABLE

| TEST SCORE | COURSE GRADES: #A | #B | #C | #D | #NIW | #SUM | #ABC | %ABC |
|---|---|---|---|---|---|---|---|---|
| 30 | | | | | | 0 | 0 | 0 |
| 29 | | | | | | 0 | 0 | 0 |
| 28 | | | | | | 0 | 0 | 0 |
| 27 | | | | | | 0 | 0 | 0 |
| 26 | | | | | | 0 | 0 | 0 |
| 25 | | | | | | 0 | 0 | 0 |
| 24 | | | | | | 0 | 0 | 0 |
| 23 | | | 2 | | | 2 | 2 | 100 |
| 22 | 2 | | 3 | | | 5 | 5 | 100 |
| 21 | | 3 | 1 | | 1 | 5 | 4 | 80 |
| 20 | 2 | | | | | 2 | 2 | 100 |
| 19 | 4 | 3 | | | 1 | 8 | 7 | 88 |
| 18 | 4 | 4 | | 1 | 1 | 10 | 8 | 80 |
| 17 | 2 | 1 | 4 | 1 | 2 | 10 | 7 | 70 |
| 16 | 2 | | | | 1 | 3 | 2 | 67 |
| 15 | 1 | 1 | 5 | 1 | 1 | 9 | 7 | 78 |
| 14 | 1 | 4 | 4 | 2 | 1 | 12 | 9 | 75 |
| 13 | 1 | 5 | 4 | 4 | 4 | 18 | 10 | 56 |
| 12 | 2 | | 4 | 1 | 2 | 9 | 6 | 67 |
| 11 | 1 | 2 | 1 | 1 | 8 | 13 | 4 | 31 |
| 10 | | 1 | | 1 | 10 | 12 | 1 | 8 |
| 9 | | 4 | 1 | 2 | 6 | 13 | 5 | 0 |
| 8 | 1 | 2 | | | 3 | 6 | 3 | 0 |
| 7 | | | 1 | 1 | 1 | 3 | 1 | 0 |
| 6 | | | | 1 | 1 | 2 | 0 | 0 |
| 5 | | | 1 | | | 1 | 1 | 0 |
| 4 | | | | | 1 | 1 | 0 | 0 |
| 3 | | 1 | | | 1 | 2 | 1 | 0 |
| 2 | | | | | 2 | 2 | 0 | 0 |
| 1 | | | | | | 0 | 0 | 0 |
| 0 | | | | | | 0 | 0 | 0 |
| SUM | 23 | 31 | 31 | 16 | 47 | 148 | 85 | 0 |

## FIGURE 12

## ENGLISH 111 GRADES, BY ASSESSMENT TEST REFERRAL

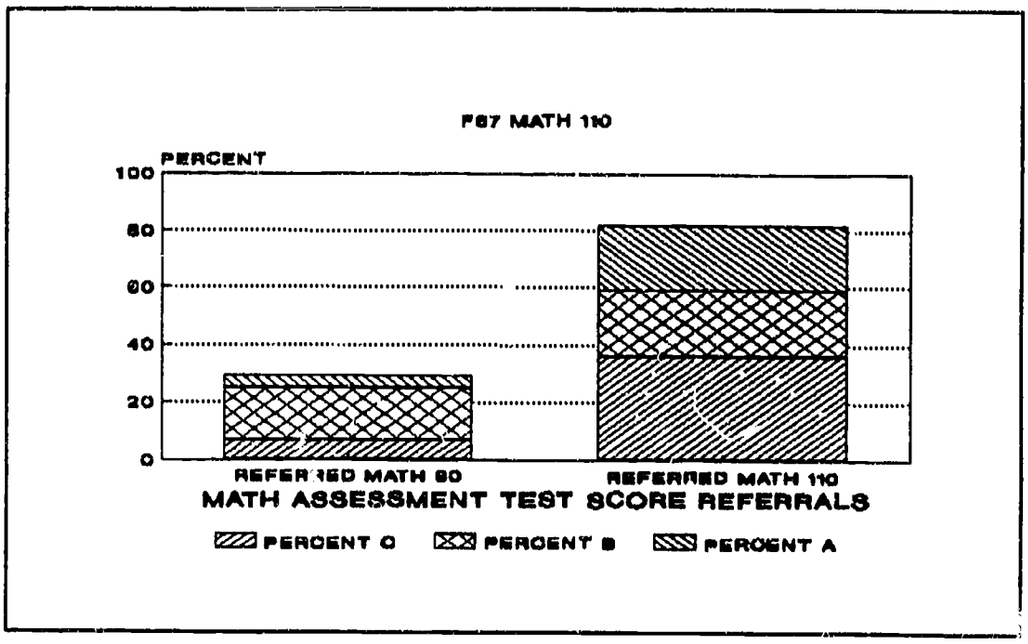



This figure shows 85% of those referred to ENGL 111 succeeded in the course (earned a grade of A, B, or C). By contrast, 61% of those referred to ENGL 90 who instead took ENGL 111 succeeded in the course.

> That high a success rate for the ENGL 111 Mis-takers indicates the English Assessment Test has little referral utility. To enhance its utility, the test would need to be examined in light of its item analysis, and/or the referral cut scores would need to be re-examined.

## FIGURE 13

## MATH 110 GRADES, BY ASSESSMENT TEST REFERRAL




This figure shows 75% of those referred to MATH '10 succeeded in the course (earned a grade of A, B, or C). By contrast, only 29% of those referred to MATH 90 who instead took MATH 110 succeeded in the course.

That indicates the Math Assessment Test has high referral utility. The difference in success rates between the Takers and the Mis-takers should be very persuasive in placing students in the Math courses.

## COLLEGE READINESS

### INTRODUCTION

In this project, we report to our service-area high schools on the performance of their graduates on our assessment tests and developmental education placement.

The intent of the project is to provide high schools with information about their graduate's readiness for college-level work. We see that provision as a service to the high schools, and a way of nurturing contacts between the College and the high schools.

### PROCEDURES

In the Fall quarter, we get a list of assessment testees and their test scores from the Developmental Education Coordinator. We then enter that list into the computer, combine it with information on those student's high schools, add those student's developmental education course placement recommendations, and construct a summary report of the students by high school.

We have been transcribing that list of testees into a LOTUS 1-2-3 file, adding each student's developmental education course placement recommendation, and finally adding each student's high school by reference to the quarterly STUDENT DIRECTORY. That listing, report CC-X021A, is a System Office print-out sent quarterly to the College; it gives the name, identification number, and high school for each student enrolled at the College that quarter.

We are currently in the process of changing that procedure. With the advent of the Computerized Assessment-Placement Program (CAPP), the Developmental Education Coordinator will now give us the list of assessment tests, test scores, and developmental education course placement recommendations, on diskette.

We will then combine that list with the list of enrolled students provided by the System Office quarterly 10th. day data tape, which provides, in addition to other data, student names, identification numbers, and high schools. When that process is fully implemented, we will be saved a considerable amount of data entry time.

When the data input file is ready, we have a list of testees, test scores, high schools, and developmental education course placement recommendations. (See Figure 14; see also the file READYLST.WK1 on the HOW TO DO IT disk)

We use application programs (LOTUS 1-2-3 currently, DBASE IV in the new procedure) to sort testees by high school and summarize for each high school the number of testees, average test scores, and percentage course referrals. We

use that sorted summary to print out the College Readiness Report. (See Figure 15; see also the file READYRPT.WP on the HOW TO DO IT DISK, and the COLLEGE READINESS REPORT print-out we sent to you in Spring 89]

## REPORTING AND USAGE

We send a copy of the College Readiness Report to each high school, with each school's data line highlighted. We include a cover letter and explanation of the report and our developmental education program. (See Figure 16; see also the file READYLTR.WP on the HOW TO DO IT disk)

We also send copies of that report to each academic administrator and to each Coordinator and Liaison, asking the latter to circulate the report among the faculty and staff in their areas.

Finally, we send copies of the report to the other CCS Research Coordinators/Directors, and to the MCCS Director of Research and Planning.

So far, the major usage of the COLLEGE READINESS REPORT occurs among the high schools. From the College's regular meetings with service-area high school principals, we have learned the high schools appreciate receiving this information, are using it in assessing their programs, and wish it to continue.

# FIGURE 14

## READINESS REPORT TALLY SHEET

| NAME | ID | ENTRY TERM | ENG SCORE | MATH 1 SCORE | MATH 2 SCORE | READ SCORE | ASSESSED SCORE | HIGH SCHOOL NAME | SCHOOL CODE |
|---|---|---|---|---|---|---|---|---|---|
| (student name) | (ID #) | F88 | 32 | 12 | 12 | 24 | 40 | * out-of-state | 999999 |
| (student name) | (ID #) | F88 | 27 | | | | 43 | * BRAINERD HS | 240295 |
| (student name) | (ID #) | F88 | | | | | | ROBBINSDALE COOPER HS | 241597 |
| (student name) | (ID #) | F88 | 26 | 12 | 1 | 13 | 38 | * PARK CENTER | 240319 |
| (student name) | (ID #) | F88 | 17 | 12 | 6 | 18 | 34 | * TOTINO-GRACE HS | 240888 |
| (student name) | (ID #) | F88 | 31 | 8 | 0 | 8 | 36 | * ROBBINSDALE COOPER HS | 241597 |
| (student name) | (ID #) | F88 | | | | | | ROBBINSDALE COOPER HS | 241597 |
| (student name) | (ID #) | F88 | 29 | 12 | 7 | 19 | 43 | * ROBBINSDALE ARMSTRONG HS | 241627 |
| (student name) | (ID #) | F88 | 22 | 9 | 6 | 15 | 36 | * ROBBINSDALE COOPER HS | 241597 |
| (student name) | (ID #) | F88 | | | | | | out-of-state | 999999 |
| (student name) | (ID #) | F88 | 25 | 11 | 5 | 16 | 34 | * ROBBINSDALE COOPER HS | 241597 |
| (student name) | (ID #) | F88 | 20 | 5 | 0 | 5 | 24 | * PARK CENTER | 240319 |
| (student name) | (ID #) | F88 | | 13 | 3 | 16 | | * out-of-state | 999999 |
| (student name) | (ID #) | F88 | | | | | | out-of-state | 999999 |
| (student name) | (ID #) | F88 | | | | | | ANOKA HS | 240080 |
| (student name) | (ID #) | F88 | 25 | 14 | 0 | 14 | 39 | * DELANO HS | 240615 |
| (student name) | (ID #) | F88 | 21 | 8 | 0 | 8 | 29 | * ROBBINSDALE ARMSTRONG HS | 241627 |
| (student name) | (ID #) | F88 | | 1 | 5 | 6 | | * out-of-state | 999999 |
| (student name) | (ID #) | F88 | | 5 | 0 | 5 | 30 | * ANOKA HS | 240080 |
| (student name) | (ID #) | F88 | | | | | | BROOKLYN CENTER HS | 240318 |
| (student name) | (ID #) | F88 | 26 | 5 | 0 | 5 | 27 | * OSSEO HS | 241930 |
| (student name) | (ID #) | F88 | | | | | | HENRY HS | 241645 |
| (student name) | (ID #) | F88 | 13 | 0 | 0 | 0 | 32 | * BUFFALO HS | 240345 |
| (student name) | (ID #) | F88 | 30 | 14 | 8 | 22 | 36 | * OSSEO HS | 241930 |
| (student name) | (ID #) | F88 | 18 | 15 | 12 | 27 | 38 | * OSSEO HS | 241930 |
| (student name) | (ID #) | F88 | 19 | 5 | 0 | 5 | 32 | * PARK CENTER | 240319 |
| (student name) | (ID #) | F88 | | | | | | ROBBINSDALE ARMSTRONG HS | 241627 |
| (student name) | (ID #) | F88 | 28 | 1 | 0 | 1 | 34 | * ROBBINSDALE ARMSTRONG HS | 241627 |
| (student name) | (ID #) | F88 | 16 | 12 | 5 | 17 | 24 | * ANOKA HS | 240080 |
| (student name) | (ID #) | F88 | 24 | 13 | 8 | 21 | 38 | * OSSEO HS | 241930 |
| (student name) | (ID #) | F88 | 24 | 11 | 1 | 12 | 38 | * ROBBINSDALE COOPER HS | 241597 |
| (student name) | (ID #) | F88 | 29 | 12 | 4 | 16 | 41 | * ROBBINSDALE ARMSTRONG HS | 241627 |
| (student name) | (ID #) | F88 | | | | | | ROBBINSDALE ARMSTRONG HS | 241627 |
| (student name) | (ID #) | F88 | 29 | 12 | 3 | 15 | 40 | * ROBBINSDALE COOPER HS | 241597 |
| (student name) | (ID #) | F88 | 23 | 4 | 3 | 7 | 31 | * OSSEO HS | 241930 |
| (student name) | (ID #) | F88 | 18 | 11 | 3 | 14 | 36 | * ROBBINSDALE COOPER HS | 241597 |
| (student name) | (ID #) | F88 | 22 | 4 | 0 | 4 | 30 | * ELK RIVER HS | 240720 |
| (student name) | (ID #) | F88 | 16 | 7 | 1 | 8 | 35 | * NORTH COMMUNITY HS | 241630 |
| (student name) | (ID #) | F88 | 20 | 12 | 0 | 12 | 36 | * PARK CENTER | 240319 |
| (student name) | (ID #) | F88 | 21 | 5 | 6 | 11 | 22 | * ROBBINSDALE ARMSTRONG HS | 241627 |
| (student name) | (ID #) | F88 | 22 | 12 | 2 | 14 | 40 | * PARK CENTER | 240319 |

# FIGURE 15

## COLLEGE READINESS REPORT

| HIGH SCHOOL CODE | HEAD COUNT | TEST SCORES ENGL | MATH | READ | PERCENT REFERRALS E90 | E90/111 | E111 | M90 | M110 | M115 | S92 | S162 | NO SK |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ALL | 2558 | 20 | 8 | 33 | 23 | 33 | 44 | 56 | 39 | 5 | 20 | 24 | 56 |
| 240080 | 116 | 20 | 9 | 32 | 17 | 33 | 50 | 51 | 36 | 13 | 24 | 28 | 48 |
| 240256 | 23 | 17 | 8 | 32 | 48 | 24 | 29 | 64 | 23 | 14 | 29 | 33 | 38 |
| 240318 | 49 | 19 | 8 | 32 | 25 | 48 | 27 | 51 | 38 | 11 | 23 | 43 | 34 |
| 240319 | 212 | 19 | 9 | 33 | 26 | 40 | 35 | 43 | 52 | 5 | 22 | 28 | 50 |
| 240345 | 64 | 19 | 9 | 32 | 25 | 41 | 33 | 47 | 48 | 5 | 19 | 40 | 41 |
| 240520 | 28 | 20 | 6 | 33 | 11 | 46 | 43 | 73 | 27 | 0 | 22 | 33 | 44 |
| 240537 | 34 | 19 | 7 | 33 | 27 | 30 | 42 | 57 | 40 | 3 | 21 | 26 | 53 |
| 240615 | 18 | 20 | 8 | 33 | 24 | 29 | 47 | 50 | 50 | 0 | 12 | 53 | 35 |
| 240720 | 36 | 18 | 7 | 33 | 32 | 41 | 26 | 59 | 38 | 3 | 24 | 29 | 47 |
| 240888 | 46 | 17 | 8 | 29 | 36 | 36 | 27 | 48 | 50 | 2 | 43 | 36 | 20 |
| 241597 | 216 | 19 | 7 | 33 | 27 | 35 | 37 | 60 | 38 | 2 | 18 | 25 | 57 |
| 241612 | 20 | 19 | 6 | 33 | 25 | 30 | 45 | 58 | 42 | 0 | 20 | 35 | 45 |
| 241627 | 160 | 20 | 9 | 32 | 21 | 29 | 51 | 48 | 42 | 10 | 26 | 21 | 53 |
| 241630 | 18 | 17 | 4 | 30 | 41 | 29 | 29 | 81 | 19 | 0 | 38 | 25 | 38 |
| 241645 | 45 | 19 | 6 | 31 | 32 | 36 | 32 | 55 | 45 | 0 | 26 | 33 | 40 |
| 241930 | 306 | 20 | 10 | 34 | 20 | 31 | 49 | 40 | 51 | 10 | 17 | 27 | 55 |
| 242090 | 24 | 19 | 3 | 35 | 36 | 27 | 36 | 89 | 11 | 0 | 18 | 9 | 73 |
| 242105 | 23 | 19 | 11 | 33 | 13 | 43 | 43 | 36 | 64 | 0 | 26 | 17 | 57 |
| 242209 | 30 | 19 | 9 | 33 | 28 | 21 | 52 | 53 | 30 | 17 | 27 | 27 | 47 |
| 242263 | 18 | 20 | 11 | 34 | 24 | 35 | 41 | 47 | 47 | 7 | 18 | 18 | 65 |
| 242650 | 57 | 21 | 9 | 34 | 9 | 43 | 48 | 49 | 44 | 7 | 23 | 11 | 66 |
| 888888 | 277 | 20 | 7 | 35 | 26 | 31 | 43 | 60 | 36 | 4 | 13 | 17 | 70 |
| 999999 | 130 | 20 | 7 | 32 | 23 | 26 | 51 | 63 | 31 | 6 | 28 | 16 | 56 |
| 000000 | 118 | 20 | 6 | 34 | 26 | 23 | 51 | 69 | 24 | 7 | 21 | 13 | 65 |
| OTHER | 490 | 21 | 5 | 34 | 20 | 31 | 49 | 69 | 29 | 2 | 17 | 19 | 64 |

# FIGURE 16

## COLLEGE READINESS REPORT COVER LETTER AND EXPLANATION

{letterhead}

Research and Planning Office
05 Jun 89

Enclosed is a copy of the Academic Year 88-89 College Readiness Report, presenting data for your school.

