



Century College Bulletin

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Returning Student Registration begins on Thursday, November 12 at 8:00 am

Please take the opportunity to encourage students to register! Early registration benefits both student and faculty in terms of effective planning for the upcoming semester.

As you interact with students, you may refer them to our web site which lists their date and time of eligibility to register based on the number of credits completed. The link has been put on the Home Page—top left hand corner entitled “Register Now”

Here is a view of that link:

<http://www.century.edu/currentstudent/records/registration.aspx>

You can view spring courses at:

<https://webproc.mnscu.edu/registration/search/basic.html?campusid=304>

A few helpful suggestions for students:

- There are many ways to pay for classes—visit this link to find out:
www.century.edu/currentstudents/businessoffice/tuitionpaymentoptions.aspx
- Run a DARS report—it can tell what courses are needed to take to complete their degree! www.century.edu/currentstudents/transferservices/dars.aspx
- Counselors are available for appointments, call (651-779-3285) or stop by any day during our open hours to make individual appointments. Walk-in times are available at the Counseling and Career Center (W2410).

The following statement will also be added to all student correspondence:

Our Campus is Growing!

Register early! With all of the new and exciting renovations happening on West Campus, planning early may help you to avoid breaks in service and registration lines – due to the relocation of the Records, Financial Aid and DARS offices which will be temporarily moved to the computer center on the lower level. The relocation of these offices is expected to occur over winter break. Registering online at www.century.edu will also help you to avoid any slowdowns due to this temporary relocation. We are sorry for any inconveniences, but we are excited about the transformation occurring on the West Campus.

Thank you - and thanks for your patience!!

Financial Aid, Records, Multicultural Center and DARS offices will be closed December 28th through December 31st.



Fall Staff Appreciation Event

November 11, 2009
East Campus -Lincoln Mall
8 am – 12:15 pm
Breakfast, speaker and breakout sessions

SAVE THE DATE!

December 15, 2009 • Eastsider Potluck • Details to follow

Staff Development at Century

CPR Classes

Administrator/Faculty/Staff class:
The Heartsaver AED Course teaches adult and child CPR,
AED use and relief of choking.
Thursday, November 5, 2009 at 12:00 PM - 3:00 PM
Location: East Campus 1221
Instructor(s) Denise Howard

Administrator/Faculty/Staff class:
The Heartsaver AED Course teaches adult and child CPR,
AED use and relief of choking.
Friday, February 19, 2010 at 10:00 AM - 1:00 PM
Location: East Campus 1221
Instructor(s) Denise Howard

To register for this class go to STARS online registration at: <https://secure.mnsu.edu/mnscupd/login/default.asp?campusid=0304>.

Staff please check with your supervisor before registering for a class. Once you register and receive a confirmation email submit this to your supervisor.

Healthy Recipes from the Wellness Committee • Black Bean Chili with Winter Squash

1 medium or 2 small squash (acorn or butternut)
1 Tbs. olive oil
1 lg. onion, chopped
2 to 3 cloves garlic, minced
1 medium green bell pepper, diced
2 (16 oz) cans black beans, drained and rinsed
28 oz can diced tomatoes
4 oz can chopped mild green chilies
1 tsp ground cumin
1/2 tsp dried oregano
Salt to taste

Cut each squash in half, scoop out seeds and place in a microwave-safe container with 1/4 inch of water. Cover and microwave until tender, allowing 2 to 3 minutes per squash half. Remove squash and let cool, then peel and cut into chunks.

In large pot, heat oil over medium heat. Add onion and cook, stirring often, until soft, about 5 minutes. Add remaining ingredients except squash and salt. Mix well. Bring to a boil. Reduce heat and simmer gently for 15 minutes. Stir in squash and season to taste with salt. Serve warm.

- from Vegetarian Times

**Contributed by
Denise Howard —
EMS Faculty**



CTL NEWS

Michele Neaton

TEACHING CIRCLES UPDATE

The next few editions of the CTL News will include reports from the Fall Teaching Circles. The first in the series comes from David Lyons (Geography), who is facilitating the Classroom Assessment Techniques (CATs) Teaching Circle.

CATs Teaching Circle Participants: Neil Johnston (Art), Tracy Kuny (Dental Hygiene), Danielle Meinhardt (Geography), Sadie Pendaz (Sociology), Ken Wenzel (Art), Chris Weyandt (English).

Group Goal

The goal of the Classroom Assessment Techniques (CATs) Teaching Circle is to conduct a cross-disciplinary evaluation of a selection of CATs and demonstrate their value in the teaching and learning process, with the ultimate goal of enhancing student engagement and academic self-awareness.

