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**Learning Dimension Performance Indicator Responses** McHenry County College 6/16/2008

**PI 3.1 Learning Goals** To what degree has the institution established<sup>1</sup> common learning goals specifically<sup>2</sup> for new students<sup>3</sup>?

Evaluate Each	Very Low/None <sup>1</sup>	Low <sup>2</sup>	Medium <sup>3</sup>	High <sup>4</sup>	Very High <sup>5</sup>	N/A
That are consistent with the institution's mission	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
That respond to students' career goals	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
That respond to workplace expectations	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
That align with the expectations of senior institutions (for transfers)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<sup>1</sup> Established learning goals are written, endorsed by the institution, and shared widely. <sup>2</sup> Goals that can be reasonably achieved by the time students attain sophomore status should be determined. These will be steps along the way to goals for the entire collegiate experience. <sup>3</sup> A new student is any matriculated student who has not achieved sophomore status. This definition is not bound by any specific length of enrollment or student characteristic.

**PI 3.2 Engaging Students** (Respond to the following question for each of the five high enrollment courses identified in Table E1 of the Current Practices Inventory.) To what degree does the institution document instructional methods used in each course and evaluate their effectiveness in engaging students in learning?

Course Name	Very Low/None <sup>1</sup>	Low <sup>2</sup>	Medium <sup>3</sup>	High <sup>4</sup>	Very High <sup>5</sup>	N/A
English 151	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychology 151	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MCC 101	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CIS 110	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MATH 095	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**PI 3.3 Course Outcomes** (Respond to the following question for each of the five high enrollment courses identified in Table E1 of the Current Practices Inventory.) To what degree does the institution document and evaluate student learning outcomes across all sections of each course?

English 151	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychology 151	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
MCC 101	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CIS 110	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
MATH 095	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**PI 3.4 Courses with High D/Failure/Withdrawal/Incomplete (DFWI) Rates** To what degree does the institution attempt to address the causes<sup>1</sup> of high DFWI rates in the courses reported in Table E2 of the Current Practices Inventory?

	Very Low/None <sup>1</sup>	Low <sup>2</sup>	Medium <sup>3</sup>	High <sup>4</sup>	Very High <sup>5</sup>	N/A
	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<sup>1</sup> Focus on those causes that the institution can address through policies, programs, and procedures.

**PI 3.5 Placement** To what degree does the institution intentionally place new students in appropriate courses . . .

Evaluate Each	Very	Low <sup>2</sup>	Medium <sup>3</sup>	High <sup>4</sup>	Very	N/A
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	Low/None1			High5		
to address deficiencies in academic preparation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
to provide sufficient academic challenge for above-average students?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>PI 3.6 Out-of-class learning</b> To what degree does the institution document new student learning outcomes of out-of-class events and activities (e.g., lectures, concerts, clubs/organizations, and volunteer activities)?						
	Very Low/None1	Low2	Medium3	High4	Very High5	N/A
	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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