

**To: Terri Martin Parisien, Research, and Assessment Director**

**Dept. of Social Science Assessment Report, Spring 2015**

**Leslie W. Peltier, Dept. Social Sciences Chair**

This Spring Semester, 2015 all TMCC faculty focused on the assessment of General Education Outcomes, to use alternative methods of assessment including the use of rubrics and to think in terms of closing the assessment gap within the entities of the college. With that in mind, what follows is the Social Science faculty attempt to do so. Turtle Mt. Community College Department of Social Science and Ojibway Language faculty that contributed to this report are; Brian Bercier, Dr. Ann Brummell, Leslie LaFountain, Cecelia Myerion, Tasha Morin, and Leslie Peltier. This department report covers the collective assessments of the spring semester 2015. These courses fulfill the following Student Learning Outcomes of TMCC General Education and the goals of the Associate of Arts and Associate of Sciences Degrees which are:

**TMCC General Education Outcomes:**

**Humanities and Social Science:** Students will be conversant with the general knowledge bases and procedures and techniques by which knowledge and artistic expressions are generated and accessed in the two divisions of (1) the humanities and fine arts, and (2) the social and behavioral sciences, and they will be able to select and apply the techniques and procedures of these two areas at a level of complexity appropriate to their TMCC studies.

**Culture/Diversity:** Students will be able to consider a variety of perspectives bases on differences such as those stemming from culture, culture heritage, class gender, ethnicity, historical development, community and leadership and they will apply this awareness at a level of complexity appropriate to their TMCC studies.

**Critical Thinking:** Students will be able to raise vital questions and problems, gather and assess relevant information, come to well-reasoned conclusions and solutions, and test those solutions against relevant criteria, think open-mindedly about their assumptions, consider the practical consequences and communicate effectively to find solutions at a level of complexity appropriate to their TMCC studies.

**Communication:** Students will have developed sufficient skills with the English language such that they can read, accurately interpret, critically analyze written material, express themselves effectively through narrative, explanatory, and investigative writing utilizing standard rhetorical techniques in the styles and formats, and at the level of complexity, appropriate to their TMCC studies.

**Technology:** Students will be conversant with the general knowledge bases and the procedures and techniques by which knowledge is generated and accessed through the use of technology, and they will be able to select and apply the techniques and procedures of technology at a level of complexity appropriate to their TMCC studies.

### **Associate of Arts and Associate of Sciences Objectives and Goals:**

The Department of Arts and Humanities, and the Social Science offer curricula which give TMCC students a broad perspective of the world of knowledge while providing specific pre-professional curriculum sequences which may qualify the student for admission as a junior at the college to which he/she will transfer. Courses in these departments offer specific knowledge of Indian people, particularly the Turtle Mountain Chippewa. An Associate of Arts degree is awarded upon completion of the general education courses and the basic curriculum.

## **Recommendations:**

After due consideration of various rubrics for measuring Native American cultural and traditional student learning, the Social Science faculty decided that we need to develop our own rubric because this important topic is so closely tied in with the TMCC Mission Statement and with five of the TMCC Institutional Goals. Social Science faculty discussed the benefits that could be gained from sharing in this work to improve our assessment methods and to apply the Native traditional method of reaching consensus in doing so. We propose to begin work on this in Fall, 2015 when most faculty will be available.

Discussion on the length and comprehensiveness of the TMCC General Education Outcomes led to a resolve that these could be stated in simpler terms making assessment more manageable. Other institutions such as the Southwestern Community College in Iowa, which Les learned about at the HLC conference, has an student enrollment similar to ours and they have successfully addressed assessment of their precise and clear general education outcomes in 2006. After looking at their HLC presentation and website ([www.swcciaowa.edu](http://www.swcciaowa.edu)) we propose a faculty exchange whereby we could learn from Southwestern assessment experiences, to be arranged within the next academic year.