Activities to date

We have had three meetings so far that have gone very well – engaging and productive, with circle members finding it valuable and timely in their teaching. We have had lively and inclusive conversations about questions such as these:

- The assessment process may start when an instructor wonders: “what are they (the students) thinking right now?” or “how well do they understand this material?” or “are they engaged and what could make them take more interest in this topic?” or “how effective am I being right now as I introduce this material?”
- What does assessment mean and how does it differ – its role – from grading / evaluating?
- How do we get students more involved in the assessment process, and taking ownership in the learning process - and not just going for points or a certain grade?
- How can we help students think critically and facilitate deeper learning?

We are using an excellent resource, the Classroom Assessment Techniques book by Angelo and Cross. It discusses the role and pedagogy of CATs, and includes a variety of examples as well and settings in which to use them. The Century CTL Library has copies so that everyone has one to use for this circle. Between our meetings, we have been corresponding and chatting electronically through a D2L site set up for our circle. One activity that we are doing on the D2L site is to compile a list of the ten most useful CATs.

One CAT we all tried in our classes is the “Muddiest Point.” Everyone had positive experiences using this technique, and we discussed what to do with the information gathered. We agreed it should be shared with students to let them know where they need to make changes and to motivate them, and for the instructors to discuss how they will use the suggestions – e.g. pointing out key sections in the text to re-read or going over the lecture point again.

The teaching circle also has participated in a “how to use CATs in a class” workshop led by CTL leader Michele Neaton. Group participants took on the role of students and engaged in a variety of CATs embedded into a lecture on the Angelo and Cross text. Michele paused in the midst of this lecture to conduct several CATs, including Punctuated Lecture, Shout Out, Chain of Notes, Walk and Talk, and the Minute paper. Some additional questions we discussed about how to use CATs were:

- Which CATs best facilitate active learning?
A: Those that tie in movement and talking.
- How do I know if the CAT was successful?
A: If the instructor and students gained valuable feedback that they can use.
- What do I do with the information obtained?
A: Bring it back to the class and tell the students how you will use it to improve teaching and learning.
- What benefits do we as faculty derive from CATs and what benefits do students receive?
A: Both receive information and feedback from which they can make changes to improve learning.

For more information on the CATs teaching circle’s work, please plan to attend the Teaching Circle Celebration at the end of the semester. We’ll be discussing what we tried and how the CATs worked in our classes.

CTL UPCOMING EVENTS

Student Engagement: Using Games and Active Learning to Enhance Student Learning

Actively involving students in the learning process helps them maintain focus, connect to one another, and retain information. In this workshop, you will explore teaching strategies that engage learners: educational games, hands-on activities, graphic organizers, movement, and attention-getters. Come and pick up new ideas and creative ways to promote student engagement and enhance their learning. This highly interactive workshop will energize you and provide ideas you can implement in your classroom right away!

Presented by David Bate, Salt Lake Community College
Tuesday, November 3 at 2:30-4:30 p.m.
E2868 (Science Building)

CTL Roundtable Discussion: Reading Strategies for Student Success

Many students enter Century College without sufficient background and skills to do college level work, but we are committed to helping them achieve their educational goals. How can we help students read effectively in order to be successful college students? Come and share ideas and learn some new teaching strategies to help students succeed in your classroom.

Facilitated by Susan Hipp and LuAnn Wood
Century College Reading and Study Skills Faculty
Monday, November 9 at 1:30-2:30 p.m.
CTL Room in the new Library

CALL FOR PROPOSALS

The Center for Teaching and Learning is currently seeking session proposals for the next Realizing Student Potential/ITeach conference, which will be held at Minneapolis Community and Technical College on February 26-27, 2010. RSP/ITeach is a conference primarily for and by Minnesota State Colleges and Universities faculty members. It includes the day referred to as "Metro Alliance Day," which is contractual day of attendance for MnSCU faculty. You are going to be there anyway – why not share your best practices and showcase the great work that is going on in teaching and learning at Century? The deadline for proposals is November 25.