The report consists of a narrative and a data page. The narrative describes the nature and procedures of Assessment Testing and Developmental Education Course Placement at the College. The data page presents the test results and placement recommendations for all the students who took Assessment Tests at the College in the 88-89 academic year. (The information for your school is highlighted.)

We instituted the Readiness Report in Fall 88 as an annual two-part report: a report on the Fall Assessment Test takers who were New Recent Entrants (students who had graduated from high school within the last three years), which we sent to service-area high schools on 06 Jan 89, and a report (this one) on all the Assessment Test takers for the academic year.

If you have any questions about this report, or suggestions for improving it, please contact the Research and Planning Office (phone 424-0819). Thank you for your time and attention.

Cordially,

Bob Alexander
Research and Planning Coordinator

## FIGURE 16 (continued)

# NORTH HENNEPIN COMMUNITY COLLEGE READINESS REPORT

ASSESSMENT TESTING

The College has established a policy requiring all new entering freshmen to take a battery of Assessment Tests to gauge their preparedness for taking college-level courses. There are three assessment tests which the College uses:

1. A 35-item multiple-choice English grammar test.
2. A 30-item multiple-choice Mathematics test.
3. A 45-item multiple choice Reading Skills test.

Most students curr[illegible] ake the Assessment Tests during College Orientation sessions, prior to registering f[illegible] [illegible]es. Immediately after their administration, the tests are scored and students are r[illegible], based on their test scores, to any recommended developmental courses in English, Math[illegible]tics, and/or Reading.

Following students' course placement, the Assessment Tests are sent to the Research and Planning Office for data analysis and test validation studies. The Readiness Report is prepared from those data.

COURSE PLACEMENT

Based on their Assessment Test scores, students are referred to any necessary developmental courses in English, Mathematics, and/or Study Skills. The referral courses are:

ENGLISH 90 ("English Refresher")

This 3-credit course reviews grammar, punctuation, usage, spelling structure, and principles of writing. The course does not count toward a degree, and is considered a developmental course.

ENGLISH 111 ("Freshman English I")

This 5-credit combined composition and literature course emphasizes writing that is based on readings and/or experiences. This course, plus the follow-on English 112 ("Freshman English II"), constitutes the required college-level English courses at the College.

MATHEMATICS 90 ("Introduction to Algebra")

This 5-credit course is designed as a beginning course in algebra, especially recommended for those students who have had little or no algebra. The course does not count toward a degree, and is considered a developmental course.

MATHEMATICS 110 ("Intermediate Algebra")

This 5-credit course is a continuation and expansion of topics introduced in Mathematics 90. The course does not count toward an Associate of Arts degree.

MATHEMATICS 115 ("College Algebra")

This 5-credit course presents a comprehensive college-level study of algebra.

## FIGURE (continued)

STUDY SKILLS 92 ("Reading Techniques")

This 4-credit course places students in either a Fundamentals Program, emphasizing basic comprehension and vocabulary skills, or an Advanced program, emphasizing comprehension of college-level materials. The course may be repeated for credit, and is considered a developmental course.

STUDY SKILLS 114 ("Study Skills for College Students")

This 2-credit course teachers students practical methods for more effective study, time management, and organization.

STUDY SKILLS 162 ("Reading College Textbooks")

This 2-credit course teaches students to efficiently and effectively handle college-level textbooks through a variety of reading and study strategies.

The Course Placement Process consists of referring students to one or more of those courses, based on their Assessment Test scores. The referral procedures are:

ENGLISH

1. Students scoring 0-15 on the English Assessment Test are referred to English 90.

2. Students scoring 16-20 on the English Assessment Test are referred to either English 90 or to English 111 plus a Study Skills course.

3. Students scoring more than 20 on the English Assessment test are referred to English 111.

MATHEMATICS

1. Students scoring 0-7 on the Mathematics Assessment Test are referred to Mathematics 90.

2. Students scoring at least 8 out of 15 on the first part of the Mathematics Assessment Test, and at least 10 out of 15 on the second part of the Mathematics Assessment Test, are referred to Mathematics 115.

3. Students scoring more than 7 on the Mathematics Assessment Test, but not scoring sufficiently high to be referred to Mathematics 115, are referred to Mathematics 110.

STUDY SKILLS

1. Students scoring 0-28 on the Reading Assessment Test are referred to Study Skills 92.

2. Students scoring 29-33 on the Reading Assessment Test are referred to either Study Skills 114 or 162.

3. Students scoring more than 33 on the Reading Assessment test are not referred to any Study Skills course.

READINESS REPORT DATA

The attached data page presents information about the 2558 students who took Assessment Tests at the College in Academic Year 88-89, under these column and row headings:

## FIGURE 15 (continued)

The HIGH SCHOOL column lists the code number of those schools from which at least 15 high school graduates took Assessment Tests. In addition to the school code listings, these codes are presented:

The ALL row presents data about the total number of testers.

The 888888 row is the code category for GED students.

The 999999 row is the code category for out-of-state students.
The OTHER row aggregates assessment and placement data from all the high schools from which 15 or fewer graduates took Assessment Tests in 88-89.

NB: The data line for your school is highlighted.

The HEAD COUNT column indicates the number of Assessment Test takers from each high school.

The AVERAGE SCORE columns give the average scores made by students from a given school on the English, Mathematics, and Reading Assessment Tests.

The PERCENT REFERRED columns give the percentage of Assessment Test takers from a given school who were referred to English, Math, and/or Reading courses, including developmental courses.

Some cautions should be kept in mind in interpreting those data:

1. The students from your school are those who chose to attend North Hennepin. That issue of choice has an effect on test scores and placement recommendations. For instance, if a high percentage of your better students choose to attend the College, their test scores would likely be higher on the Assessment Tests than would be the case if graduates from the lower-half of your classes attended.

2. Inter-school comparisons should be made with caution, due to the disparity in head count among schools in this report.

   The reason for that is, the fewer the cases reported for a school, the greater the influence each case has on that school's aggregate data.

   Thus, comparing average Assessment Test scores or course placement percentages for schools with relatively smaller head counts may yield distorted impressions of the true academic capabilities of students from those schools.

3. This report presents Assessment Test performance and course placement recommendations for all the students who took Assessment Tests at the College in 88-89. That includes both those who graduated from high school within the last three years (recent graduates) and those who graduated more than three years ago (prior graduates).

   That conflating of graduates may have an effect on the Readiness Report measures: a Fall 88 study at the College showed recent graduates and prior graduates made about the same average scores on the English and Reading Assessment Tests; however, recent graduates made an average Mathematics Assessment Test score two points higher than that of prior graduates.

# STUDENT INTENT

# STUDENT INTENT

## INTRODUCTION

This project involves determining the educational intentions of students. We undertook the project because of a need to know what those intentions are, in order to assess the effectiveness of the College in satisfying student needs.

The project involved devising a mechanism for soliciting statements of intent from students, reporting those intentions and tracking their changes over time, and using those statements to construct a survey population for the FORMER STUDENTS SURVEY REPORT.

## PROCEDURES

We went through a lengthy consideration both of what we wanted to know from students about their educational intentions, and how to better solicit that information.

Out of those deliberations, we reached a choice among three kinds of intention solicitations:. The first two choices were:

1. Asking students an open-ended question, e.g., "What do you intend to do at college?"

   We decided this approach was too ambiguous for students, and would present enormous problems for us in categorizing responses.

2. Asking students to select from a lengthy list of response alternatives, e.g., "Why are you at college: get a degree, transfer, general interest, self-improvement, career enhancement, job promotion, licensing, (re)certification."

   We decided this approach presented too many choices for our purposes, and would also present categorization difficulties.

We finally settled on a simple, forced-choice question set to ask students: "Do you intend to get a degree from North Hennepin?," and "Do you intend to transfer from North Hennepin to another school?"

We thought those were the two critical questions to which we wanted answers, and asking only those two direct questions would elicit higher students response rates.

We further tried to enhance the response rate to providing check-off boxes for each question: "Yes-No-Don't Know."

Finally, we decided the best way to ask those questions was to incorporate them into the regular quarterly registration form. The questions were short enough to not take up much room on that form, and by including them on the form we could ask the questions of students every time they registered (thus providing the ability to track response changes over time).

Accordingly, we secured the advice and consent of the Registrar in modifying the registration form to include the two intent questions. We also secured the assistance of the Registrar's Office staff in asking students to be sure to check off their responses to the questions when they registered. {See Figure 17; see also the file REGISTER.WP on the HOW TO DO IT disk}

When they are finished with them, the Registrar's Office sends the registration forms to the Research and Planning Office. We prepare a LOTUS 1-2-3 file of intentions, including student identification number and intention check-offs.

From that file, we summarize student educational intentions, giving six statistics: percentages answering "Yes," "No," and "Don't Know" to "Get a degree" and "Transfer." {See file INTENT on the HOW TO DO IT disk}

## REPORTING AND USAGE

We send copies of the INTENTIONS REPORT to the academic administrators, and to the Coordinators and Liaisons, whom we ask to circulate the report among the faculty and staff in their areas.

We also send copies of the report to the other CCS Research Coordinators or Directors, and to the MCCS Director of Research and Planning.

We use the report data to address a retention concern of the College: the reasons behind the non-return of students who, having said they intend to get a degree and transfer, nevertheless do not return to the College.

Given the traditional academic emphases of the College, and the fact previous studies have shown those students are the most consistent in returning to the College until they graduate, learning the reasons for their non-return was, we thought, critical.

Accordingly, as described in the FORMER STUDENTS SURVEY section of this manual, we check in Winter quarter for the non-return of those students who in Fall quarter said they intended to get a degree and transfer. We generate a survey population list of those non-returning students, and mail the Former Student Survey to them.

We have not yet implemented the tracking function of the student intent program, primarily because of insufficient equipment resources to enable the tracking. With the availability of quarterly enrollment data tapes from the System Office, we plan to do a test run of intent tracking during 89-90.

In that test run, we will both track student's stated educational intentions and correlate their intent changes with vailable information on those students (e.g., age, sex, GPAs, credits earned). We view that test run as a discovery technique; i.e., we aim to whether there are correlation patterns which may be used to testable hypotheses about the factors influencing intent and retention.

# FIGURE 17

## NHCC REGISTRATION FORM

NHCC Student ID#: ____ ____ ____ ____ ____ ____

Name: _____
(last) (first) (initial/former)

Address: _____
(number) (street) (apt#) (zip)

Home Phone: _____ Work Phone: _____

Social Security #: _____ Birthdate: _____

Please answer the following three questions. Your answers are important for research:

a. Do you plan to earn a degree from North Hennepin?
Yes ___ No ___ Don't Know ___

b. Do you plan to transfer your degree or credits to another school?
Yes ___ No ___ Don't Know

c. What is your intended major or program here? _____

| DEPARTMENT | COURSE # | SECTION # | CREDITS |
|---|---|---|---|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Total credits this quarter: _____ Signature: _____

# STUDENT LEARNING OUTCOMES

# CAPSTONE COURSES

## INTRODUCTION

In this section of the College's project, the Student Outcomes Committee decided to modify near-graduation courses in order to provide capstone curricula, i.e., instructional content which would involve students in assimilating and applying the panoply of material they have learned in their preceding occupational courses. Two such courses were identified as having possible immediate utility as capstone courses: BUS 204 ("Business Internship") and MKTG 191 ("Creative Field Project").

In considering those courses, the Business and Marketing faculty elected to first deal with BUS 204, because of the inherent capstone nature of the internship program, as illustrated in the course's catalog copy description:

> "This course will offer the students in a career program the opportunity to observe and apply theories, concepts, and skills they have learned in their business and marketing courses in the actual business environment."

## PROCEDURES

As the first step in enhancing the capstone nature of BUS 204, the Business and Marketing faculty met and discussed the program's intended student outcomes, and considered ways of developing the program.

Out of that discussion, the faculty developed a brochure describing BUS 204. That brochure was made available to students interested in the course, as a way of helping ensure they were aware of the nature of the course. {See Figure 18; see also the file BROCHURE.WP on the HOW TO DO IT disk}

The faculty next developed a student Information Form, to serve as a means for tracking students interested in the course. {See Figure 19; see also the file STUDINFO.WP on the HOW TO DO IT disk}

The faculty considered that tracking to be a critical requirement for BUS 204 because of the changing nature and intent of students enrolling in that course, i.e.: more students were coming into the course with degrees, more students were being reimbursed by their employers for taking the course, and more students were transferring to baccalaureate schools after completing the course.

By tracking the students, the faculty would be better able to assess student's employment situations and transfer intentions, hence better able to structure BUS 204 to their interests and needs.

The faculty are now engaged in computerizing the Student Information Form. The database that will result will enable the faculty to better anticipate student desires for BUS 204, and to better plan the content and scheduling of BUS 204.

The next step involved formalizing BUS 204 training plans. The faculty had always developed individually-based training plans for students in the course, but they now felt a rather more standardized procedure for that planning would be advantageous both to them and to the students. {See Figure 20; see also the file TRAINING.WP on the HOW TO DO IT disk}

By using the Training Plan form, all three parties in the internship process (faculty, student, and internship supervisor) are aware of the nature of the internship project, the factors required, and the time table. That congruence of information should help reduce mistakes and confusions in the internship, and thus make the learning experiences of the internship more efficient and effective.