As faculty, we need the assistance of Student Support Services tutors, technology, on-line staff, vocational rehabilitation program, student learning centers and retention counselors in the institution-wide effort to teach and graduate the student. Faculty discussed the required courses for students enrolled in the Certificate or Career & Technical Education (CTE) Associate of

## **Graduate Cultural Assessment:**

Applied Science degree programs compared to students enrolled in courses required for the Associate of Arts and Associate of Science degrees as related to assessment of culture. A review of latest 2014-2015 TMCC catalogue CTE programs of study; pages 66-91, reveals that students in CTE do not necessarily have to take specific tribal cultural or social science courses involving Ojibwe/Indian content. The catalog states that students "...must satisfy the minimum general education credit requirement of 15 credits". The General Education courses most often cited within CTE programs of study include; Composition I or II, Fundamentals of Public Speaking, College Algebra, Human Relations in Organizations, Computer Literacy or Introduction to Computers. Some CTE degrees such as the LPN and Clinical/Medical Lab Technician AAS prerequisites mention Chippewa History I, Indian or Michif History, but most CTE programs of study only require "General Education electives" for a varying number of credits. There is a concern that the cultural expectations as stated in the TMCC Mission and Goals may not be accurately assessed for all TMCC graduates.

## **Budget Recommendations:**

Please consider additional financial resources to improve the courses such as:

- Funding for books and other materials to incorporate new content and resources such as can be found on the internet and the media related to the Ojibway.
- Funding for resource speakers such as community elders with special knowledge of our tribal history and fluent speakers of the Ojibway language to speak in class.
- Funding for student field trips to sacred places and ceremonies.
- Travel monies for Chippewa/Ojibway history, language conferences and cultural workshops.
- Funding for audio and visual equipment in the TMCC library for student check out to record the tribal elders.

## **PSYC 111 Introduction to Psychology – Spring 2015**

### **Assessment Report by Brian Bercier**

In addition to the fall semester the Spring semester of 2015 was one in which this instructor attempted to use more critical thinking in an applied sense with 2 classes in particular. In **Abnormal Psychology** student were required to read and test on the textbook, and also apply what they read and learned to characters in a book authored by a tribal member. Students had to read the book and make a clinical diagnoses on a character of choice in the book “Round House” by Louise Erdrich. In the papers that were turned in the students showed a good understanding of the particular disorder they chose to focus on. This task was accompanied by the use of the DSM –V (Diagnostic and Statistical Manual of the Social Sciences, which is a diagnostic book published by the APA to diagnose disorders as well as Global Level of Function overall.

In Psychology 111b students were assigned papers and either power point’s or poster boards that explained and defined in lay terms what any particular aspect of the course they chose. 3 students chose to do poster boards and papers, while 6 chose to complete power point presentation. These exercises demonstrated that given tasks such as these students can and do develop a greater sense of the subject matter as it makes it more “real” to them , rather than just reading and listening to a lecture. These [projects empowered the students to seek information, write down, information and to better remember the material than rote memory testing. They were responsible for the data collection, the construction of the material in a presentation format. Unfortunately due to time constraints the students were unable to present these projects to the class. This has given me a better insight however, into how to ask the rights questions, and to put the onus more on reading and being prepared for the study of psychology.

Future plans would likely be to have students participate in presenting material from the lectures which are available to them via power point. We thus can all be teachers, and it may well serve as an impetus for students to gain a greater interest in reading, thinking about what they read and most importantly ask questions about those things that they may have issues with, or that may or may not apply to this particular culture. As such they will search for what aspects of western cultural psychology they believe, and what applies to our Turtle Mountain culture.

See attached FARM.

## HIST 261 History of North Dakota -- Spring 2015

### Assessment Report by Dr. Ann Brummel

#### Outcomes Assessed: (1) Critical Thinking; (2) Communication; (3) Multicultural and Global Experience;

A major assignment in History of North Dakota is the Oral History Project. This involves students preparing a theme for oral history interviews, an interviewee likely to have knowledge of life in North Dakota, preparation of questions for the interview, and a presentation in class which classmates may critique for content and contribution of knowledge of life in North Dakota and the Turtle Mountain Reservation.

Prior to students beginning the project, I demonstrated with a student interviewing me how to conduct good interview. The main idea was that they understand the value of oral history, and how to get the most information through well prepared initial questions and good “probing” questions relating their interviewee’s history and their place in North Dakota history. They were to observe cultural and other social etiquette as they contacted and interviewed individuals they chose.

Course enrollment was 14 students. Eleven students completed the assignment.

#### Critical thinking:

**Understanding**      **Good** – the majority of the students understood the main idea of oral history interviews, and arranged and organized their interviews well.

**Application**        **Good** – the majority of the students understood the symbolic and multi-culturally different meanings of responses interviewees often gave, and were able reason about the responses and apply their meaning to the context of elements we had studied about North Dakota history.