PROPOSAL FORM AND DETAILS ARE AVAILABLE ONLINE AT:
<http://www.ctl.mnscu.edu/events/rspconf/2010/proposal.html>

FACULTY PROFESSIONAL DEVELOPMENT FUNDS

The Faculty Professional Development Committee's next meeting will be Thursday, November 5. For funding requests to be considered at that meeting, they must be received by NOON the preceding day, Wednesday, November 4. Information on Professional Development application and reimbursement procedures is available on the Century College CTL website. To access the CTL website, go to the Century College home page. Click on "Employees" at the bottom, and then use the Quick Link for "Center for Teaching and Learning." In the left column of the CTL website, you'll see "Professional Development." Click on that, and then "Forms." You will find the PD procedures, PD request form, SEMA4, etc. – all there in one place. Send your PD request to either co-chair: Connie Poferl in Office Technology on East Campus or Michele Neaton in Humanities on West Campus. Forms may be filled out electronically and emailed, or you may print out the form and send it via campus mail.

CTL Campus Leaders:

Michele Neaton, michele.neaton@century.edu or ext. 3245
Connie Poferl, connie.poferl@century.edu or ext. 5770



Minutes: Academic Affairs and Standards Council
October 14, 2009

Present: Ron Anderson, Mary Buker, Sue Dickens, Susan Ehlers, Michael Gaffney, Jeff Jahnke, Jeralyn Jargo, Carol Libson, Andrew Nasset, Jane Nicholson, Amy Rafter, Judith Roy, Gary Ruggles, Dawn Saks, Kim Schmitzer, Pakou Vang

Absent: Kathy Bell, Bob Klindworth, Charlotte Nordstrom

Guests: John Adie, Carolyn Cook, Todd Fink, John Kothera, Elliot Wilcox

1. Approval of 9/30/09 Minutes

The minutes were approved.

2. Action Items

SOLR 2030 Advanced Solar Thermal concepts, 3 cr.—new course

There was consensus to approve this course.

SOLR 2035 Solar Thermal Lab, 2 cr.—new course

There was consensus to approve this course

16 cr. Solar Assessor Certificate—new award

There was consensus to give this certificate final approval.

60 cr. Energy Technical Specialist AAS Degree—new award

There was consensus to give this certificate final approval.

CJS 1020 Careers in Criminal Justice, 2 cr.—new course

There was consensus to approve this course.

CJS 2084 Community Corrections, 3 cr.—new course

There was consensus to approve this course.

CJS 2094 Fundamentals of Criminal Investigations, 3 cr.—new course

There was consensus to approve this course.

CJS 2096 Crime Scene Investigations, 3 cr.—new course

There was consensus to approve this course.

CJS 64 cr. AS—change career/occupational and MnTC requirements, reduce total number of credits to 60

There was consensus to approve this in concept.

3. Proposals

MUSC 1011 Theatre Orchestra, 1 cr.—experimental course

This course will be offered spring '10 experimentally and will become a permanent part of the MUSC curriculum.

MUSC 1011 Theater Orchestra, 1 cr.—new course

This course will offer MUSC students a different experience where they will interact with musical theatre productions. It will also give THTR students the experience of working in a production with musicians. This course will also be part of the AFA in Music.

64 cr. AFA in Music—add course to the menu of options in the ensemble listing

It is being requested to add MUSC 1011 to the menu of choices for the ensemble requirement. There was consensus to approve this request.

VCT 1010 Introduction to Visual Communications Technologies, 3 cr.—drop course

Some of the content from this course will be added to VCT 1012 and 1016. There was consensus to approve the dropping of this course.

VCT 1012 Principles of Digital Communications I, 3 cr.—curriculum update

Some of the content from VCT 1010 is being added to this course. There was consensus to approve this update.

VCT 1016 Principles of Digital Communications II, 3 cr.—experimental course

VCT 1016 Principles of Digital Communications II, 3 cr.—new course

This course will have content from VCT 1010 and the more advanced technical content from the original VCT 1012.

VCT 1047 Introduction to Forensic Photography, 3 cr.—change course title to Forensic Photography

This change is being requested because, at this time, there are no plans to develop additional courses in forensic photography. There was consensus to approve this request.

VCT 1051 Electronic Publishing I, 3 cr.—drop course

VCT 1052 Electronic Publishing II, 3 cr.—drop course

VCT 1055 Imaging/Printing Methods, 3 cr.—drop course

VCT 1057 Scanning for Electronic Publishing 3 cr.—drop course

VCT 1059 Color for Pre-press, 3 cr.—drop course

VCT 2052 Electronic Publishing III, 3 cr.—drop course

VCT 2053 Electronic Image Imposition, 3 cr.—drop course

VCT 2054 Pre-press Electronic File Analysis/Pre-flight, 3 cr.—drop course

VCT 2056 Portfolio Development-Graphics, 1 cr.—drop course

These courses are being dropped and will be replaced with new courses in graphic design that will have new numbers.