Finally, following the Training Plan form, the faculty developed a more formalized Performance Review for the internships. Again, the faculty had always assessed individual performance in internships, but they now felt a rather more standardized evaluation process would be desirable. {See Figure 21; see also the file REVIEW.WP on the HOW TO DO IT disk}

The factors involved in the performance review are clearly indicated to all three parties in the internship process, as are the assessment criteria. The fact students and intern supervisors are made aware of the review procedure should help reduce mistakes and confusions in the internship process, and thus make the learning experiences of the internship more efficient and effective.

The faculty have implemented the Student Information Form, Business Internship Brochure, Training Plan, and Performance Review in BUS 204. Both the faculty and students involved in that course attest to the usefulness of those standardized procedures in both facilitating the conduct of the internship process and enhancing the learning experience of the internship.

As their next step, the faculty will consider applying the lessons of BUS 204 to MKTG 191. The faculty are also considering the utility of developing a new capstone course, "Business Policy," in which qualified students will be invited by the faculty to participate in a case-study seminar.

# FIGURE 18

## BUSINESS INTERNSHIP BROCHURE

This course is designed to develop and assess student competencies in a work environment. You, the student, your work supervisor, and your faculty advisor develop an individualized training plan for your internship experience. This experience should provide you with opportunities to apply theories, concepts, aptitudes, and attitudes learned in your business and marketing courses.

If you have substantial work experience in a specific position or with a particular employer, you may choose to develop and complete an in-depth project for that position. We will prepare an individualized research plan for you to complete. This project should provide you an opportunity to incorporate information from the business and marketing courses. If the position is new in the company, you can develop a plan to learn the company, the position, and evaluate the training provided by the employer.

The student interns will meet periodically for seminars to discuss their training situations or projects. You will have the opportunity to discuss common problems and situations with each other and the faculty advisor. The students also have the opportunity to offer feedback to the advisor about North Hennepin Community College's programs.

The student interns are evaluated by both the intern supervisor and the faculty advisor. The intern supervisor also has the opportunity to evaluate the student's program and work at North Hennepin Community College.

Internship sites are selected by the student and/or faculty advisor. Agreement with the employer and intern supervisor is required.

DESIRED STUDENT OUTCOMES OF BUSINESS/MARKETING PROGRAMS

Upon completion of a Business/Marketing program at NHCC, the student should have developed:

1. an understanding of the professional knowledge and elements in a business/marketing organization: operations, marketing, finance
2. the ability to interpret economic data to perform business analyses
3. a process to solve problems and make decisions
4. the tools to plan and organize work and the work environment
5. the ability to work with people
6. the appreciation of the sociological, psychological, economic, ethical, and legal environments in which organizations operate

BUSINESS 204

Business Internship (BUS 204) is a required option for the Marketing and Retailing Program and may be used for the Mid-Management Program as an elective. If you are interested, when you register please complete the lower portion of this form and return to Anita Olson in CCE 153. If you have any questions, call Anita Olson (424-0755).

NAME _____
ADDRESS _____
PHONE NUMBER _____
PLACE OF EMPLOYMENT _____
ADDRESS _____
PHONE NUMBER _____
JOB TITLE _____

## FIGURE 19

## STUDENT INFORMATION FORM

NAME _____ Course _____

ADDRESS _____ CITY _____ STATE ____ ZIP ____

TELEPHONE (HOME) _____ (WORK) _____

MAJOR OR AREA OF INTEREST _____ TOTAL CREDITS BEFORE THIS QUARTER ____

EMPLOYED? YES ___ NO ___ JOB TITLE (DOT CODE) _____

EMPLOYER'S NAME (SIC CODE) _____

HOURS WORK PER WEEK _____ DAY WORK OR NIGHT WORK? _____

ARE YOU RECEIVING TUITION REIMBURSEMENT FROM YOUR EMPLOYER? YES ____ NO ____

FROM WHAT HIGH SCHOOL DID YOU GRADUATE? _____
(if you are less than 26 years old)

DO YOU INTEND TO GET A DEGREE FROM NORTH HENNEPIN? YES _____ NO _____

## FIGURE 20

## TRAINING PLAN

## NORTH HENNEPIN COMMUNITY COLLEGE BUSINESS INTERNSHIPS

Name of Intern _____

Address _____ Phone _____

Supervisor of Intern _____

Title _____ Phone _____

Address _____ Business _____

1. Intern's Job Title _____

Regular duties and responsibilities:

Technical factors required:

2. Intern's special project _____

Description:

Technical factors required:

Time table:

Intern's signature _____

Supervisor's signature _____

Advisor's signature _____

Date _____

# FIGURE 21

## PERFORMANCE REVIEW

## NORTH HENNEPIN COMMUNITY COLLEGE BUSINESS INTERNSHIPS

Name of intern _____

Organization _____

Job title (position) _____

1. MAJOR JOB RESPONSIBILITIES OR TASKS DURING INTERNSHIP
(List in order of importance what this intern was supposed to do.)

2. RESULTS DURING THIS INTERNSHIP
(What did this intern accomplish? Based on the job assignment above, and any other goals, list significant results achieved. Explain any major lack of results.)

3. TECHNICAL FACTORS
(Listed below are outcomes generally acknowledged as important in affecting results. Make objective comments supporting your rating. Then check the appropriate box in summary.)

KNOWLEDGE OF JOB

Does the intern have a thorough professional knowledge of this job; understand the interrelationships between this position and other functions of this organization? Is intern technically competent to perform job requirements?

Comments:

| | |
|---|---|
| | BELOW REQUIREMENTS |
| | MET REQUIREMENTS |
| | EXCEEDED REQUIREMENTS |
| | FAR EXCEEDED REQUIREMENTS |

## FIGURE 21 (continued)

INTERPRETATION OF DATA

Can intern perform necessary mathematical calculations; interpret numeric data; analyze economic data; see the big picture?

Comments:

| | |
|---|---|
| | BELOW REQUIREMENTS |
| | MET REQUIREMENTS |
| | EXCEEDED REQUIREMENTS |
| | FAR EXCEEDED REQUIREMENTS |

PROBLEM SOLVING/DECISION-MAKING

Does intern show creativeness and innovation in ideas; integrate information; identify problems; separate nonessential from critical data; make appropriate decisions; get appropriate results; finalize programs? Is intern analytical in thinking?

Comments:

| | |
|---|---|
| | BELOW REQUIREMENTS |
| | MET REQUIREMENTS |
| | EXCEEDED REQUIREMENTS |
| | FAR EXCEEDED REQUIREMENTS |

PLANNING

Does intern prepare long and short range plans; organize well; set priorities realistically; implement and follow through; develop contingency plans? Is Intern timely, etc?

Comments:

| | |
|---|---|
| | BELOW REQUIREMENTS |
| | MET REQUIREMENTS |
| | EXCEEDED REQUIREMENTS |
| | FAR EXCEEDED REQUIREMENTS |

## FIGURE 21 (continued)

COMMUNICATION (WRITTEN AND ORAL)

Does intern present ideas clearly; communicate equally well laterally, upward and downward; listen to others; request clarification when needed? Are presentations organized, etc?

Comments:

| | |
|---|---|
| | BELOW REQUIREMENTS |
| | MET REQUIREMENTS |
| | EXCEEDED REQUIREMENTS |
| | FAR EXCEEDED REQUIREMENTS |

WORKING WITH PEOPLE

Does intern develop and maintain harmonious and efficient working relationships in dealing with others; bring out the best efforts of others; add to, rather than detract from, the team effort? Is intern receptive to new situations and ideas; tactful, etc?

Comments:

| | |
|---|---|
| | BELOW REQUIREMENTS |
| | MET REQUIREMENTS |
| | EXCEEDED REQUIREMENTS |
| | FAR EXCEEDED REQUIREMENTS |

4. ADDITIONAL COMMENTS OR CONSIDERATIONS

## FIGURE 21 (continued)

5. DEVELOPMENT NEEDS
(What can be done to improve this intern's results?)

A. What can this intern do?

B. What can this appraiser do?

C. What Can North Hennepin Community College faculty do?

6. OVERALL PERFORMANCE

| | |
|---|---|
| | DID NOT MEET REQUIREMENTS (N) |
| | MET REQUIREMENTS (C) |
| | EXCEEDED REQUIREMENTS (B) |
| | FAR EXCEEDED REQUIREMENTS (A) |

Appraiser (please print) _____

Job Title _____

Organization _____

Signature _____ Date _____

# ACADEMIC PROFILE TEST

## INTRODUCTION

In this program, we sought to find measures of student learning in general education. To do that, we participated in the two-year pilot test (1988-1989) of the Educational Testing Service's Academic Profile test.

That test purported to provide measures, in disciplinary contexts (humanities, natural and social sciences), of what students have learned (reading, writing, math, and thinking). We thought such information would be useful in pointing out area for curricular improvement at the College.

While Educational Testing Service did the preliminary data analysis and reporting, the College was responsible for administering the test and collecting the data. After receiving the test analyses, we assessed the utility of the Academic Profile Test for our purposes.

## PROCEDURES

The Academic Profile Test consists of two versions: the long form requires two and one-half hours to administer, while the short form requires 50 minutes of testing time. Each testing administration costs $200 (institutional fee, covering processing and analysis costs), plus $10.00 per test for the long form or $6.50 per test for the short form. The College had to pay postage for shipping and returning the test book and answer sheets. The books and sheets are proprietary products of Educational Testing Service, and cannot be kept or duplicated.

We selected the short form of the test, primarily because of relative ease of test administration. The test consisted of 40 multiple-choice questions. The answer sheet was optically scannable, containing space for student identification (e.g., name, social security, age, sex) and some locally-produced questions.

We administered the test in Spring 88 to 189 students in a variety of both general education and career education courses. In Spring 89, we administered the test to another 176 students, similarly selected. All testees were volunteers; they did not receive any compensation or remuneration for taking the test. The testing was performed during the class periods of the courses.

## REPORTING AND USAGE

We received the test results and analysis of the first test administration from Educational Testing Service in Fall 88. The results and analysis of the second test administration were received in Summer 89.

In both cases, the test reportage consisted of several items:

1. The total mean percentage correct answers for the three academic areas and the four skills dimensions. (See Figure 22)

2. Demographic summaries of the testees. (See Figure 23)

3. Total scaled test scores by testee sub-groups (e.g., age, sex). (See Figure 24)

4. A listing of individual testees' total scaled scores on the test.

5. Summaries of testees' proficiency-levels in writing, math, reading, and critical-thinking.

In addition to those print-outs, we received a computer disk containing the test file (testee identifiers, test answers) and forms for requesting some no-extra-charge comparison reports, such as total scaled scores for other community colleges.

Overall, the test reportage we received was not particularly useful to us. The total mean percentage correct answers was a gross summary, of which we were very suspicious.

Our concerns stemmed from the reactions of the testees. Almost uniformly, they reported the test was very difficult, an opinion voiced by many of the faculty who reviewed the test. That, plus the testees' (justifiably) presumptive lack of motivation for taking the test absent any meaningful pay-off to them, raised our doubts as to the validity of the test results.

> nb: It should be noted that situation is not unique to the Academic Profile Test. Similar situations (lack of pay-off) in any other testing would be cause for analogous questioning of the utility of the test.
>
> Thus, were the College to require any similar kind of learning outcomes testing, it would first have to consider how to make the testing meaningful to the testees. That will be a vexing, continuing problem.

The total scaled scores were, in and of themselves, relatively useless. We needed to know the weighting formulae by means of which the scaled scores were generated. Unfortunately, Educational Testing Service was not forthcoming in providing us with that requested information. Thus, the scaled scores provided little utility short of making inter-testee comparisons, which were themselves largely uninterpretable.

Finally, the inter-institution comparison reports were of scant use to us, as they provided only the mean percentage correct answers scores.

We correlated raw scores and scaled scores against the testees' academic performance, but found no consistent relationship between the variables.

that seemed to indicate a failure of the test, because we would expect, all things else being equal, students with more college experience to do better on the test.

We did, though, find a positive correlation between test scores and the testee's GPAs. That seemed to indicate the test was measuring some aspect(s) of the testees' knowledge.

However, the most substantial positive correlations were between test scores and the testee's assessment test scores. That seemed to indicate the test was not telling us anything new about the testees, in particular that it was not measuring learning outcomes.

The intercorrelations of assessment test scores, GPAs, and Academic Profile Test scores seemed to indicate the test was primarily an assessment of reading and mathematics aptitudes. That impression was seconded by the comments of several testees, who noted the test seemed highly dependent on one's skill at reading and handling numbers. Those indications and opinions call into question the test's purported ability to measure achievement in, e.g., writing and critical thinking.

> nb: There is a critical distinction to be made between measures of aptitude and achievement: the former predicts what a student can learn, while the latter assesses what a student has accomplished in a training or educational program.
>
> The Academic Profile test purports to be an achievement test, but our evaluation is the test is, instead, an aptitude test.

In sum, we concluded the Academic Profile Test was not useful for our purposes. It did not give us new information about our students regarding their learning outcomes, and neither the Educational Testing System's reportage provided nor their assistance in interpreting that reportage was particularly helpful.

Our conclusion is supported by the findings of the Washington State Community College Sophomore Assessment Task Force, which evaluated the appropriateness of the Academic Profile test, College Outcomes Measures Program test, and Collegiate Assessment of Academic Proficiency test. The task force administered the tests to 1300 students in 1988, and surveyed the students and 100 faculty as to their evaluations of the tests.

The judgment of that task force (p. 13 of THE VALIDITY AND USEFULNESS OF THREE NATIONAL STANDARDIZED TESTS FOR MEASURING THE COMMUNICATION, COMPUTATION, AND CRITICAL THINKING SKILLS OF WASHINGTON STATE COLLEGE SOPHOMORES; Bellingham, WA: Western Washington University Office of Publications, May, 1989) concerning those tests was:

> The tests failed to meet reasonable standards for validity and usefulness . . . At the most basic level, the tests appear largely to measure the general academic ability of students. At best they measure the same verbal aptitude or intelligence and quantitative aptitude or intelligence that the college admissions tests measure.

Administering the sophomore-level tests appears to be effectively equivalent to administering college admissions exams a second time.

Given that the tests appear to measure only general aptitude, the test results would be of limited value for curricular planning and evaluation. Furthermore, the study failed to find any empirical evidence of a relationship between test results and college experiences.

Thus, test results would be unlikely to provide clues as to where improvements might be needed and would be unlikely to detect gains in student learning if improvements were made.

For those reasons, plus the expense of the test ($1428 plus postage for the first administration, $1344 plus postage for the second administration) and our questions about student motivation, we decided to not recommend the test.

That leaves us with a problem: how to assess student learning outcomes. The Student Outcomes Committee is debating that question currently. It is a tough problem, one that we shall likely be working on for some time to come.