**Analysis**            **Good** -- Several students eagerly conducted interviews early, and expressed the desire to conduct more interviews at some point. The majority felt free to critique one another’s work, and commented on cultural differences reflected in interview responses.

#### Communication:

**Structure**            **Good** – generally the introductions and theses of the oral history interview presentations were well stated. Summaries and conclusions were good. Some students expressed themselves very well in presentations.

**Content**              **Fair** – Some students need prompting during their presentations to be able to extrapolate and explain fully the content of the interviews.

**Grammar/Spelling**   **Fair** – the grammar in the write-ups of the interviews was not always good, and sentences were not always complete.

## **HIST 104 United States History, Spring 2015**

### **Assessment Report by Les LaFountain**

**U.S. History Syllabus:** TMCC General Education Outcomes, Humanities and Social Science, Communication, Critical Thinking, and Cultural/Diversity

The course assessed is **HIST 104: United States History 1877 to the Present** and the initial enrollment included ten (10) students at the start of the semester. Eight of the ten student remained in the course throughout the semester with two student withdrawals. Of the eight students that finished the semester six completed both a pre-assessment and post-assessment; and all six passed the course.

The pre and post assessments were identical formats and included ten (10) open-ended essays; thirty-six (36) multiple choice questions with four possible responses; sixteen (16) matching content statements and four geographical and political maps including a world map, European map, Middle East map and a North Dakota map relative to the Turtle Mountain Band of Chippewa.

The six students that completed the post assessment ended up with the following outcomes: Student A (64%), Student B (66%), Student C (66%), Student D (83%), Student E (81%), Student F (64%) and two students did not take the post assessment and consequently failed the course.

Students in **HIST 104: U.S. History 1877 to the Present** were expected to demonstrate progress in the areas of Humanities and Social Science, Communication, Critical Thinking, and Cultural Diversity based on the post assessment results.

**Humanities and Social Science:** students will be conversant with the general knowledge bases and the procedures and techniques by which knowledge and artistic expressions are generated and accessed in the two divisions of (1) the humanities and fine arts, and (2) the social and behavioral sciences, and they will be able to select and apply the techniques and procedures of these two areas at a level of complexity appropriate to their TMCC studies.

**Communication:** students will have developed sufficient skills with the English language such as they can read, accurately interpret, critically analyze written material, express themselves effectively through narrative, explanatory, and investigative writing utilizing standard rhetorical techniques in the styles and formats, and at the level of complexity, appropriate to their TMCC studies.

**Critical Thinking:** students will be able to raise vital questions and problems, gather and assess relevant information, come to well-reasoned conclusions and solutions, and test those solutions against relevant criteria, think open-mindedly about their assumptions, consider the practical consequences and communicate effectively to find solutions at a level of complexity appropriate to their TMCC studies.

**Cultural Diversity:** students will be able to consider a variety of perspectives based on differences such as those stemming from culture, cultural heritage, class, gender, ethnicity, historical development, community and leadership and they will apply this awareness at a level of complexity appropriate to their TMCC studies.

Although the course content was extensive and highly structured it is speculative to conclude that the student learning outcomes were met at **fair rating** on a rubric schematic ranging from Good (at the high end) and Poor (at the low end). However, nearly all students made progress in terms of content acquired at significant levels considering the state of abilities and knowledge they possessed upon entering the course; the actual outcome is pointed out in the individual analyses below.

### **Student A (64%)**

Pre-assessment essay questions 1-10 the student had almost no responses. Multiple choice questions (36 possible) the correct responses were 13 (36%); and the matching (16 possible) included 7 (44%) accurate responses; finally the maps skills included (43 possible) and the student had 6 (14%) accurate placements.

Post-assessment essay questions 1-10 were very well-reasoned conclusions. Multiple choice questions (36 possible) the correct responses were 19 (53%); and the matching (16 possible) included 11 (69%) accurate responses; finally the maps skills included (43 possible) and the student had 19 (44%) accurate placements.

### **Student B (66%)**

Pre-assessment essay questions 1-10 the student had no responses or poorly reasoned conclusions. Multiple choice questions (36 possible) the correct responses were 14 (39%); and the matching (16 possible) included 0 (0%) accurate responses; finally the maps skills included (43 possible) and the student had 20 (47%) accurate placements.

Post-assessment essay questions 1-10 were very well-reasoned conclusions. Multiple choice questions (36 possible) the correct responses were 16 (44%); and the matching (16 possible) included 10 (63%) accurate responses; finally the maps skills included (43 possible) and the student had 43 (100%) accurate placements.