There was consensus to approve the dropping of these courses.

VCT 1060 Typography, 3 cr.—new course

This new course will expand on the aspects of using type to communicate a specific message to the viewer. This course will also help balance the design components of the program with the production components.

VCT 1061 Electronic Publishing I, 3 cr.—new course

This course will replace VCT 1051. There was consensus to approve this course.

VCT 1063 Imaging and Printing Methods, 3 cr.—new course

This course will replace VCT 1055. There was consensus to approve this course.

VCT 2061 Electronic Publishing II, 3 cr.—new course

This course will replace VCT 1052. There was consensus to approve this course.

VCT 2062 Electronic Publishing III, 3 cr.—new course

This course will replace VCT 2052. There was consensus to approve this course.

VCT 2063 Digital Color Management, 3 cr.—new course

This course will replace VCT 1057. There was consensus to approve this course.

VCT 2064 Print Production, 3 cr.—new course

This class is taken during the last semester in the program. It will present real-life projects to the student.

VCT 2065 Color Correction Techniques, 3 cr.—new course

This course will replace VCT 1059. There was consensus to approve this course.

VCT 2066 Portfolio Development-Graphic Design, 1 cr.—new course

This course will replace VCT 2056. There was consensus to approve this course.

VCT 48 cr. Diploma—revise career/occupational requirements

This request is to change the course numbers and course titles, reflecting the new numbering in the graphic design track. It was pointed out that there is a prerequisite for VCT 1035 of VCT 1030 and this is not reflected in the total number of credits for the digital video track. This can be considered a hidden prerequisite in the program. The faculty will discuss this requirement with their colleagues. There was consensus to approve this request.

VCT 64 cr. Visual Communications Technologies AAS Degree—revise career/occupational requirements

This request is to change the course numbers and course titles, reflecting the new numbering in the graphic design track. It was pointed out that there is a prerequisite for VCT

1035 of VCT 1030 and this is not reflected in the total number of credits for the digital video track. This can be considered a hidden prerequisite in the program. The faculty will discuss this requirement with their colleagues. There was consensus to approve this request.

VCT 64 cr. Marketing Communications Technology AAS Degree—revise career/occupational requirements

This request is to change the course numbers and course titles, reflecting the new numbering in the graphic design track. It was pointed out that there is a prerequisite for VCT 1035 of VCT 1030 and this is not reflected in the total number of credits for the degree. This can be considered a hidden prerequisite in the program. The faculty will discuss this requirement with their colleagues. There was consensus to approve this request.

HLTH 1040 Stress Management, 2 cr.—update catalog description and course outline

PE 1010 Badminton, 1 cr. —update catalog description and course outline

PE 1030 Recreational Volleyball, 1 cr. —update catalog description and course outline

PE 1035 Recreational Softball, 1 cr. —update catalog description and course outline

PE 1055 Cycling Fitness, 1 cr. —update catalog description and change course title to Biking

PE 1060 Personal Fitness, 2 cr. —update catalog description and course outline

PE 1063 Aerobic Exercise, 2 cr. —update catalog description and course outline

PE 1064 Yoga, 1 cr. —update catalog description and course outline

PE 1067 Fitness Walking, 2 cr. —update catalog description and course outline

PE 1070 Fitness for Life, 2 cr. —update catalog description and course outline

PE 1075 Weight Training, 2 cr. —update catalog description and course outline

PE 1780 Internship: Sports Facility/Operations Management, 3 cr. —update catalog description and course outline

PE 2080 Introduction to Sports Management, 3 cr. —update catalog description and course outline

PE 2090 Intercollegiate Golf, 1 cr. —update catalog description and course outline

PE 2091 Intercollegiate Soccer, 1 cr.—change class size, prerequisite, catalog description, course name to Intercollegiate Men’s Soccer

The class size request is due to the National Junior College Athletic Association’s mandated roster size. The name change request is to differentiate between the men’s and women’s soccer team programs.

PE 2092 Intercollegiate Women’s Soccer, 1 cr.—new course

This new course is to differentiate between the men’s and women’s soccer team programs.

PE 2780 Internship: Sports Management, 3-6 cr.—change prerequisite, catalog description,, update curriculum

There was consensus to approve all of these proposed curriculum change requests.