## FIGURE 22

## ACADEMIC PROFILE REPORT: MEAN PERCENT CORRECT

| SUBSCORES | MEAN % CORRECT | LOWER LIMIT | HIGHER LIMIT |
|---|---|---|---|
| ACADEMIC AREAS | | | |
| HUMANITIES | 49 | 42 | 56 |
| SOCIAL SCIENCE | 50 | 43 | 57 |
| NATURAL SCIENCE | 50 | 43 | 57 |
| SKILLS DIMENSIONS | | | |
| READING | 56 | 50 | 62 |
| WRITING | 52 | 44 | 60 |
| CRITICAL THINKING | 41 | 36 | 46 |
| MATHEMATICS | 47 | 38 | 56 |
| (TEST TOTAL) | 49 | 45 | 53 |

## FIGURE 23

## ACADEMIC PROFILE REPORT: STUDENT DEMOGRAPHIC TRAITS

| CHARACTERISTIC | DATUM |
|---|---|
| % AGED >20 | 23 |
| % AGED 20-29 | 47 |
| % AGED 30-39 | 22 |
| % AGED 40-49 | 6 |
| % AGED >49 | 1 |
| % OMIT AGE | 2 |
| % FEMALE | 66 |
| % FULL-TIME | 51 |
| % NOT WORKING | 1 |
| % WORKING 1-5 HRS/WK | 4 |
| % WORKING 6-10 HRS/WK | 15 |
| % WORKING 11-20 HRS/WK | 23 |
| % WORKING 21-30 HRS/WK | 28 |
| % WORKING 31-40 HRS/WK | 14 |
| % OMIT WORKING HRS | 14 |
| % GPA = A | 7 |
| % GPA = A- | 14 |
| % GPA = B | 35 |
| % GPA = B- | 19 |
| % GPA = C | 15 |
| % GPA = C- | 6 |
| % GPA = <C- | 1 |
| % OMIT GPA | 3 |

## FIGURE 24

## ACADEMIC PROFILE REPORT: SUBGROUP SCALED SCORES

| SUBGROUP | N | SCALED SCORE | STANDARD DEVIATION |
|---|---|---|---|
| TOTAL GROUP | 176 | 277 | 7.2 |
| FRESHMEN | 79 | 277 | 6.9 |
| SOPHOMORE | 66 | 277 | 7.9 |
| AGED <20 | 40 | 276 | 6.5 |
| AGED 20-29 | 83 | 276 | 7.3 |
| AGED 30-39 | 39 | 281 | 6.3 |
| AGED 40-49 | 10 | 279 | 4.2 |
| FEMALE | 117 | 278 | 7.4 |
| MALE | 59 | 276 | 6.6 |
| FULL-TIME STUDENT | 89 | 275 | 6.1 |
| PART-TIME STUDENT | 84 | 280 | 7.3 |
| WORKING 1-5 HRS/WK | 7 | 282 | 6.2 |
| WORKING 6-10 HRS/WK | 27 | 276 | 8.1 |
| WORKING 11-20 HRS/WK | 41 | 276 | 6.6 |
| WORKING 21-30 HRS/WK | 50 | 276 | 6.6 |
| WORKING 31-40 HRS/WK | 24 | 282 | 7.4 |
| GPA = A | 12 | 282 | 11.5 |
| GPA = A- | 25 | 282 | 5.4 |
| GPA = B | 62 | 278 | 6.2 |
| GPA = B- | 34 | 277 | 6.1 |
| GPA = C | 26 | 273 | 5.0 |
| GPA = C- | 10 | 272 | 4.4 |

# HIGH SCHOOL OPTIONS AND NEW ENTRANTS ACADEMIC PERFORMANCE REPORT

## INTRODUCTION

The intent of this program is to send to the service-area high schools quarterly reports of the academic performance of their options students and new entering freshman who graduated from the high schools within the previous three years.

The reports we prepare follow the format of the GRADE DISTRIBUTION REPORTS we distribute on campus, comparing the performance of the College as a whole to the performance of the students from each high school.

We thought this report would be another service the College could provide to the high schools, giving them information they could use to assess the achievements of their graduates, and a means for nurturing contact between the College and the high schools.

## PROCEDURES

We receive two print-outs from the System Office at the beginning of each quarter, nos. CC-X080 and CC-X052A. The first lists the names, identification numbers, and source high schools of the Options students enrolled at the College that quarter. The second lists, the names, identification numbers, and source high schools of the new entering freshmen enrolled at the College that quarter.

We transcribe the names, numbers, and schools of the Options students into a LOTUS 1-2-3 file. (See the file OPTIONS.WK1 on the HOW TO DO IT disk)

We cull the new entering freshmen who graduated within the previous three years, and transcribe their names, numbers, and schools into a LOTUS 1-2-3 file. (See the file ENTRANTS.WK1 on the HOW TO DO IT disk)

> nb: We have recently begun to receive disk copies of the quarterly enrollment data tapes from the System Office. Those data tapes include such information as student names, identification numbers, source high school, year of high school graduation, student classification status, and courses/grades.
>
> We will use the application program DBASE IV to create the OPTIONS and ENTRANTS files from those data tapes, instead of entering the data by keyboard. That will save us a considerable amount of time.

When the quarter's grade reports are received in the next quarter, we enter the grades and credits taken/earned for each Options student and new entrant student into the appropriate LOTUS 1-2-3 file. We also calculate the GPAs for each student.

## REPORTING AND USAGE

We use the application program LOTUS 1-2-3 to summarize, in both the OPTIONS and ENTRANTS files, the grade distributions for the students from each high school. We add to each file the grade distributions for the College as a whole for that quarter.

We print-out the OPTIONS and ENTRANTS files, which thus comprise the academic performance reports of the Options students and new entering freshmen. {See Figures 25 and 26; see also the copies of the HIGH SCHOOL OPTIONS ACADEMIC PERFORMANCE REPORT and NEW ENTRANTS ACADEMIC PERFORMANCE REPORT we sent to you in Spring 89}

We make sufficient copies of both reports to send to this distribution list:

1. One copy of each report to each administrator.

2. One copy of each report to each Coordinator and Liaison, with the request they circulate the reports among the faculty and staff in their areas.

3. One copy of each report to the high schools. (For each school's mailing, we highlight the data row for that school.)

4. One copy of each report to the other CCS Research Coordinators/Directors.

5. One copy of each report to the MCCS Director of Research and Planning.

6. File copies of each report for the Research and Planning Office.

The response to these reports has been highly positive. At the College's regular meetings with service-area high school principals, the reports have been cited as being very useful to the high schools.

Indeed, at one meeting we proposed consolidating the reports into annual, vice quarterly, reports, for logistical reasons. The unanimous reaction from the principals was "No" -- they found the quarterly reports helpful, and wanted to continue receiving them on a quarterly basis.

Because the reports have been so well received, we intend to continue them. Further, we plan to modify the reporting format, so as to provide longitudinal reportage for the high schools.

That is, we will provide each school with a tracking, showing not only how its students have performed this quarter, but also in preceding quarters. That will enable the high schools to assess themselves both by comparison with other schools, and over time.

# FIGURE 25

## HIGH SCHOOL OPTIONS STUDENTS ACADEMIC PERFORMANCE REPORT

| SCHOOL | SCHOOL CODE | HEAD COUNT | % A | % B | % C | % D | % P-V | % N-I-W | # CRS TAKEN | % CRS EARNED | GPA |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ALL COLLEGE | | 4806 | 24 | 25 | 21 | 7 | 2 | 21 | 48558 | 78 | 2.81 |
| ALL OPTIONS | | 223 | 14 | 22 | 26 | 9 | 1 | 28 | 2464 | 71 | 2.44 |
| ANOKA | 240080 | 10 | 18 | 29 | 25 | 11 | 0 | 18 | 120 | 79 | 2.61 |
| BLAINE | 240256 | 3 | 0 | 0 | 43 | 14 | 0 | 43 | 25 | 68 | 1.67 |
| PARK CENTER | 240318 | 40 | 14 | 26 | 26 | 9 | 0 | 26 | 386 | 74 | 2.52 |
| BROOKLYN CENTER | 240319 | 10 | 23 | 20 | 26 | 6 | 0 | 26 | 140 | 73 | 2.42 |
| BUFFALO | 240345 | 13 | 12 | 25 | 37 | 6 | 0 | 20 | 193 | 79 | 2.48 |
| DASSEL-COKATO | 240500 | 1 | 0 | 0 | 0 | 0 | 0 | 100 | 16 | 0 | 0.00 |
| COLUMBIA HEIGHTS | 240520 | 2 | 0 | 0 | 0 | 0 | 0 | 100 | 23 | 0 | 0.00 |
| COON RAPIDS | 240537 | 1 | 33 | 67 | 0 | 0 | 0 | 0 | 12 | 100 | 3.25 |
| DELANO | 240615 | 2 | 17 | 17 | 33 | 17 | 0 | 17 | 26 | 85 | 2.25 |
| ELK RIVER | 240720 | 1 | 0 | 50 | 50 | 0 | 0 | 0 | 9 | 100 | 2.44 |
| HOPKINS EISENHOWER | 241153 | 2 | 13 | 38 | 0 | 0 | 0 | 50 | 34 | 47 | 3.06 |
| LANESBORO | 241345 | 1 | 0 | 25 | 25 | 50 | 0 | 0 | 15 | 100 | 1.67 |
| ROBBINSDALE COOPER | 241597 | 21 | 6 | 19 | 28 | 8 | 4 | 36 | 209 | 65 | 2.32 |
| ROBBINSDALE ARMSTRONG | 241627 | 17 | 13 | 16 | 22 | 13 | 0 | 36 | 184 | 61 | 2.55 |
| HENRY | 241645 | 1 | 0 | 100 | 0 | 0 | 0 | 0 | 5 | 100 | 3.00 |
| SOUTH | 241675 | 1 | 40 | 0 | 60 | 0 | 0 | 0 | 16 | 100 | 2.75 |
| SPRING LAKE PARK | 241682 | 2 | 0 | 0 | 50 | 0 | 0 | 50 | 14 | 43 | 2.00 |
| OSSEO | 241930 | 76 | 14 | 20 | 28 | 8 | 1 | 29 | 823 | 72 | 2.40 |
| ROCKFORD | 242105 | 1 | 100 | 0 | 0 | 0 | 0 | 0 | 5 | 100 | 4.00 |
| ST. MICHAEL-ALBERTVILLE | 242209 | 4 | 43 | 43 | 0 | 14 | 0 | 0 | 32 | 100 | 2.70 |
| IRONDALE | 242263 | 1 | 0 | 0 | 50 | 0 | 0 | 50 | 7 | 43 | 2.00 |
| WAYZATA | 242650 | 13 | 12 | 24 | 21 | 12 | 0 | 31 | 170 | 70 | 2.35 |

# FIGURE 26

## RECENTLY-GRADUATED NEW ENTERING FRESHMEN ACADEMIC PERFORMANCE REPORT

| HS SCHOOL NAME | SCHOOL CODE | HEAD COUNT | % A | % B | % C | % D | % P-V | % N-I-W | CRS TAKEN | % CRS EARNED | GPA |
|---|---|---|---|---|---|---|---|---|---|---|---|
| COLLEGE TOTAL | | 4806 | 24 | 25 | 21 | 7 | 2 | 21 | 48558 | 78 | 2.81 |
| NEW ENTRANTS TOTAL | | 274 | 10 | 21 | 26 | 11 | 1 | 31 | 2769 | 68 | 2.37 |
| SOUTHLAND | 240005 | 1 | 0 | 0 | 0 | 0 | 0 | 100 | 12 | 0 | 0.00 |
| ANNANDALE | 240075 | 2 | 0 | 0 | 25 | 25 | 0 | 50 | 18 | 50 | 1.56 |
| ANOKA | 240080 | 23 | 11 | 19 | 23 | 9 | 2 | 36 | 220 | 61 | 2.42 |
| (unknown) | 240131 | 1 | 20 | 20 | 60 | 0 | 0 | 0 | 20 | 100 | 2.45 |
| BAGLEY | 240145 | 1 | 25 | 25 | 25 | 25 | 0 | 0 | 15 | 100 | 2.13 |
| BLAINE | 240256 | 4 | 0 | 11 | 44 | 11 | 0 | 33 | 40 | 55 | 2.45 |
| JOHN F. KENNEDY | 240265 | 1 | 0 | 67 | 0 | 33 | 0 | 0 | 12 | 100 | 2.33 |
| BROOKLYN CENTER | 240318 | 9 | 8 | 17 | 29 | 8 | 0 | 38 | 106 | 63 | 2.19 |
| PARK CENTER | 240319 | 24 | 9 | 14 | 28 | 22 | 0 | 27 | 246 | 73 | 1.96 |
| BUFFALO | 240345 | 12 | 10 | 24 | 21 | 3 | 0 | 41 | 122 | 57 | 2.94 |
| CANBY | 240390 | 1 | 0 | 50 | 50 | 0 | 0 | 0 | 8 | 100 | 2.38 |
| CENTENNIAL | 240452 | 2 | 40 | 0 | 20 | 0 | 0 | 40 | 20 | 60 | 3.00 |
| CLARA CITY | 240455 | 1 | 0 | 0 | 100 | 0 | 0 | 0 | 3 | 100 | 2.00 |
| DASSEL-COKATO | 240500 | 1 | 67 | 33 | 0 | 0 | 0 | 0 | 12 | 100 | 3.83 |
| COLUMBIA HEIGHTS | 240520 | 4 | 45 | 18 | 9 | 0 | 0 | 27 | 42 | 79 | 2.57 |
| COON RAPIDS | 240537 | 11 | 13 | 21 | 21 | 4 | 8 | 33 | 88 | 65 | 2.93 |
| DELANO | 240615 | 1 | 67 | . | 33 | 0 | 0 | 0 | 12 | 100 | 3.17 |
| ELK RIVER | 240720 | 8 | 4 | 25 | 25 | 17 | 0 | 29 | 88 | 76 | 2.09 |
| TOTINO-GRACE | 240888 | 5 | 8 | 17 | 58 | 8 | 0 | 8 | 46 | 91 | 2.35 |
| GRAND RAPIDS | 240990 | 1 | 0 | 50 | 25 | 0 | 0 | 25 | 12 | 83 | 2.50 |
| HOPKINS | 241153 | 1 | 0 | 0 | 0 | 0 | 0 | 100 | 5 | 0 | 0.00 |
| CHISAGO LAKES | 241380 | 1 | 0 | 0 | 33 | 67 | 0 | 0 | 13 | 100 | 1.31 |
| MENAHGA | 241555 | 1 | 50 | 0 | 25 | 0 | 0 | 25 | 15 | 72 | 3.27 |
| ROBBINSDALE COOPER | 241597 | 35 | 6 | 19 | 22 | 8 | 0 | 45 | 369 | 55 | 2.45 |
| DE LA SALLE | 241600 | 4 | 20 | 20 | 10 | 20 | 0 | 30 | 44 | 70 | 2.00 |
| EDISON | 241610 | 2 | 0 | 0 | 14 | 14 | 14 | 57 | 29 | 45 | 1.50 |
| FRIDLEY | 241612 | 5 | 7 | 29 | 36 | 14 | 7 | 7 | 52 | 92 | 2.51 |
| MINNEHAHA ACADEMY | 241625 | 1 | 0 | 50 | 50 | 0 | 0 | 0 | 7 | 100 | 2.43 |
| ROBBSINDALE ARMSTRONG | 241627 | 23 | 5 | 19 | 27 | 8 | 0 | 40 | 250 | 56 | 2.37 |
| NORTH | 241630 | 2 | 0 | 0 | 0 | 0 | 20 | 80 | 19 | 5 | 0.00 |
| HENRY | 241645 | 5 | 6 | 31 | 31 | 6 | 0 | 25 | 72 | 76 | 2.44 |
| RICHFIELD | 241650 | 1 | 0 | 0 | 0 | 100 | 0 | 0 | 9 | 100 | 1.00 |
| SPRING LAKE PARK | 241682 | 2 | 0 | 50 | 25 | 0 | 0 | 25 | 17 | 71 | 2.58 |
| MOUNDS VIEW | 241805 | 1 | 0 | 100 | 0 | 0 | 0 | 0 | 4 | 100 | 3.00 |
| OSSEO | 241930 | 31 | 14 | 17 | 30 | 13 | 1 | 25 | 294 | 76 | 2.25 |
| PARKERS PRAIRIE | 241945 | 1 | 0 | 0 | 100 | 0 | 0 | 0 | 5 | 100 | 2.00 |
| PINE CITY | 241995 | 1 | 0 | 100 | 0 | 0 | 0 | 0 | 5 | 100 | 3.00 |
| JOHN MARSHALL | 242100 | 1 | 0 | 100 | 0 | 0 | 0 | 0 | 5 | 100 | 3.00 |
| MAYO | 242103 | 1 | 0 | 100 | 0 | 0 | 0 | 0 | 5 | 100 | 3.00 |
| ROCKFORD | 242105 | 2 | 14 | 14 | 57 | 14 | 0 | 0 | 25 | 100 | 2.29 |
| ST FRANCIS | 242190 | 2 | 20 | 0 | 80 | 0 | 0 | 0 | 16 | 100 | 2.09 |
| BENILDE ST MARGARETS | 242202 | 2 | 25 | 0 | 0 | 0 | 0 | 75 | 16 | 25 | 4.00 |
| ST LOUIS PARK | 242205 | 1 | 0 | 0 | 0 | 0 | 0 | 100 | 8 | 0 | 0.00 |
| WEST LUTHERAN | 242208 | 1 | 25 | 50 | 0 | 0 | 0 | 25 | 12 | 92 | 3.46 |
| ST MICHAEL-ALBERTVILLE | 242209 | 3 | 14 | 43 | 29 | 14 | 0 | 0 | 27 | 100 | 2.45 |
| IRONDALE | 242263 | 2 | 50 | 25 | 0 | 25 | 0 | 0 | 17 | 100 | 2.32 |
| COMO | 242280 | 1 | 0 | 33 | 67 | 0 | 0 | 0 | 14 | 100 | 2.29 |
| VIRGIN A | 242555 | 1 | 0 | 50 | 0 | 0 | 0 | 50 | 8 | 50 | 3.00 |
| WAYZATA | 242650 | 6 | 7 | 40 | 20 | 20 | 0 | 13 | 62 | 85 | 2.19 |
| HENRY SIBLEY | 242675 | 1 | 0 | 0 | 100 | | 0 | 0 | 5 | 100 | 2.00 |
| WILLMAR | 242695 | 2 | 0 | 13 | 25 | 50 | 0 | 13 | 30 | 87 | 1.42 |
| WINONA | 242725 | 1 | 0 | 100 | 0 | 0 | 0 | 0 | 10 | 100 | 3.00 |
| GED | 888888 | 1 | 0 | 67 | 0 | 0 | 0 | 33 | 10 | 80 | 3.00 |
| OUT-OF-STATE | 999999 | 16 | 0 | 24 | 32 | 6 | 6 | 32 | 148 | 68 | 2.26 |