### **Student C (66%)**

Pre-assessment essay questions 1-10 the student had no responses. Multiple choice questions (36 possible) the correct responses were 10 (28%); and the matching (16 possible) included 2 (16%) accurate responses; finally the maps skills included (43 possible) and the student had 2 (5%) accurate placements.

Post-assessment essay questions 1-10 were fairly well-reasoned conclusions. Multiple choice questions (36 possible) the correct responses were 18 (50%); and the matching (16 possible) included 10 (63%) accurate responses; finally the maps skills included (43 possible) and the student had 33 (77%) accurate placements.

### **Student D (83%)**

Pre-assessment essay questions 1-10 the student had no responses. Multiple choice questions (36 possible) the correct responses were 25 (69%); and the matching (16 possible) included 9 (56%) accurate responses; finally the maps skills included (43 possible) and the student had 0 (0%) accurate placements.

Post-assessment essay questions 1-10 were somewhat reasoned conclusions. Multiple choice questions (36 possible) the correct responses were 21 (58%); and the matching (16 possible) included 14 (88%) accurate responses; finally the maps skills included (43 possible) and the student had 43 (100%) accurate placements.

### **Student E (81%)**

Pre-assessment essay questions 1-10 the student had somewhat reasoned conclusions but lacked evidence to support general ideas. Multiple choice questions (36 possible) the correct responses were 13 (36%); and the matching (16 possible) included 14 (88%) accurate responses; finally the maps skills included (43 possible) and the student had 26 (60%) accurate placements.

Post-assessment essay questions 1-10 were very well-reasoned conclusions. Multiple choice questions (36 possible) the correct responses were 16 (44%); and the matching (16 possible) included 10 (63%) accurate responses; finally the maps skills included (43 possible) and the student had 37 (86%) accurate placements.

### **Student F (64%)**

Pre-assessment essay questions 1-10 the student had no responses or poorly reasoned conclusions. Multiple choice questions (36 possible) the correct responses were 11 (31%); and the matching (16 possible) included 14 (88%) accurate responses; finally the maps skills included (43 possible) and the student had 27 (63%) accurate placements.

Post-assessment essay questions 1-10 were fairly well-reasoned conclusions. Multiple choice questions (36 possible) the correct responses were 17 (47%); and the matching (16 possible) included 6 (38%) accurate responses; finally the maps skills included (43 possible) and the student had 33 (77%) accurate placements.

Admittedly, the instructor concludes that a more plausible assessment tool(s) need to be applied to the course to improve the assessment of the general education outcomes.

## **LANG 125A Ojibwa Language I – Spring 2015**

### **Course Assessment by Cecelia Myerion**

**Outcomes assessed: (1) Communication (2) Listening skills and Observation (3) language and cultural knowledge and experience**

In this course the major assignment for the student is knowing the tools s/he has, and to be able to use those tools in a rightful manner. The tools are the gift of vision, hearing, heart and mind. Along with these tools we have the Seven Teaching Values which go hand in hand with the other tools of life.

The students in LNG 125A Ojibwa Language know very little about the Language of the Turtle Mountain which is the Ojibwa Language. They know nothing of the Turtle Mountain Culture. The Ojibwa introduction that I use for the student to become familiar with language is very useful, it seems to put the student more at ease. I incorporate the Seven Teachings in this class as I do in all classes. I tell the students about my people – the Turtle Mountain Chippewa people who are the carriers of those Seven Teachings along with the Ojibwa language and the Turtle Mountain Chippewa Culture in the hopes that it will break the wall they have built around themselves where the language and culture is concerned.

The students in this class made an improvement in the course, they now know some of the basic Ojibwa language and are able to introduce themselves using the language. I see their self-esteem rise, the confidence of each student improves a great deal. They have respect for the value System and want to know more about the ceremonies such as the clan system, naming ceremonies etc.

Course enrollment of 8 students, all 8 completed the assignment.

#### **Critical thinking:**

##### **Understanding**

**Good** – at the beginning of LNG 125A Ojibwa language, the Student did not know any words with an exception of a few knowing the word miigwech (thank you). They all knew nothing of the Seven Teachings and their self-esteem was very low. The majority of the students can now translate the Ojibwa language into English, they can introduce themselves using the Ojibwa Language. They are able to recognize the mistakes I purposely put on their assignments. The students are now eager to learn more.