4. Other

Century Policy 3.17.0.1 Degree Requirements

This proposal will allow the Academic Affairs and Standards Council to change the distribution requirements for the degrees on a case-by-case basis with legitimate, educational reasons. Century has more stringent distribution requirements than MnSCU Board Policy, so this will still fall within the MnSCU guidelines. This proposal is not meant to allow the “watering down” of the integrity of the degrees at Century, but approval of deviation from the standard MnTC distribution will be made only when compelling reasons are presented. There was consensus to approve the sending of this policy to Shared Governance.

The meeting adjourned at 4:45 p.m.



Please send items for the next Bulletin (Nov. 10) directly to Kelly Koppy at kelly.koppy@century.edu. The deadlines are the Thursday before the Tuesday publication. Nancy Livingston will be off campus Oct. 15 to Nov. 9.

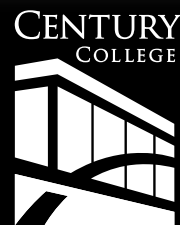
Radiologic Technology

Open House

**Thursday Nov., 12
2 – 6 pm
East Campus,
Radiologic Technology
Room 3256**



**Unlock your future in the field of Radiologic Technology.
Come tour the state-of-the-art technology at Century College.**



3300 Century Avenue North
White Bear Lake, MN 55110
651.779.3300

century.edu

Upcoming Intercultural Passport Events

Fall 2009

**Be sure to bring your Intercultural Passport to the events*

November 12 – Panel Discussion: What Does It Mean to be a Veteran

12:00 – 2:00 p.m. West 1006, no fee

The panel will be led by Ernie Boswell. Sponsored by the Veterans Center.

(2 stamps - Other)

November 13 – Panel of Speakers: “The Hmong Journey”

7:00 – 9:00 p.m. West Campus Theatre, no fee

Panelists include Kao Kalia Yang, author of Century’s Common Book *The Latehomecomer*; Pakou Vang, Century academic dean; Dr. Paul Hillmer, associate professor of history at Concordia University; Cheng Sue Vang, Century student and president of Hmong Industries, Inc., and Jason Steck, political Scientist and law student at the University of Minnesota. Sponsored by the Common Book Committee.

(2 stamps - Nationality/Ethnicity)

November 19 – Theatre Performance: “Housed and Homeless – From the Very Same Cup”

7:00 – 9:00 p.m. West Campus Theatre, no fee

The performance explores the psychological and social similarities between the housed and homeless communities as examined through true stories and experiences of those affected by homelessness. A panel discussion will follow the performance. Sponsored by Community Relations and Outreach.

(2 stamps - Socio-economic)

December 10 – Women of Distinction Awards Ceremony

5:00 – 7:00 p.m. Dellwood Hills Golf Club, no fee

Century College began its Women of Distinction awards in 2005 to highlight the accomplishments of women in our society and also to celebrate that more women gain access to higher education through community/technical colleges than through any other type of post-secondary institution. Each recipient is being honored not only for her professional accomplishments, but also for her work in improving the lives and increasing opportunities for women and girls. Sponsored by Century College and the Century College Women and Gender Studies Department.

(2 stamps - Gender)

December 12 – Intercultural Communication Strategies

9:00 am – 12:00 p.m. Provided through Continuing Education, \$59 fee

Learn to communicate effectively with people from different cultures. You will be amazed at how your improved intercultural interactions will strengthen your business and personal relationships.

(3 stamps - Nationality/Ethnicity)

* Some workshops are repeated over several semesters; stamps are only available the first time you attend one of the sessions (i.e. the World Hunger Banquet and GLBT Ally Training.)

Check www.CenturySeed.project.mnscu.edu for more information and the most current workshop schedule.

TO: Everyone
FROM: Larry Litecky
RE: Systems Portfolio Appraisal
DATE: October 9, 2009

Century College received its appraisal of the Systems Portfolio from the Higher Learning Commission. Our Systems Portfolio was submitted on June 1, 2009. A website (<http://centuryportfolio2.project.mnscu.edu>) was also developed to house the information and will be updated regularly to document the College's activities and artifacts that are important to maintaining our HLC Accreditation through the Academic Quality Improvement Program (AQIP).

I am pleased to announce that there were no findings regarding reaccreditation. See below:

The Systems Appraisal team concluded that Century College has presented evidence that it complies with each of the Five Criteria for Accreditation and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the Criteria will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

Systems Portfolio Appraisal,
September 2009

The development of the Systems Portfolio is one step in the ten-year schedule for reaccreditation. The next two steps are: 1) the participation of a team of administrators and faculty in a Strategy Forum in February 2010. During the three-day seminar in Chicago, the Century College team will work on developing activities to address issues raised in the portfolio evaluation; 2) In academic year 2010-11, the Higher Learning Commission will conduct a site visit (A Quality Checkup Visit) prior to reviewing all documentation for reaccreditation. Reaccreditation should occur by 2012.