# GRADUATE SURVEY

## INTRODUCTION

In this project, we ask students when they file their Intent to Graduate forms to respond to a questionnaire which asks their evaluations of both the College and their college experiences.

We prepare from those questionnaires an annual GRADUATE SURVEY REPORT, which tallies the questionnaire responses and presents interpretations of those tallies. We sent a copy of our most recent such report, the GRADUATE SURVEY REPORT 87-88, to you in Spring 89.

## PROCEDURES

nb: In addition to the survey procedures described here, refer to the "Generic Survey Procedures" described in the RESEARCH AND PLANNING OFFICE section of this manual.

We provide Graduate Survey questionnaires to the Registrar's Office, where the a questionnaire is stapled to each Intent to Graduate form. When students go to the Registrar to get an Intent to Graduate Form, they are instructed to complete and return both the form and the attached questionnaire.

The Registrar polices the returned Intent forms to ensure the questionnaires are attached and completed. While students can not be required to complete the questionnaire in order to graduate, they are strongly encouraged by the Registrar to complete it.

When the Intent to Graduate forms are turned in, the Registrar transcribes the student's identification number, degree type, and major onto the Graduate Survey questionnaire, detaches the questionnaire from the Intent to Graduate form, and sends the questionnaire to the Research and Planning Office.

We then tally those questionnaires in a Lotus 1-2-3 file. {See the file GRADSUR.WK1 on the HOW TO DO IT disk}

When we have tallied all the Graduate Survey questionnaires for the academic year, we bundle the questionnaires together, label them with the academic year, and place them into a numbered storage box.

We then enter that box number into the Lotus 1-2-3 file STORAGE, described earlier in the section RESEARCH AND PLANNING OFFICE, for data inventory and storage.

The Graduate Survey questionnaire contains four items to which respondents may make written comments. We transcribe those comments into the GRADSUR file, using a separate section for each of the items. (See Figure 27; see also the file GRADQUES.WP on the HOW TO DO IT disk)

When we have completed those transcriptions for the academic year, we make separate print-outs for each of the written comment sections. We then do a hand tally from those printouts of the categorical responses by question item, and use those number and percentage tallies to report the responses in the GRADUATE SURVEY REPORT.

> nb: Written comments may contain personal names and/or statements that could be slighting to people. To avoid such identification and possible disruptiveness, we send the full transcript printouts to only the President and the Dean of Instruction, whose responsibility it then is to decide whether and how to release such personal information.
>
> If after distribution of the GRADUATE SURVEY REPORT people ask to see the written comments, we provide them with only transcript copies from which personal names have been deleted.

The Graduate Survey questionnaire also contains several items to which forced-choice responses are solicited: age, sex, financial aid, evaluations of College aspects, and evaluations of College services. We enter the responses to each of those items into the file GRADSUR.

When we have completed entering the responses for the academic year, we use the LOTUS 1-2-3 program to prepare these data summaries for each of the questionnaire items:

1. Total number of questionnaires

2. Number and percent of responses to the items age, sex, and financial aid

3. Number and percent of responses to each evaluation item (i.e.: No Response, Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied)

4. Mean response to each evaluation item

For items (3) and (4), above, we also use the LOTUS 1-2-3 program to prepare data summarized by degree type for the Academic evaluation items

## REPORTING AND USAGE

When we have completed transcribing the written comment items and tallying the questionnaire items, as described, we prepare a report file for the Graduate Survey. (See the copy of the GRADUATE SURVEY REPORT we sent you in Spring 89)

We make sufficient copies of the GRADUATE SURVEY REPORT from that GRADRPT file to send to this distribution list:

1. One copy to each of the College's Administrators.

2. One copy to each of the College's Coordinators and Liaisons, for circulation among the faculty and staff in their areas.

3. One copy to each of the College's service directors (e.g., Continuing Education, Public Information, College Foundation), for circulation in their areas.

4. One copy to the College's Library, for archiving.

5. One copy to the MCCS Director of Research and Planning.

6. One copy to each of the other CCS Research Coordinators/Directors.

7. Several copies for the Research and Planning Office, for file and contingency requests.

Significant use is made of the GRADUATE SURVEY REPORT at the College. It is a discussion topic in our meetings with the President and the Administrative Council, and in departmental and committee meetings.

We are frequently asked questions about implications of the report data, and about our ideas as to how College operations could be improved, given those data.

We are also often asked by operational directors to provide transcripts of the written responses in the survey concerning their areas, in order to gain a better sense of student perceptions about those areas, and improve operations. We comply with those requests after first, as noted previously, editing out individual names.

The College Business Manager, for instance, examines written comments about the College's buildings and grounds, to see where maintenance and upkeep services could be improved or re-directed.

The report data have also been cited as evidence in other studies at the College, and as generators of questions to be researched. For instance, recent studies we made of student athletics and student activities were inspired in part by the GRADUATE SURVEY REPORT'S showing the low number of student involvement in those services and their high level of neutral evaluations.

# FIGURE 27

## GRADUATE SURVEY QUESTIONNAIRE

This survey is given to all students graduating from the College. An anonymous summary is prepared from it, and used to see how the College is doing and how it could be improved. Your responses are important, and we appreciate your participating in the survey. Please mark your replies to the items below and on the back of this page, and turn in the completed survey along with your Intent to Graduate form.

1. What is your age?

   _____ a. 21 years old or younger
   _____ b. between 22 and 29 years old
   _____ c. 30 years old or older

2. What is your sex?

   _____ a. female
   _____ b. male

3. Did you receive any federal, state, or College-sponsored student financial aid (e.g., work-study, grant, loan, or scholarship) at North Hennepin?

   _____ a. yes
   _____ b. no

4. For each of the following items, please write in the scale number which matches your evaluation of the item (if an item doesn't apply to you, leave the space blank):

   1 = very satisfied
   2 = satisfied
   3 = neutral
   4 = dissatisfied
   5 = very dissatisfied

   ___ a. Testing/grading system
   ___ b. Course content in your major field
   ___ c. Instruction in your major field
   ___ d. Attitude of professors toward students
   ___ e. Preparation you received for your future career
   ___ f. Variety of courses offered by the College
   ___ g. Class size relative to type of course
   ___ h. Availability of courses at the times you wanted
   ___ i. Classroom facilities
   ___ j. Laboratory facilities
   ___ k. General condition of buildings and grounds
   ___ l. Administration and management of the College
   ___ m. Location of the College to your home or work
   ___ n. Cost of tuition at the College
   ___ o. The College in general

## FIGURE 27 (continued)

5. For each of the following items, please write in the scale number which matches your evaluation of the service (if you did not use a service, leave the space blank):

1 = very satisfied
2 = satisfied
3 = neutral
4 = dissatisfied
5 = very dissatisfied

___ a. Academic advising/course planning
___ b. Counseling for personal concerns or problems
___ c. Vocational guidance/career planning
___ d. College orientation program
___ e. Intramural sports
___ f. Varsity athletics
___ g. Financial aid office
___ h. Student employment
___ i. Job placement
___ j. Veterans office
___ k. Student health service
___ l. Food service
___ m. Child day care center
___ n. Parking facilities
___ o. Campus center
___ p. Study skills center
___ q. Math skills center
___ r. Peer tutors
___ s. Registration
___ t. Bookstore
___ u. Testing center
___ v. Library facilities
___ w. Computer lab

6. Who or what was most supportive of you as a student at the College?

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7. What did you like best about the College?

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8. What do you think needs to be changed or improved at the College?

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9. If you had it to do over again, would you come to the College? Why?

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THAT'S IT! THANKS AGAIN FOR YOUR HELP.
PLEASE TURN IN THIS SURVEY WITH YOUR INTENT TO GRADUATE FORM.

# GRADE DISTRIBUTIONS

## INTRODUCTION

In this project, we provide faculty and administrators with quarterly grade distributions and GPAs, by individual teacher and course, and by departments. The intent of this project is three-fold:

1. To tell faculty how their classes performed.

2. To enable faculty to compare class performance among departments and the College as a whole.

3. To track over time class performance at the College.

We thought this project would be desirable because many teachers want to know how their classes perform in comparison to other classes at the College, and what their class performances over time are.

## PROCEDURE

The data source we use for this project are the quarterly reports from the System Office of the previous quarter's grades. Those reports, nos. CC-X014 and CC-X015, consists of fan-fold computer print-outs giving, by individual faculty and course, departmental total, and all-College total, the enrollment headcount, number and percent of letter grades, and credits taken. Those print-outs are usually sent to the College within a month of the quarter's beginning.

That report is bulky and unwieldy, and does not calculate GPAs. We use LOTUS 1-2-3 to simplify the report, calculate GPAs, and put those data into an easier to distribute format. (See the file GRADES.WK1 on the HOW TO DO IT disk)

As that file shows, we transcribe the System Office's report of grade distributions by faculty into a LOTUS 1-2-3 spreadsheet. We then use those distribution data to calculate GPAs, and append those to the spreadsheet. That spreadsheet constitutes our data file, which we use to prepare three grade distribution reports:

1. FACULTY lists the quarterly grade distributions and GPAs for all faculty member's courses. (See Figure 28)

2. DEPARTMENT lists the quarterly grade distributions and GPAs for all courses in all departments. (See Figure 29)

3. DEPARTMENT SUM lists the quarterly grade distribution and GPA sums for all departments. (See Figure 30)

In addition, we add the quarterly all College GPA to the file tracking the College's quarterly/yearly GPA. We use that file to prepare an annual updated tracking and graph of the College's GPA. (See Figures 31 and 32; see also the file GPALONG.WP on the HOW TO DO IT disk)

## REPORTING AND USAGE

We try to have the grade distribution reports ready to send out by the middle of the quarter to this distribution list:

1. A print-out to each faculty member of his/her grade distributions, and a copy of the DEPARTMENT SUM report.

2. One copy each of the FACULTY and DEPARTMENT reports to each academic administrator.

3. One copy of the DEPARTMENT SUM report to each Coordinator and Liaison, asking them to circulate it among the faculty and staff in their areas.

4. One copy of the DEPARTMENT SUM report to everybody else (e.g., counselors, Public Information, Continuing Education).

5. File copies of the FACULTY, DEPARTMENT, and DEPARTMENT SUM reports for the Research and Planning Office.

The response to those reports and to the longitudinal tracking of College GPA has been generally positive. Both faculty and administrators say they appreciate seeing how the College is doing regarding grades and GPAs. Further, the coordinators have begun using the reports to review the performance of their departments and divisions.

# FIGURE 28

## SAMPLE FACULTY GRADE DISTRIBUTION REPORT

| FACULTY | DEPT | NUM | SEC | COUNT | % A | % B | % C | % D | % I | % N | % P | % V | % W | % CRS O | EARNED | GPA |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COLLEGE | | | | 12850 | 22 | 24 | 21 | 7 | 2 | 12 | 3 | 0 | 8 | 1 | 76 | 2.78 |
| PROF-1 | ART | 104 | 01 | 84 | 33 | 27 | 18 | 4 | | 14 | | | 4 | | 82 | 3.10 |
| | ART | 110 | 01 | 28 | 61 | 14 | | | 11 | 4 | | | 11 | | 75 | 3.81 |
| | ART | 110 | 92 | 29 | 66 | 14 | 7 | | | 7 | | | 7 | | 86 | 3.68 |
| | ART | 111 | 01 | 1 | | | | | 100 | | | | | | | |
| | ART | 150 | 91 | 28 | 75 | 11 | 4 | | | 7 | | | 4 | | 89 | 3.80 |
| | | SUM | | 170 | 50 | 20 | 11 | 2 | 2 | 10 | | | 5 | | 82 | 3.40 |
| PROF-2 | BIOL | 110 | 71 | 33 | 21 | 36 | 27 | | | 6 | | | 9 | | 85 | 2.93 |
| PROF-3 | ART | 218 | 91 | 38 | 11 | 42 | 21 | | 5 | 13 | | | 8 | | 74 | 2.86 |
| PROF-4 | SPCH | 102 | 91 | 30 | 50 | 27 | | | 3 | 3 | | | 17 | | 77 | 3.65 |
| | THTR | 121 | 01 | 66 | 23 | 20 | 17 | 6 | 5 | 26 | | | 5 | | 65 | 2.91 |
| | THTR | 131 | 01 | 29 | 21 | 45 | 10 | | | 21 | | | 3 | | 76 | 3.14 |
| | THTR | 213 | 01 | 3 | 100 | | | | | | | | | | 100 | 4.00 |
| | | SUM | | 128 | 30 | 27 | 11 | 3 | 3 | 19 | | | 7 | | 70 | 3.13 |
| PROF-5 | CHEM | 109 | 02 | 28 | 14 | 11 | 29 | 7 | | 14 | | | 25 | | 61 | 2.53 |
| | CHEM | 261 | 01 | 13 | 15 | 31 | 31 | 8 | | | | | 15 | | 85 | 2.64 |
| | | SUM | | 41 | 15 | 17 | 29 | 7 | | 10 | | | 22 | | 68 | 2.57 |
| PROF-6 | BUS | 101 | 01 | 97 | 5 | 23 | 31 | 10 | 1 | 22 | | | 8 | | 69 | 2.33 |
| | BUS | 101 | 02 | 50 | 6 | 38 | 24 | 6 | | 22 | | | 4 | | 74 | 2.59 |
| | BUS | 110 | 01 | 12 | 8 | 33 | 8 | 17 | | 17 | | | 17 | | 67 | 2.50 |
| | BUS | 121 | 91 | 24 | 25 | 54 | 13 | | | 4 | | | 4 | | 92 | 3.14 |
| | | SUM | | 183 | 8 | 32 | 25 | 8 | 1 | 19 | | | 7 | | 73 | 2.54 |
| PROF-7 | MATH | 118 | 01 | 32 | 9 | 13 | 16 | 19 | | 13 | | | 31 | | 56 | 2.22 |
| | PHYS | 121 | 01 | 45 | 7 | 9 | 22 | 4 | | 22 | | | 36 | | 42 | 2.42 |
| | PHYS | 124 | 01 | 8 | | 38 | | | | | | | 63 | | 38 | 3.00 |
| | PHYS | 124 | 02 | 13 | 23 | 38 | 15 | | | | | | 23 | | 77 | 3.10 |
| | PHYS | 124 | 03 | 4 | 25 | | 25 | | | | | | 50 | | 50 | 3.00 |
| | PHYS | 124 | 04 | 14 | 14 | 57 | 14 | | | 7 | | | 7 | | 86 | 3.00 |
| | | SUM | | 116 | 10 | 21 | 17 | 7 | | 13 | | | 32 | | 51 | 2.41 |
| PROF-8 | BUS | 192 | 81 | 11 | 36 | | | | 9 | | | | 18 | | 57 | 4.00 |
| PROF-9 | ACCT | 151 | 81 | 41 | 15 | 32 | 22 | 5 | 2 | 22 | | | 2 | | 73 | 2.77 |
| PROF-10 | ENGL | 111 | 08 | 28 | 18 | 43 | 11 | 7 | | 4 | | | 18 | | 79 | 2.91 |
| | ENGL | 111 | 14 | 28 | 11 | 39 | 21 | | | 21 | | | 7 | | 71 | 2.85 |
| | JOUR | 101 | 01 | 30 | 43 | 17 | 7 | | 3 | 10 | | | 20 | | 67 | 3.55 |
| | JOUR | 111 | 01 | 14 | 71 | 7 | | | | 14 | | | 7 | | 79 | 3.91 |
| | | SUM | | 100 | 31 | 29 | 11 | 2 | 1 | 12 | | | 14 | | 73 | 3.06 |

