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| Strategic Goal #1: Streamline the mathematics curriculum to better meet students' needs. | | | | | | | | | | | | | | | |
| Participants: Kathy Davis, Joe Sedlacek, Phil Koopman, Kory Swart, Olga Stephens, Diane Bean | | | | | | | | | | | | | | | |
| Action Steps | Action Leader(s) | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | | |
| Specify course objectives for College Algebra, College Algebra with Limits, Trigonometry and Analytic Geometry, and Calculus for the Life Sciences. | | | | | | | | | | | | | | | |
| Examine internal and external course requirements. | | | | | | | | | | | | | | | |
| Determine course content for the above courses. | | | | | | | | | | | | | | | |
| Select textbooks and develop supplementary materials that meet the specified criteria. | | | | | | | | | | | | | | | |
| Communicate the curriculum changes to appropriate departments of the college. | | | | | | | | | | | | | | | |
| Capacity Issues: Resources/Personnel | | | | | | | | | | | | | | | |
| Success Indicators: | | | | | | | | | | | | | | | |

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| Strategic Goal #2: Start the Biotechnology Program for Fall, 2006 | | | | | | | | | | | | | | | |
| Participants: Joe Christopher, Cynthia Fabor, Amy Rehnstrom, Jill Scott, Cate Sheller, Bob Heyer, Lisa Sweeney, and Greg Petersen | | | | | | | | | | | | | | | |
| Action Steps | Action Leader(s) | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | | |
| Develop curriculum for individual courses relating to the Biotechnology program. <ul style="list-style-type: none"> Schedule bimonthly meetings to discuss curriculum Visit established/successful Biotechnology programs Identify and attend National and Regional conferences related to Biotechnology Maintain open communication with possible employers to help define important concepts for employees to understand | | | | | | | | | | | | | | | |
| Student Recruitment <ul style="list-style-type: none"> Brochures Teacher training to create excitement at the High School level | | | | | | | | | | | | | | | |
| Establish equipment needs and create a purchasing plan <ul style="list-style-type: none"> Communication with possible employers Make contacts with company reps for equipment and request quotes | | | | | | | | | | | | | | | |
| Determine requirements for Licensure through the Department of Education. | | | | | | | | | | | | | | | |
| Capacity Issues: Resources/Personnel | | | | | | | | | | | | | | | |

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| Success Indicators: | |
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| Strategic Goal #3: Develop a new course for the Engineering Program: “Mechanics of Deformable Bodies” | | | | | | | | | | | | | | |
| Participants: Mario Meza, John Elliff, Mick Arnett | | | | | | | | | | | | | | |
| Action Steps | Action Leader(s) | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | |
| Justification for a new course and identified the fields of engineering that require this course | | X | X | | | | | | | | | | | |
| Obtain Syllabi from Univ. of Iowa and ISU. | | | X | X | X | | | | | | | | | |
| Compare different textbooks | | | X | X | X | | | | | | | | | |
| Define course objective, learning outcomes, list of activities to support learning and assessment of student learning | | | | X | X | | | | | | | | | |
| Formal presentation for review and approval of the new course to the Advisory Committee and the Dean of Math & Sci. Dept. | | | | | X | | | | | | | | | |
| First offer the course | | | | | | X | | | | | | | | |
| Teaching the course for the first time | | | | | | | | | | | | | X | |
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| Strategic Goal #4: Biology Readiness | | | | | | | | | | | | | | |
| Participants: Gary Donnermeyer, Brenda Clark, Jill Scott, Barbara Harvey | | | | | | | | | | | | | | |
| Action Steps | Action Leader(s) | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | |
| Develop test bank of questions in Perception format. | Donnermeyer | X | | | | | | | | | | | | |
| Test run exam (biology faculty). | Donnermeyer | X | | | | | | | | | | | | |
| Administer trial exam to all Biology I students. Each student will answer all 109 test bank questions. | Donnermeyer | X | | | | | | | | | | | | |
| Compare difficulty values among questions to identify outliers that may need to be dropped or modified in the test bank. | Donnermeyer | | | X | X | | | | | | | | | |
| Administer an abbreviated exam with randomly selected questions from the test bank to all Biology I students. | Donnermeyer | | | | | X | | | | | | | | |
| Correlate readiness test scores to grades for the course and identify cut score for entry. | Donnermeyer | | | | | | | | | | X | X | | |
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| Strategic Goal #5: | Inquiry/Active Learning |
| Participants: | Fred Ochs, Mike Lyons, Jill Johnson |

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| Strategic Goal #6: | Advising/Recruitment/Marketing |
| Participants: | Nick Sagan, Johanna Kruckeberg, Mario Meza, Brenda Clark |

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| Capacity Issues: Resources/Personnel | |
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| Strategic Goal #7: | Learning Technology |
| Participants: | Cate Sheller, Barbara Harvey, Joe Christopher, DJ Hennager |

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| Administer pretest to all MDM students on the first day of the course. | All | | | | | X | | | | | | | |
| Develop a posttest to measure learning in MDM. | Susan | | | X | X | X | X | | | | | | |
| Administer posttest as part of final exam to all MDM students. | All | | | | | | | | | X | | | |
| Collect course grades at the end of the Spring 2007 semester. | David | | | | | | | | | X | | | |
| Data analysis and dissemination. | David | | | | | | | | | X | X | X | |
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