The College is developing a full response to the issues raised in the Systems Portfolio Appraisal. However, the scoring by Century College category teams and administrators was remarkably similar to the Appraisal scores in identifying areas of Opportunity for the College. The full report will be available later this month for College personnel to review and provide comment. An email will be sent out when the information is posted. Below is an Executive Summary:

EXECUTIVE SUMMARY FOR CENTURY COLLEGE – SYSTEMS PORTFOLIO APPRAISAL

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight Century College's achievements and to identify challenges yet to be met.

Category 1: Century College demonstrates a commitment to student learning through the articulation of learning goals, the development of core competencies for students, and impressive strategies for developmental education and for faculty development. The College has opportunities to work toward more effective processes and strategies for collecting and analyzing evidence of student learning, focusing on direct measures of learning, the career accomplishments of graduates, and the use of comparative data from other institutions.

Category 2: Century College is clearly connected to its constituent community. The institution has an opportunity to clearly define and articulate goals and processes for accomplishing Other Distinct Objectives. In addition, Century College needs to clarify and improve how data is used to effect change.

Category 3: Century College is to be commended for its commitment to meeting students' needs and to using evidence from and about students to enhance their education. However, Century College is taking an extraordinary amount of time developing the framework to close the loop of the PDSA cycle so that improvement of processes takes place based on gathered and analyzed data. The College culture lacks a process of collecting and using evidence for improvement which reflects poorly on the institution's commitment to the PDSA model and CQI efforts. Furthermore, there is an opportunity for the College to develop more effective systems of identifying the needs of other stakeholders and evaluating how well the institution meets these needs.

Category 4: Century College identifies faculty development an investment in staff as a strength. However, there is a disconnect with the identification of this as a strength and the apparent failure to document processes and use measurement and evaluation for improvement.

Additionally, the failure to address employee ethical practices is a matter of serious concern. (Note: Century College addressed this issue on pages 7-8 of the Systems Portfolio. We believe that it may have been missed by the reviewers. The College has policies and procedures located on the Common Drive and the Century College website, mandatory training, and this information is covered in new employee orientation, College Handbooks, and through employee development. This information will be provided to the HLC).

Category 5: Century College has demonstrated some progress in developing a rich communication system that includes many opportunities for different stakeholders to interact including the action project from 2005-06. The College recognizes the need to collect and analyze more internal and external data to continue improving in the areas of leadership and communication. A process for sharing new information and best practices has been established to advance the organization. However, data from the processes are not presented, leaving questions over how the institution implements CQI in leading and communicating activities.

Category 6: Although the System Appraisal team comments reflect harsh criticisms regarding Century College's operationalization of the PDSA model, the committee also identified pockets of strength from the Overview and Critical Characteristics. It is unclear why the institution did not also highlight these efforts in this section, choosing instead to leave many questions unanswered. Century College described new processes for gathering evidence about student support services, campus operations, and also improving campus safety. There is a clear opportunity for the institution to demonstrate its ability to gather consistent comprehensive data, analyze evidence and use the analysis for the continuous improvement of organizational operations.

Category 7: While having begun to put in place systems that help in the collection and analysis of data, Century College faces considerable challenges in better developing the culture on campus that appreciates and uses data for improvement. The College expresses in the portfolio a resistance by faculty to participate in and support a plan measuring institutional effectiveness. This plan needs to be developed jointly by all constituent groups within the institution. By focusing primarily on MnSCU system data, Century College has missed an opportunity to act more strategically and intentionally on desired student outcomes, and to build metrics and data collection systems around institutional effectiveness.

Category 8: Century College implements a number of surveys in order to gather data and understand trends that are then interpreted as a measure of success in continuous quality improvement. However, the institution would benefit from working to understand the effectiveness of its current internal systems for improving quality in programs and other objectives.

Category 9: Century College has demonstrated its commitment to developing effective partnerships with other organizations to identify and meet community needs. There is sufficient evidence of improved internal relationships in recent years, though the need for improvement is indicated. The College has recognized the need to evaluate the effectiveness of its partnerships regularly.