# FIGURE 29

## SAMPLE DEPARTMENTAL GRADE DISTRIBUTION REPORT

| DEPARTMENT | COURSE | COUNT | A % | B % | C % | D % | I % | N % | P % | V % | % CRS W % | O % | EARNED | GPA |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COLLEGE | | 11161 | 24 | 26 | 20 | 6 | 2 | 9 | 2 | 0 | 8 | 1 | 78 | 2.89 |
| DEPT-1 | 151 | 175 | 16 | 13 | 26 | 4 | 7 | 18 | | | 16 | | 59 | 2.70 |
| DEPT-1 | 152 | 179 | 17 | 17 | 29 | 7 | 1 | 7 | | | 7 | 16 | 70 | 2.62 |
| DEPT-1 | 155 | 49 | 88 | 6 | 2 | 2 | 2 | | | | | | 98 | 3.83 |
| DEPT-1 | 224 | 57 | 21 | 18 | 25 | 2 | | 14 | | | 21 | | 71 | 2.89 |
| DEPT-1 | 225 | 99 | 21 | 44 | 20 | 6 | | 1 | | | 7 | | 92 | 2.88 |
| DEPT-1 | SUM | 559 | 24 | 20 | 24 | 5 | 3 | 9 | | | 11 | 5 | 72 | 2.87 |
| DEPT-2 | 102 | 28 | 46 | 29 | 7 | 7 | 7 | 4 | | | | | 89 | 3.28 |
| DEPT-2 | 106 | 41 | 22 | 41 | 20 | 5 | | 5 | | | 7 | | 88 | 2.92 |
| DEPT-2 | 107 | 69 | 23 | 20 | 20 | | 1 | 22 | | | 13 | | 64 | 3.05 |
| DEPT-2 | 108 | 17 | 29 | 35 | 18 | 6 | | 6 | | | 6 | | 88 | 3.00 |
| DEPT-2 | 112 | 13 | 31 | 46 | 15 | | | | | | 8 | | 92 | 3.17 |
| DEPT-2 | 136 | 15 | 40 | 7 | | | 40 | 7 | | | 7 | | 47 | 3.86 |
| DEPT-2 | 140 | 56 | 59 | 16 | 5 | | 4 | 9 | | | 7 | | 80 | 3.67 |
| DEPT-2 | 141 | 16 | 50 | 31 | | | 6 | 6 | | 6 | | | 87 | 3.62 |
| DEPT-2 | 142 | 13 | 31 | 46 | 15 | 8 | | | | | | | 100 | 3.00 |
| DEPT-2 | 201 | 17 | 29 | 6 | 24 | 6 | | 12 | | | 24 | | 65 | 2.91 |
| DEPT-2 | 210 | 28 | 21 | 61 | 4 | | 14 | | | | | | 86 | 3.21 |
| DEPT-2 | 214 | 23 | 26 | 39 | 17 | 4 | | 4 | | | 9 | | 87 | 3.00 |
| DEPT-2 | 220 | 12 | 42 | 42 | 8 | | 8 | | | | | | 92 | 3.36 |
| DEPT-2 | 230 | 10 | 50 | 20 | | | 30 | | | | | | 70 | 3.71 |
| DEPT-2 | 231 | 11 | 36 | 45 | 9 | | 9 | | | | | | 91 | 3.30 |
| DEPT-2 | 274 | 9 | 78 | 11 | | | 11 | | | | | | 89 | 3.88 |
| DEPT-2 | 701 | 2 | | | | | | | | 100 | | | | |
| DEPT-2 | 702 | 2 | | | | | | | | 100 | | | | |
| DEPT-2 | SUM | 382 | 36 | 29 | 12 | 2 | 6 | 8 | 1 | 0 | 7 | | 81 | 3.25 |
| DEPT-3 | 104 | 55 | 25 | 27 | 13 | 11 | 4 | 15 | | | 5 | | 76 | 2.88 |
| DEPT-3 | 110 | 57 | 61 | 19 | 5 | | 9 | | | 2 | 4 | | 88 | 3.65 |
| DEPT-3 | 111 | 28 | 89 | | | | 7 | | | | 4 | | 89 | 4.00 |
| DEPT-3 | 130 | 26 | 19 | 35 | 12 | 8 | 4 | 23 | | | | | 73 | 2.89 |
| DEPT-3 | 131 | 25 | 24 | 36 | 4 | 12 | | 16 | | | 8 | | 76 | 2.95 |
| DEPT-3 | 132 | 2 | 50 | 50 | | | | | | | | | 100 | 3.50 |
| DEPT-3 | 134 | 25 | 36 | 20 | 24 | | 4 | 16 | | | | | 80 | 3.15 |
| DEPT-3 | 140 | 21 | 19 | 29 | 19 | | 10 | 19 | | | 5 | | 67 | 3.00 |
| DEPT-3 | 141 | 25 | 40 | 20 | 32 | | 4 | | | | 4 | | 92 | 3.09 |
| DEPT-3 | 219 | 18 | 17 | 56 | 22 | | | | | | 6 | | 94 | 2.94 |
| DEPT-3 | 261 | 7 | 43 | 43 | | | | | | | 14 | | 86 | 3.50 |
| DEPT-3 | 262 | 2 | 100 | | | | | | | | | | 100 | 4.00 |
| DEPT-3 | 270 | 23 | 43 | 13 | 13 | 4 | 4 | 13 | | | 9 | | 74 | 3.29 |
| DEPT-3 | 278 | 29 | 17 | 72 | 10 | | | | | | | | 100 | 3.07 |
| DEPT-3 | 282 | 28 | | | | | | 11 | 82 | | 7 | | 82 | |
| DEPT-3 | SUM | 371 | 36 | 26 | 11 | 3 | 4 | 9 | 6 | 0 | 4 | | 82 | 3.23 |

# FIGURE 30

## SAMPLE DEPARTMENTAL SUM GRADE DISTRIBUTION REPORT

| DEPARTMENT | COURSE | COUNT | A % | B % | C % | D % | I % | N % | P % | V % | W % | % CRS O % | EARNED | GPA |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COLLEGE | | 10436 | 27 | 27 | 19 | 6 | 2 | 10 | 1 | 0 | 7 | 0 | 80 | 2.95 |
| ACCT | SUM | 502 | 32 | 18 | 21 | 5 | 2 | 14 | | | 8 | | 76 | 3.02 |
| ADM | SUM | 415 | 33 | 36 | 14 | 2 | 5 | 6 | 0 | | 4 | | 86 | 3.17 |
| AMST | SUM | 25 | 44 | 16 | 8 | | 8 | 4 | | | 20 | | 68 | 3.53 |
| ANTH | SUM | 81 | 7 | 27 | 40 | 12 | 1 | 5 | | | 2 | 5 | 76 | 2.34 |
| ART | SUM | 411 | 39 | 31 | 11 | 3 | 3 | 6 | | 0 | 6 | | 85 | 3.26 |
| BIOL | SUM | 328 | 29 | 28 | 23 | 4 | 1 | 10 | | | 5 | | 84 | 2.97 |
| BIT | SUM | 112 | 46 | 29 | 13 | 1 | 5 | 4 | | | 1 | | 89 | 3.36 |
| BUS | SUM | 818 | 21 | 28 | 22 | 8 | 2 | 14 | 0 | | 5 | | 80 | 2.79 |
| CHEM | SUM | 48 | 21 | 21 | 31 | 2 | | 6 | | 2 | 17 | | 76 | 2.81 |
| CMSV | SUM | 8 | 50 | | | | 25 | 25 | | | | | 50 | 4.00 |
| CPT | SUM | 15 | 27 | 67 | 7 | | | | | | | | 100 | 3.20 |
| CSCI | SUM | 157 | 32 | 25 | 13 | 4 | | 13 | | | 13 | | 72 | 3.15 |
| ECON | SUM | 311 | 14 | 27 | 29 | 9 | 2 | 10 | | | 8 | | 79 | 2.58 |
| ENGL | SUM | 1166 | 23 | 32 | 21 | 7 | 1 | 11 | | | 6 | | 82 | 2.86 |
| ENGR | SUM | 20 | 75 | 10 | 10 | | | 5 | | | | | 92 | 3.68 |
| GDES | SUM | 78 | 56 | 40 | 4 | | | | | | | | 100 | 3.53 |
| GERM | SUM | 46 | 43 | 28 | 17 | 2 | 2 | 2 | | | 4 | | 92 | 3.24 |
| HIST | SUM | 269 | 17 | 17 | 32 | 6 | 2 | 17 | | | 7 | | 73 | 2.63 |
| HUM | SUM | 73 | 16 | 22 | 25 | 14 | 1 | 14 | | | 8 | | 77 | 2.54 |
| JOUR | SUM | 12 | 83 | 6 | | | | 8 | | | | | 92 | 3.91 |
| LA | SUM | 251 | 29 | 34 | 24 | 2 | 1 | 5 | 0 | | 5 | | 89 | 3.01 |
| LAWE | SUM | 298 | 17 | 30 | 33 | 3 | 7 | 4 | 3 | | 3 | | 86 | 2.73 |
| MATH | SUM | 860 | 16 | 20 | 17 | 8 | 2 | 17 | | 0 | 20 | | 60 | 2.71 |
| MKTG | SUM | 234 | 17 | 35 | 23 | 3 | 4 | 12 | | | 7 | | 78 | 2.85 |
| MUSC | SUM | 169 | 44 | 24 | 15 | 4 | 2 | 7 | | | 5 | | 86 | 3.25 |
| NICT | SUM | 3 | | 100 | | | | | | | | | 100 | 3.00 |
| NSCI | SUM | 91 | 16 | 33 | 26 | 5 | | 5 | | | 13 | | 81 | 2.74 |
| NURS | SUM | 114 | 20 | 66 | 9 | | | 5 | | | | | 95 | 3.12 |
| PE | SUM | 665 | 56 | 23 | 3 | 0 | 2 | 8 | 0 | 1 | 6 | | 84 | 3.64 |
| PHIL | SUM | 171 | 25 | 27 | 23 | 9 | 2 | 8 | | | 6 | | 84 | 2.82 |
| PHYS | SUM | 96 | 31 | 30 | 17 | 5 | 1 | 8 | | | 7 | | 84 | 3.05 |
| PL | SUM | 52 | 23 | 4 | | | 6 | 2 | 60 | | 6 | | 86 | 3.86 |
| POLS | SUM | 207 | 24 | 41 | 18 | 4 | 0 | 8 | | | 5 | | 87 | 2.97 |
| PSYC | SUM | 645 | 24 | 22 | 23 | 10 | 2 | 13 | | | 5 | | 80 | 2.74 |
| PUBH | SUM | 513 | 26 | 26 | 15 | 4 | 2 | 8 | 14 | | 5 | | 87 | 3.03 |
| PUBW | SUM | 46 | 43 | 37 | 17 | | | 2 | | | | | 98 | 3.27 |
| SOC | SUM | 596 | 16 | 21 | 29 | 14 | 1 | 14 | | | 5 | | 80 | 2.50 |
| SPAN | SUM | 69 | 36 | 19 | 20 | 4 | 1 | 7 | | | | 12 | 84 | 3.09 |
| SPCH | SUM | 220 | 29 | 42 | 13 | 5 | 1 | 5 | 2 | | 4 | | 92 | 3.08 |
| STSK | SUM | 82 | 13 | 29 | 20 | 1 | 1 | 21 | | | 15 | | 68 | 2.87 |
| THTR | SUM | 143 | 50 | 28 | 8 | 1 | 1 | 8 | | | 3 | | 87 | 3.46 |
| TMGT | SUM | 16 | 25 | 38 | 19 | | 13 | 6 | | | | | 81 | 3.08 |

# FIGURE 31

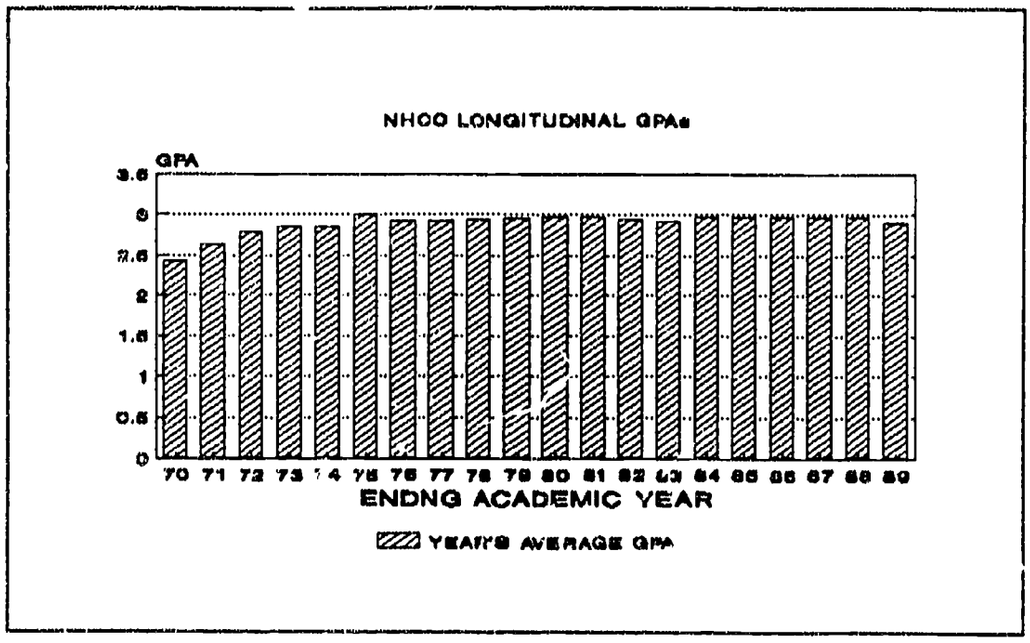
## NHCC ALL-COLLEGE GPAs

| TERM | COUNT | % A | % B | % C | % D | % I | % N/F | % P | % CRS % V | % W | % O | EARNED | GPA |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 69-70 | 14538 | 10 | 17 | 23 | 10 | 1 | 5 | 0 | 0 | 5 | 0 | 69 | 2.43 |
| 70-71 | 18150 | 17 | 25 | 31 | 8 | 3 | 3 | | 6 | 6 | | 96 | 2.63 |
| 71-72 | 21970 | 21 | 30 | 26 | 5 | 3 | 3 | | 4 | 6 | | 94 | 2.78 |
| 72-73 | 23901 | 23 | 28 | 24 | 5 | 4 | 4 | | 4 | 8 | | 94 | 2.86 |
| 73-74 | 24383 | 22 | 27 | 24 | 5 | 5 | 4 | | 5 | 8 | | 95 | 2.85 |
| 74-75 | 24446 | 28 | 28 | 20 | 3 | | | 3 | 0 | 5 | 15 | 100 | 3.01 |
| 75-76 | 27660 | 25 | 26 | 22 | 4 | | | 1 | 0 | 5 | 16 | 100 | 2.92 |
| 76-77 | 30724 | 24 | 27 | 21 | 5 | 7 | | 2 | 0 | 5 | 12 | 78 | 2.92 |
| 77-78 | 30614 | 25 | 26 | 20 | 5 | 2 | | 1 | 0 | 5 | 16 | 77 | 2.94 |
| 78-79 | 30628 | 25 | 25 | 19 | 4 | 3 | | 6 | 0 | 5 | 13 | 79 | 2.96 |
| 79-80 | 29747 | 26 | 26 | 18 | 5 | 2 | | 1 | 0 | 6 | 15 | 76 | 2.98 |
| 80-81 | 31119 | 25 | 26 | 18 | 5 | 3 | | 3 | 0 | 6 | 14 | 76 | 2.97 |
| 81-82 | 22152 | 25 | 28 | 20 | 5 | 3 | | 2 | 0 | 6 | 12 | | 2.94 |
| 82-83 | 36221 | 25 | 26 | 20 | 6 | 2 | | 1 | 0 | 6 | 14 | 78 | 2.92 |
| 83-84 | 36647 | 27 | 28 | 20 | 5 | 2 | | 1 | 0 | 6 | 10 | 79 | 2.97 |
| 84-85 | 33533 | 27 | 28 | 19 | 5 | 3 | | 1 | 0 | 7 | 11 | 79 | 2.97 |
| 85-86 | 30010 | 28 | 25 | 18 | 6 | 3 | | 1 | 0 | 7 | 11 | 78 | 2.98 |
| 86-87 | 34433 | 27 | 26 | 19 | 5 | 2 | 9 | 2 | 0 | 7 | 2 | 79 | 2.97 |
| 87-88 | 35887 | 26 | 26 | 19 | 5 | 2 | 9 | 2 | 0 | 7 | 4 | 80 | 2.97 |
| 88-89 | 39177 | 27 | 27 | 20 | 6 | 2 | 9 | 2 | 0 | 7 | 0 | 81 | 2.91 |

nb: Grade distributions were not available for all quarters and years.

FIGURE 32

NHCC ALL-COLLEGE GPAs




nb: Grade distribution data were not available for all quarters and years. GPAs were calculated as yearly averages of the year's quarters.

# STUDENT FOLLOW-UP

# PLACEMENT SURVEY

## INTRODUCTION

The aim of this program is to survey the previous academic year's graduates (from Summer I of one year through Spring of the next year) as to their educational and/or occupational placement.

We tally the survey responses by type of degree and major, and prepare an annual report for distribution. The information from the survey is also used to report the occupational program's graduate's placements to the System Office.

## PROCEDURES

nb: In addition to the survey procedures described here, refer to the "Generic Survey Procedures" described in the RESEARCH AND PLANNING OFFICE section of this manual.

During the Summer II term, the Registrar sends us a list of the previous academic year's graduates, with their degree and major noted. We use that list to cull the names and identification numbers of graduates from the academic year's quarterly data tapes, obtained from the System Office. {See the file PLACETLY.WK1 on the HOW TO DO IT disk}

We then import that list of names and numbers into a LOTUS 1-2-3 file, alphabetize it, and add to it the graduate's degree and major, home and work phone numbers, and tally fields corresponding to the questions asked on the Placement Survey questionnaire.

We also assign a unique code number to each graduate, as a tracking mechanism. That number consists of a leading degree-type indicator (e.g., 1 for AA, 2 for AAS, 3 for AS) and three digits following, indicating the graduate's sequence position among graduates with that degree. For instance, code 1205 would designate the 205th graduate in the alphabetized list of AA graduates.

We then prepare photocopies of the Placement Survey questionnaire, and fan-fold them. We replicate each graduate's code numbers on the questionnaires, as a tracking mechanism. {See Figure 33; see also the file PLACQUES.WP on the HOW TO DO IT disk}

We print out the list of graduate's names and numbers, and send it to the System Office with a request for three sets of mailing labels for the graduates. We use those labels, and the survey contact and data entry procedures, as described in "Generic Survey Procedures" in the RESEARCH AND PLANNING OFFICE section of this manual.

We then prepare photocopies of the Placement Survey cover letter, and fan fold them. {See Figure 34; see also the file PLACELTR.WP on the HOW TO DO IT disk}

By the beginning of Fall quarter, the Placement Survey is ready to be mailed. We follow the procedures for mail and telephone contacts as described in "Generic Survey Procedures" in the RESEARCH AND PLANNING OFFICE section of this manual.

Once the survey is concluded and the data entry from the returns is completed in the PLACETLY file, we sort the placement information into the Placement Survey report file which, when printed out, comprises the report of the Placement Survey. {See the copy of the PLACEMENT SURVEY REPORT we sent to you in Spring 89}

## REPORTING AND USAGE

When we have printed and proof-read the final copy of the PLACERPT file, we prepare sufficient bound copies of the PLACEMENT SURVEY REPORT to send to this distribution:

1. One copy to each academic administrator.

2. One copy to each Coordinator and Liaison, with the request they circulate the report in their areas.

3. One copy to each counselor.

4. One copy each to the Registrar, Career Counseling Center, Financial Aids Director, Job Placement Office, and Public Information Director.

5. One copy to each of the other CCS Research Coordinators/Directors.

6. One copy to the MCCS Director of Research and Planning.

7. Several file copies for the Research and Planning Office, for file and contingency requests.

In the Winter quarter, the System Office send a form for reporting graduate's placement data. We use the PLACEMENT SURVEY REPORT to consult with the Dean of Instruction and Associate Dean of Career Education in filling-in that form.

The PLACEMENT SURVEY REPORT is also used extensively by both the counselors and the Job Placement Office as they advise students.

In addition, we receive several requests each year for copies of the PLACEMENT SURVEY REPORT, e.g., from the Anoka County Job Center.

# FIGURE 33

## PLACEMENT SURVEY QUESTIONNAIRE

NORTH HENNEPIN COMMUNITY COLLEGE
PLACEMENT SURVEY

This survey is sent to all graduates of the College. An anonymous summary is prepared from it, and used to let students know what the job market is like and what graduates are doing and have achieved. Your responses are important, and we appreciate your participating in the survey. Please write-in or mark your replies to these questions, and mail the completed form back as soon as you can.

A. IF YOU ARE CURRENTLY A STUDENT:

1. What is the name of your school? _____

2. What is your major field of study? _____

3. How many credits are you taking this term? _____

B. AND/OR IF YOU ARE CURRENTLY EMPLOYED:

4. What is the name of your employer? _____

5. What is your job title? _____

6. How many hours per week do you work? _____

7. What are your present wages before deductions, either per hour, per week, or per month?

   $ _____ per hour  $ _____ per week  $ _____ per month

8. When did you begin working for your present employer?

   ___ a. before attending North Hennepin
   ___ b. while attending North Hennepin
   ___ c. after graduating from North Hennepin

9. Is your present job related to the education you received at NHCC?

   ___ a. yes, directly related
   ___ b. yes, closely related
   ___ c. no, not related

THAT'S IT! THANKS AGAIN FOR PARTICIPATING IN THE SURVEY. PLEASE MAIL THIS COMPLETED FORM BACK IN THE ENCLOSED ENVELOPE AS SOON AS POSSIBLE.

(office use only: _____ / _____ / _____ )

# FIGURE 34

## PLACEMENT SURVEY COVER LETTER

{letterhead}

Office of the President
12 September 1988

Dear North Hennepin Graduate --

Congratulations on your graduation from North Hennepin Community College! We hope we were able to serve you well while you were at the College, and we wish you the best in your life.

Would you please take a few minutes to respond to the enclosed Placement Survey? We send that survey to all our previous year's graduates in order to learn what they are doing in their careers and education. We then summarize that information, and use it to tell our current students what the job market is like and what our graduates are doing and have achieved.

The information you give us is vital to that task, and we appreciate your participation. The questionnaire will take only a few minutes to complete, and your responses will be kept anonymous and confidential.

In addition, if you would like to take advantage of the College's free Job Placement Service, please call our office at 424-0726. One of our Placement Staff will explain how we can give you information about job openings in your field, and offer you assistance with any career questions you may have.

Please mail us your completed Placement Survey in the enclosed post age-paid return envelope within 10 days. Thank you very much for your help and cooperation.

Cordially,

John Helling
President,
North Hennepin Community College

# EXTENDED PLACEMENT SURVEY

## INTRODUCTION

The aim of this program is to survey the academic year's graduates from five years prior (from Summer I of one year through Spring of the next year) as to their educational and/or occupational placement, and their evaluations of the College. We tally the survey responses by type of degree and major, and prepare an annual report for distribution.

## PROCEDURES

nb: In addition to the survey procedures described here, refer to the "Generic Survey Procedures" described in the RESEARCH AND PLANNING OFFICE section of this manual.

During the Summer II term, we recall from our Placement Survey files the list of graduates from five years prior. That list, because it had been used in the Placement Survey five years ago, is alphabetized and coded, and contains graduate's degree and major, home and work phone numbers, and tally fields corresponding to the questions asked on the Five-Year Follow-up Placement Survey questionnaire. (See the file FIVYRTLY.WK1 on the HOW TO DO IT disk)

As with the Placement Survey, we assign a unique code number to each graduate, as a tracking mechanism. That number consists of a leading degree-type indicator (e.g., 1 for AA, 2 for AAS, 3 for AS) and three digits following, indicating the graduate's sequence position among graduates with that degree.

We then prepare photocopies of the Follow-Up Placement Survey questionnaire, and fan-fold them. We replicate each graduate's code numbers on the questionnaires, as a tracking mechanism. (See Figure 35; see also the file FOLLQOES,WP on the HOW TO DO IT disk)

We print out the list of graduate's names and numbers, and send it to the System Office with a request for three sets of mailing labels for the graduates. We use those labels, and the survey contact and data entry procedures, as described in "Generic Survey Procedures" in the RESEARCH AND PLANNING OFFICE section of this manual.

We then prepare photocopies of the Follow-Up Placement Survey cover letter, and fan fold them. (See Figure 36; see also the file FOLLOLTR.WP on the HOW TO DO IT disk)

Once the survey is concluded and the data entry from the returns is completed in the FIVYRTLY file, we print out the file, which thus comprises the report of the Extended Placement Survey. (See the copy of the FIVE-YEAR FOLLOW-UP PLACEMENT SURVEY REPORT we sent to you in Spring 89)

## REPORTING AND USAGE

When we have printed and proof-read the final copy of the FIVYRRPT file, we prepare sufficient bound copies of the FIVE-YEAR FOLLOW-UP PLACEMENT SURVEY REPORT to send to this distribution:

1. One copy to each academic administrator.

2. One copy to each Coordinator and Liaison, with the request they circulate the report among the faculty and staff in their areas.

3. One copy to each counselor.

4. One copy each to the Registrar, Career Counseling Center, Financial Aids Director, Job Placement Office, and Public Information Director.

5. One copy to each of the other CCS Research Coordinators/Directors.

6. One copy to the MCCS Director of Research and Planning.

7. Several file copies for the Research and Planning Office, for file and contingency requests.

Use of the FIVE-YEAR FOLLOW-UP PLACEMENT SURVEY REPORT is just beginning, as we conducted the survey for the first time in 88-89 (surveying graduates from 82-83).

Reaction to the report was very positive, many people saying we should have been doing this survey for some time because they see it as being very helpful to them (e.g., in promoting the College, in responding to questions about student success at the College).

The survey results were quite gratifying to see. Particularly impressive was the high percentage of Associate of Arts graduates (55% of those responding to the survey) who had gone on to complete four-year degrees at transfer colleges and universities.

# FIGURE 35

## FIVE-YEAR FOLLOW-UP PLACEMENT SURVEY QUESTIONNAIRE

NORTH HENNEPIN COMMUNITY COLLEGE
FOLLOW-UP PLACEMENT SURVEY

Please write-in or mark your responses to the questions on this form and mail the completed form back to the College in the enclosed return envelope within 10 days. Thanks very much for your cooperation and help in this survey.

1. What is the highest educational level you have achieved thus far?

   _____ a. Associate (2-year) degree
   _____ b. Bachelor's (4-year) degree
   _____ c. Master's Degree
   _____ d. PhD degree
   _____ e. Professional degree (such as MD, DDs, LLD) (please specify which: _____)

2. Approximately how many credits have you earned since graduating from North Hennepin Community College? _____

3. If you are currently a student:

   a. What is the name of your school? _____

   b. What is your major field of study? _____

   c. How many credits are you taking this term? _____

4. And/or if you are currently employed:

   a. What is the name of your employer? _____

   b. What is your job title? _____

   c. How many hours a week do you work? _____

   d. When did you begin working for your present employer?

      _____ a. Before attending North Hennepin
      _____ b. While attending North Hennepin
      _____ c. After graduating from North Hennepin

   e. Is your present job related to the education you received at North Hennepin?

      _____ a. Yes, directly related
      _____ b. Yes, closely related
      _____ c. No, not related

5. How helpful (valuable) has the education you received at North Hennepin Community College been in your work?

   _____ a. very helpful
   _____ b. somewhat helpful
   _____ c. not helpful
   _____ d. not applicable

## FIGURE 35 (continued)

6. How helpful (valuable) has the education you received at North Hennepin Community College been in your continuing education?

   _____ a. very helpful
   _____ b. somewhat helpful
   _____ c. not helpful
   _____ d. not applicable

7. Please use this space to write any comments you may wish to make about North Hennepin Community College.

_____

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THAT'S IT! THANKS AGAIN FOR PARTICIPATING IN THE SURVEY. PLEASE MAIL THIS COMPLETED FORM BACK IN THE ENCLOSED ENVELOPE WITHIN 10 DAYS.