Century College
Systems Appraisal Feedback Report
September 14, 2009

It is important for Century College to address our successes in the System Portfolio Appraisal as well. The appraisal team identified these strengths:

- Century College's award winning Center for Teaching and Learning through strategies such as Teaching Circles.
- Century College's developmental education initiatives including the GPS LifePlan, Learning Communities and the AQIP Student Success Project.
- The variety of methods the College uses to reach out to students, including developmental students to provide academic support and counseling beginning early in the recruitment state and continuing through graduation.
- Student Success Day and the increase in faculty and student interaction through conferences.
- The significant investment of resources in employee development.
- The ongoing activities that have increased and improved communication across the campus and among cross-functional/divisional areas.
- The use of best practice visits and research to identify and/or improve College processes.

The main theme of Opportunity for Century College as identified by the appraisal team is for the College to operationalize the Plan Do Study Act (PDSA) process and embed the culture of continuous improvement across the College through the assessment of student learning as well as institutional benchmarking. Below are a few comments from the report:

- Century College has an opportunity to better understand its overall success by engaging in efforts to assess student learning, going beyond tradition classroom methodologies and indirect evidence of learning. It is not clear in the portfolio that the College gathers and analyzes direct measures of student learning that transcend individual courses.
- The creation and sustainability of a "culture of evidence" has been slow in its development at Century College. The hiring of an assessment coordinator is a step in this direction, but the College is well short of a critical mass necessary to

advance student learning using data, quality tools and continuous improvement methodologies and there is an inconsistent involvement of faculty in this process.

- The College faces an opportunity to improve in its strategic and consistent collection and analysis of institution data. Century College would benefit by clearly connecting the data-gathering process to results and then drawing improvements from the results obtained. Improvements then would be connected through the PDSA model.
- Century College needs to take this opportunity to fully understand how data, information and measures can be used to improve the Colleges processes and lead to improvement.

Century College
Systems Appraisal Feedback Report
September 14, 2009

In the months ahead, College personnel, students and other stakeholders will have an opportunity to respond to the Systems Portfolio Appraisal. We also will address both the strengths and opportunities at All College meetings, the All College Development Day and within committees and taskforces so that we can bring information with us to Chicago in February to develop ongoing continuous progress strategies. It is my goal to move forward in developing strategies and actions to address the concerns raised in the appraisal during the next academic year so that Century College can show significant improvement in these areas by the 2010-11 Quality Checkup Visit.

If you have questions or comments that you would like to share regarding the Systems Portfolio, please send them to Jo Matson, Director of Planning, Institutional Effectiveness and Resource Development at jo.matson@century.edu. You may also reply in the comment section on the Systems Portfolio website (Jo will insert this).

I would like to thank the Systems Portfolio lead team (Jeralyn Jargo, Mark Felsheim, Jennifer Robey, Andrew Nessel) and the category sponsors (John O'Brien, Mike Bruner, Mary McKee, Jo Matson, Bernie Bryant) for their work on the systems portfolio. In addition, there were many administrators, faculty and staff who worked on the committees, provided information and in developed and edited the report and the website documents. Thank you for your hard work! Contact Jo Matson if we missed identifying individuals.

Amy Richards	Joan Hanson	Pat Claggett	Sarah Shroyer
Deb Pelland	Jo Matson	Jennifer Robey	Andrew Nessel
John Rohleder	Anne Dorn	Tony Zahler	Janet Wacker
Kristin Hageman	Andrea Roberge	David Lyons	Kay Ellingwood
Larry Litecky	Mike Bruner	Ron Anderson	John O'Brien
Nancy Livingston	Bernie Bryant	Mary McKee	Bonnie Meyers
Roberta Link	David Palmer	Jeralyn Jargo	Mark Felsheim
Susan Ehlers	Pakou Vang	Brenda Lyseng	Randy LaFoy
Mary Coughlin	Mark Vukelich	Laurel Kartarik	Carrie Dieveney
Cindy Haak	Mary Parenteau	Lynda Goerisch	Kelly Koppy
Jane Nicholson	Michele Neaton		



Swedish Julbock Horse

Racism is so universal in this country, so widespread and deep-seated, that it is invisible because it is so normal.

~Shirley Chisholm

NOVEMBER ACTIVITIES:

November 5.

I have been discriminated against far more because I am female than because I am black.

~Shirley Chisholm

Here is a provocative quote for students to discuss. Why may her statement be true? Shirley Chisholm was the first black woman elected to the House of Representatives. Read portions of her biography or show the film, *Unbossed and Unbought*, showing her struggles to overcome racial and gender discrimination.

Shirley Chisholm was elected in 1968. Now there are more African Americans, men and women, in the House of Representatives. We now have an African American president. Do students think that racial prejudice still affects whether people are elected to public office? If not, why are there not more African Americans in congress (or women and members of other people of color)? Compare the percentages of the people of color who make up the U.S. population with the percentages of these same groups in public office. Do the numbers match up? Why is this?

November 19. The Incas were one of the major indigenous civilizations encountered by the first Spanish explorers of the Americas. Have students investigate the Incas and their culture. The Spaniards were amazed at the achievements of the Incas. How were the Incas more advanced than the Spaniards? How did the Spaniards treat the Incas, and what happened to them?

November 26. In 1851, Sojourner Truth said:

The man over there says women need to be helped into carriages and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages or over puddles or gives me the best place...ain't I a woman? Look at my arm! I have plowed and planted and gathered into barns and no man could head me—ain't I a woman? I could work as much and eat as much as a man—when I could get it—and bear the lash as well! And ain't I a woman? I have born 13 children and seen most of 'em sold into slavery, and when I cried out with my mother's grief, none but Jesus heard me...and ain't I a woman?

Who was Sojourner Truth? Investigate her life with the class. Ask students why we do not know her birth date, when we know the birthdates of white women she worked with. Look up information on the life of African American women and African Americans at that time. Why did Sojourner Truth fight for the women's movement and the women's right to vote?

November 26. The National Day of Mourning officially began in 1970 when a group of Native Americans protested the Thanksgiving celebration at Plymouth Rock. Participants in National Day of Mourning honor Native ancestors and the struggles of Native peoples to survive today. It is a day of remembrance and spiritual connection as well as a protest of the racism and oppression that Native Americans continue to experience. The protest is organized by the United American Indians of New England.

The version of Thanksgiving that children commonly learn through distortions in the media and in school are national myths. Do some research to learn more about the true history of Thanksgiving and share this information with your students. What might be the purpose of the myth people cling to so dearly? Visit <http://www.tolerance.org/teach/activities/activity.isp?ai=752> for a great activity exploring multiple perspective on the celebration of Thanksgiving.

NOVEMBER

2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 Dia de los Muertos (Mexico) All Saints' Day (Christian, Sweden)	2 500 Native people conclude "Trail of Broken Treaties" march on Washington D.C. They seized part of the BIA, 1972	3 Election Day U.S. Supreme Court decides that an Indian is by birth an "alien" and dependent on the government, 1883	4 Will Rogers, humorist and Cherokee, born 1879	5 Shirley Chisholm, first Black woman elected to the House of Representatives (NY), 1968	6 Gustavus Adolphus Day (Sweden) Constitution Day, Dominican Republic	7 Birth of Isamu Noguchi, sculptor and designer, 1904
8 Benjamin Banneker born, 1731	9 Professional Golfers Association eliminates Caucasians only rule, 1961	10 Sesame Street , multiracial children's program, debuts 1969	11 Veteran's Day (USA, France) Remembrance Day	12 Elizabeth Cady Stanton, Co-organizer of the first women's Rights Convention. Born in 1815.	13 World Kindness Day Supreme Court held up segregated buses as illegal – 1956	14 India: celebrates the birthday of Jawaharal Nehru (1889-1964) first prime minister
15 Shichi-go-san (Japan) Republic Day (Brazil)	16 UN International Tolerance Day Louis Reil, Metis, executed by Hanging, 1885	17 Jung Hung, first Chinese graduate of an American University (Yale), born 1828	18 Wilma Mankiller, born 1945 –Chief of Cherokee Nation	19 Atahualpa, Inca of Peru, filled room with gold for Pizzaro, 1532	20 American Indians took over the closed Alcatraz Island in 1969. By law, surplus land should revert back to them	21 National Organization for Women founded, 1966 World Hello Day
22 National Stop the Violence Day Independence Day (Lebanon)	23 Kinro Kansha no hi - Thanksgiving (Japan)	24 Mobutu seizes power in Congo and becomes President for 30 years, 1965	25 Hajj (Islamic) International Day for the Elimination of Violence Against Women, U.N.	26 Thanksgiving Day National Day of Mourning Sarah Grimke, born 1792 Sojourner Truth dies, 1883	27 Canadian Aboriginal Festival (Canada) Eid al-Adha (Islamic) Buy Nothing Day: established to advocate against over-consumption	28 Hmong New Year, St. Paul
29 Adam Clayton Powell, Jr. American minister, civil rights leader, and Congressperson, dies 1970	30 Shirley Chisholm, 1 st African American woman congressperson - born 1924 St. Andrew's Day					