(office use only: _____ / _____ / _____ / _____)

# FIGURE 36

## FIVE-YEAR FOLLOW-UP PLACEMENT SURVEY COVER LETTER

{letterhead}

Office of the President
8 September 1988

Dear North Hennepin Graduate:

Would you please take a few minutes to respond to the enclosed survey? That survey is designed as a follow-up to the Placement Survey we sent you shortly after you graduated from North Hennepin.

We are sending this survey to all our graduates from the class of 83-84, to learn what they are doing in their careers and education. We will summarize the survey information, and use it to assess what our graduates are doing and have achieved, and what contributions the College has made to their lives. We hope to use that assessment to improve the College's operations and services to its students.

The information you give us is vital to that task, and we appreciate your participation. The survey will take only a few minutes to complete, and your responses will be kept anonymous and confidential.

Please mail us your completed Follow-Up Placement Survey in the enclosed postage-paid return envelope within 10 days. Thank you very much for your help and cooperation.

Cordially,

John Helling
President,
North Hennepin Community College

# FORMER STUDENT SURVEY

## INTRODUCTION

The aim of this program is to survey the Fall quarter students who, having said they intended to get a degree and transfer, did not re-enroll in Winter quarter.

As noted in the preceding section INTENT of this manual, we think it is crucial to understand the retention issues that affect those students. Accordingly, we try in this survey to assess those student's reasons for not returning to the College, their plans for an eventual return to the College, and their evaluations of the College.

We tally the survey responses, and prepare an annual report for distribution.

## PROCEDURES

nb: In addition to the survey procedures described here, refer to the "Generic Survey Procedures" described in the RESEARCH AND PLANNING OFFICE section of this manual.

As noted in the preceding INTENT section of this manual, we prepare a name and identification number list during Fall quarter of those students who indicate on their registration forms they intend to get a degree and transfer.

At the beginning of the Winter quarter, we check the enrollment list against that Fall intent list, and cull those students who did not register for the Winter quarter. That culled list then comprises our survey list.

We add the student's home and work phone numbers from the Fall quarter enrollment list to the survey list. In addition, we alphabetize the list and assign a unique, sequential code number to each student, as a tracking mechanism.

Finally, we add to the survey list tally fields corresponding to the questions asked on the Placement Survey questionnaire. (See the file FORMRTLY.WK1 on the HOW TO DO IT disk)

We then prepare photocopies of the Former Student Survey questionnaire, and fan-fold them. We replicate each graduate's code numbers on the questionnaires, as a tracking mechanism. (See Figure 37; see also the file FORMQUES.WP on the HOW TO DO IT disk)

We then prepare photocopies of the Former Student Survey cover letter, and fan fold them. (See Figure 38; see also the file FORMRLTR.WP on the HOW TO DO IT disk)

We print out the list of graduate's names and numbers, and send it to the System Office with a request for three sets of mailing labels for the graduates. We use those labels, and the survey contact and data entry procedures, as described in "Generic Survey Procedures" in the RESEARCH AND PLANNING OFFICE section of this manual.

Once the survey is concluded and the data entry from the returns is completed in the FORMRTLY file, we print-out the file, which then comprises the FORMER STUDENT SURVEY REPORT. {See the copy of the FORMER STUDENT SURVEY REPORT we sent to you in Spring 89}

## REPORTING AND USAGE

When we have printed and proof-read the final copy of the FORMRRPT file, we prepare sufficient bound copies of the FORMER STUDENT SURVEY REPORT to send to this distribution:

1. One copy to each academic administrator.
2. One copy to each Coordinator and Liaison, with the request they circulate the report among the faculty and staff in their areas.
3. One copy to each of the other CCS Research Coordinators/Directors.
4. One copy to the MCCS Director of Research and Planning.
5. Several file copies for the Research and Planning Office, for file and contingency requests.

Use of the FORMER STUDENT SURVEY REPORT is just beginning, as we conducted the survey for the first time in 88-89.

Reaction to the report was positive, many people saying they thought it would be helpful to them (e.g., in understanding better student retention issues and working to deal with those concerns).

The survey results were gratifying and interesting to see. Particularly impressive was the high percentage of students who took umbrage at the title of the survey. Those respondents said they fully intended to return to the College, thus they saw themselves as "continuing," not "former," students. In addition, there were very few significant differences between those student's evaluations of the College and the evaluations given on the GRADUATE SURVEY.

We concluded the survey indicated non-returning students do not return sequentially to the College because of outside reasons (e.g., finances, work schedules, family and medical reasons), not because they were upset by the College. Thus, many of those students should be considered "stop-outs," not "drop-outs."

We further concluded the survey indicated areas where the College should direct its attention to improving the retention of such "drop-out" students (e.g., enhancing awareness of and access to financial aid).

Finally, we decided the protest of respondents at being labeled "former students" was so significant, the survey title should be changed. Accordingly, we intend to replicate the survey in 89-90, calling the survey this time the STUDENT SURVEY.

# FIGURE 37

## FORMER STUDENT SURVEY QUESTIONNAIRE

NORTH HENNEPIN COMMUNITY COLLEGE
FORMER STUDENT SURVEY

Please write-in or mark your responses to the questions on this form and mail the completed form back to the College in the enclosed return envelope within 10 days. Thanks very much for your cooperation and help in this survey.

1. What is your age?

   _____ a. 21 or younger
   _____ b. between 22 and 29
   _____ c. 30 or older

2. What is your sex?

   _____ a. female
   _____ b. male

3. If you are currently a student:

   a. What is the name of your school? _____

   b. What is your major field of study? _____

   c. How many credits are you taking this term? _____

4. And/or if you are currently employed:

   a. What is the name of your employer? _____

   b. What is your job title? _____

   c. How many hours a week do you work? _____

   d. When did you begin working for your present employer?

      _____ a. Before attending North Hennepin
      _____ b. While attending North Hennepin
      _____ c. After leaving North Hennepin

   e. Is your present job related to the education you received at North Hennepin?

      _____ a. Yes, directly related
      _____ b. Yes, closely related
      _____ c. No, not related

5. Did you receive any federal, state, or College-sponsored student financial aid while you were at North Hennepin (for instance, work-study, grant, loan, or scholarship)?

   _____ a. yes
   _____ b. no

## FIGURE 37 (continued)

6. Please write, in the spaces provided, the numbers from this scale which most closely match your evaluation of these College areas (if an area does not apply to you, leave that space blank):

1 = very satisfied
2 = satisfied
3 = neutral/no opinion
4 = dissatisfied
5 = very dissatisfied

_____ a. Quality of instruction
_____ b. Testing/Grading system
_____ c. Attitude of professors toward students
_____ d. Variety of courses off ·ed
_____ e. Availability of courses at the times you wanted
_____ f. Class size
_____ g. Classroom facilities
_____ h General condition of buildings and grounds
_____ i. Academic advising/course planning
_____ j. Vocational guidance/career planning
_____ k College Orientation program
_____ l. Financial Aid office
_____ m Student Employment
_____ n. Job Placement
_____ o. Registration
_____ p. Library facilities
_____ q. The College in general

7. Who or what was most supportive of you as a student at NHCC? ___

_____

8. What did you like best about NHCC? _____

_____

9. What do you think needs to be changed or improved at NHCC? _____

_____

10. Why did you leave NHCC? _____

_____

11. Do you plan to return to NHCC?

_____ a. Yes (please indicate when: _____)
_____ b. No

THAT'S IT! THANKS AGAIN FOR PARTICIPATING IN THE SURVEY. PLEASE MAIL THIS COMPLETED FORM BACK IN THE ENCLOSED ENVELOPE WITHIN 10 DAYS.

# FIGURE 38

## FORMER STUDENT SURVEY COVER LETTER

{letterhead}

Office of the President
06 February 1989

Dear Former North Hennepin Student:

Would you please take a few minutes to respond to the enclosed survey? We are sending this survey to students from the Fall, 1988, quarter, in order to learn what they are doing in their careers and education, and how they evaluate their College experiences.

We will summarize the information from the survey, and use it to assess what our students are doing and have achieved, how the College is performing, and how the College's operations and services to its students could be performed.

The information you give us is vital to that task, and we appreciate your participation. The survey will take only a few minutes to complete, and your responses will be kept anonymous and confidential.

Please mail us your completed Former Student Survey in the enclosed postage-paid return envelope within 10 days. Thank you very much for your help and cooperation.

Cordially,

John Helling
President,
North Hennepin Community College

# ETHNOGRAPHIC STUDY

# ETHNOGRAPHIC STUDY

## INTRODUCTION

We thought Student Outcomes Assessment should include input from the students themselves as to how college affects them, what their concerns are, and what plans they have.

Answers to those kinds of questions could provide further insight into the effects college has on students, complement the quantitative data on college performance, and provide ideas for improving the services college provides to students.

To get that kind of input, the North Hennepin Student Outcomes Assessment Committee decided to develop a series of longitudinal, in-depth interviews with student samples (such a methodology is called, in the social sciences, "ethnographic study").

During academic year 88-89, the committee members interested in that ethnographic study met informally to review the issue, develop and study a bibliography for ethnographic study, and develop a research protocol for selecting and interviewing students.

Out of their deliberations, the committee members developed a list of concerns and questions-to-be-resolved in doing the ethnographic study. Those involved issues of whom to interview and when interviews should be conducted.

With regard to whom to interview, the committee members felt students should be selected with respect to certain characteristics:

1. There should be two samples: one of students who graduated from high school within the last three years, and one of students 30 years of age or older.

2. There should be an equal distribution of sexes.

3. The project should be restricted to full-time students.

4. The interviewees should include both transfer students and career students.

5. Only students who intent to spend two years at North Hennepin should be included in the study.

## PROCEDURES

The committee members proposed a list of possible questions to be asked of the students, at designated times during the academic year. (See Figure 39)

The committee members planned to cover those questions during their interview schedules, but they expected the question formats will in fact be more open-ended. That way, the students could tell us what are to them the relevant issues. Consequently, the committee members anticipated the interview questions will be modified during the course of the study.

After considering those issues, the committee members decided to institute the ethnographic study beginning in Fall 89. Prior to the beginning of that quarter, potential interviewees were selected from among the students attending early Fall orientation and taking 12 or more credits. A mix of male-female, transfer-career, and ages was sought among those students.

Forty students were asked to participate in small-group interviews over a two-year period. Interviews were to be conducted according to the time schedule outlined above (prior to the beginning of the Fall quarter, at Fall mid-term, and in the Spring quarter), and following the interview questions listed for that schedule.

Unfortunately, only four of the 40 students showed for their initial interviews. After reviewing the results of that limited interviewing, we decided the program was not tenable with so few participants.

It seems there were two major problems involved in the failure of the study: insufficient motivation among students to participate in the interviews, and insufficient committable resources to conduct the study.

Both those problems are resolvable, given sufficient interest in and valuation of the study. Thus, we decided we need to re-assess the proposed study. We'll decide whether to attempt the study at a later date by determining whether institutional resources can be committed to the study (e.g., release time for the interviewers, funds to publicize the program and attract interviewees).

## REPORTING AND USAGE

The Student Outcomes Committee members still think the information provided by those interviews would be useful in supplementing the statistical measures provided by the other Student Outcomes Assessment programs described in this report, and in generating hypotheses for further outcomes assessments.

The Student Outcomes Committee will review and assess the results of the four ethnographic interviews that were conducted, and assess the tenability of continuing the program.

If we decide to re-attempt the study, we will focus on ways of promoting student interest and involvement, and on ways of enhancing the potential applicability of the results to improving College operations.

# FIGURE 39

## ETHNOGRAPHIC STUDY INTERVIEW QUESTIONS

PRE-ENTRY INTERVIEW

1. What do you expect North Hennepin to be like?
2. What kind of climate do you expect to prevail?
3. What kind of relationships with other students do you expect to develop?
4. How do you expect to be treated by the faculty and staff?
5. How much studying do you expect to do?
6. Other than attending classes and studying for those classes, what involvements do you expect to have with North Hennepin over the next two years?
7. What are you doing this summer to get ready to attend North Hennepin?
8. What do you expect to like most about attending North Hennepin?
9. What do you expect to like least about attending North Hennepin?
10. Is there anything else you would like to talk about relevant to your expectations about North Hennepin?

FALL QUARTER MID-TERM INTERVIEW

1. Describe what North Hennepin is like.
2. What is the climate like at North Hennepin?
3. Do the faculty and staff support learning?
4. What kind of relationships have you developed with other students?
5. How much studying are you doing?
6. Other than attending classes, how are you involved with North Hennepin?
7. What are you liking most about North Hennepin?
8. What are you liking least about North Hennepin?
9. Is there anything else you would like to talk about relevant to what you have found at North Hennepin?

SPRING QUARTER INTERVIEW

1. Describe what North Hennepin is like.
2. What is the climate like at North Hennepin?
3. What kinds of relationships have you developed with other students?
4. How have you been treated by the faculty and staff?
5. How much studying are you doing?
6. Other than attending classes, how are you involved with North Hennepin?
7. What have you accomplished this year?
8. What are you liking most about North Hennepin?
9. What are you liking least about North Hennepin?
10. Is there anything else you would like to talk about relevant to what you have found at North Hennepin?

# REVIEW AND APPLICATIONS COMMITTEE

# REVIEW AND APPLICATIONS COMMITTEE

## INTRODUCTION

As noted in the description of the Pilot Proposal, these Student Outcomes projects generate a vast body of data and reports. To make sense out of that information, to bring order to the many projects, and to ensure the reports are considered and put to use in improving college education, we formed a Student Outcomes Review and Applications Committee.

## PROCEDURES

That committee is largely comprised of the members of the original Student Outcomes Committee which developed the Pilot Proposal. The committee began its activities in Fall 89, the beginning of the second year of the Pilot. As the committee functions through 89-90, we plan to enlarge the committee by adding both a classified staff member and a student member.

Committee members receive copies of all the reports produced in the Student Outcomes project. They are asked to read those reports to keep abreast of the work being done, and to generate questions, concerns, etc., from them to bring to committee meetings.

The committee meets once a month, to deal with an agendum prepared by the project coordinator. The committee is dealing this academic year with these issues:

1. ANALYSIS AND CRITIQUE

   Committee members are asked to assess the projects and project reports, toward the end of improving them and their utility.

   A recent suggestion of the committee was to incorporate graphics into the report's data presentations, to make the reports more understandable to readers.

2. EDITORIAL REVIEW

   Pre-publication copies of reports will be given to committee members to review and critique.

   Committee suggestions for making the reports more understandable and useful will be incorporated into the reports before they are distributed.

3. GENERAL EDUCATION LEARNING OUTCOMES ASSESSMENT

The program to assess learning outcomes in the Career Education area (capstone courses) is well in hand. Such assessment in the General Education area, however, is problematic, given the failure of the Academic Profile test to provide useful information.

During 88-89, the committee will have the major task of reviewing the issue of General Education learning outcomes assessment, to the end of proposing alternative means for making that kind of assessment.

4. OUTCOMES APPLICATIONS

A continuing task of the committee will be to review information presented in the program reports, toward the ends of generating questions, pointing out concerns, and seeking responses and accommodations to issues.

The committee's role here is envisaged as one of tracking and oversight. That is: as program reports indicate areas of concern at the College, the committee will highlight those areas to the responsible parties and endeavor to monitor College action in response to that information.

This will be a critical, involved, and vital task for the committee, to ensure the information generated by the program reports is put to use to improve college education.

Over time, the Student Outcomes programs will become institutionalized into the regular, recurring operations of the College. Given that, the Review and Applications Committee will constitute a continuing body, performing the tasks described above.

As that happens, the committee will exercise an increasingly valuable function at the College. helping to make the College more responsive to problems and developing issues, increasing the College's adaptability and pro-activeness, and enhancing the College's performance in special activities (e.g., institutional self-studies).