##### **Application:**

**Fair** – Some students need extra help learning the Ojibwa Language. The Ojibwa grammar was not always good because it is not spoken in the home. The understanding of the Ojibwa language and the culture of TMBC put the student more at ease during their oral test, it has become better with each passing week. They have applied a lot of the Ojibwa Language in their

lives and took what they learned in class into their homes and started teaching their children these things of great importance.

**Analysis:**

**Good** – a few of the students have questions about why they were not taught the Ojibwa language. They are able to conduct themselves in a better way today. They have expressed the desire to learn more of the Ojibwa language. In the final reports I now see more understanding of the Ojibwa language and more understanding of the Seven Teachings.

**Communication:**

**Structure**

**Good** - the oral exam using the Ojibwa language was good. The students expressed themselves very well in the final reports. They are able to now understand the basic Ojibwa language. They now know the Seven Teachings in both English and Ojibwa.

**Content**

**Fair** - some students need a little extra help pronouncing the Ojibwe words right during the readings to fully understand and possibly be of help. They can explain to the other students how the attitude of self, changes when you know your language the Turtle Mountain Ojibwa language.

**Good** – some of the students were fully able to recognize the written Ojibwa language as well understanding the basic spoken Ojibwa language. They are no longer afraid to ask about what they do not understand. They ask me to speak slower so that they can hear the language and be able to properly pronounce the Ojibwa words

**Grammar/spelling**

**Fair** - the reviews and midterm test results was not always good. The final exam results could be better. The Ojibwa Language is not written but an oral language so the grammar in the final reports are not always good but it has gotten better in the language and understanding the culture of the Turtle Mountain Band of Chippewa.

## **CJ 240 Policing and Police-Community Relations – Spring 2015**

### **Assessment Report by Tasha Morin**

The Criminal Justice 240 – Policing and Police-Community Relations course began the semester with nine students enrolled. Of those nine students, one received an “A,” two received a “B,” four received a “C,” and one received an “F.” The student who received an “F” stopped attending class after three weeks, and did not officially withdraw. One student officially withdrew.

Student learning and understanding of the course objectives were assessed using various methods, including writing assignments, guest speakers, cultural integration, a research paper/presentation, and written exams.

Writing assignments throughout the semester required students to apply what they had learned to “real world” scenarios, as well as, societal issues our local police agency is currently faced with. To integrate our community and examine culture, students were tasked with applying Sir Robert Peel’s Nine Principles of Policing to our community and Police Agency. They were also asked to apply the Broken Windows Theory to the Turtle Mountain Area, and asked to identify crime hot spots. As the semester progressed, they were asked to identify issues that would be raised if our police force became privatized, and how unemployment rates are correlated to crime. Students also learned how to compare unemployment rates and crime for our community and state with those of other parts of the country. A specific section dedicated to multicultural policing was covered, and students were able to identify culturally specific problems and special populations related to policing.

In addition to the culture related writing assignments, students completed a course section covering police reports. The section included explanations of proper reporting procedures, and practice exercises with grammar, spelling and punctuation. The last assignment for the police report writing section was the completion of a police report. The students were given a scenario, and instructed to draw a conclusion for the scenario. They then wrote a report based on what they created. Assessment of the students’ understanding was measured by the successful completion of the practice exercises, and ultimately by the completion of the scenario based report.

A guest speaker was brought in to discuss federal law enforcement and tribal policing issues. Jurisdiction and arrest procedures were of particular interest to the students.

A research paper/presentation assignment was also incorporated into the course design. Students were able to choose their own topic related to policing. The topics chosen included domestic violence towards women and men, drug crimes on the Turtle Mountain Reservation, nature of police work, pursuit policies of various agencies, and police misconduct. Students were required to cite their sources using APA format, and develop a presentation to deliver to the class based off of what they researched. The research paper was required to be 3-4 pages in length (findings and argument), and the presentation requirement was ten minutes with one prop minimum. The presentation portion of the assignment was graded using a rubric made up of preparedness, content, speech clarity, time-limit, and use of props. Points were assigned to each category, with five points being fully prepared, and one point being not prepared at all.

Lastly, two written exams were given. The exams included multiple choice, fill in the blank, true/false, and essay questions. The exam questions were derived from topics covered in the textbook and those discussed in class. The exam one high score was a 102%, the low score was an 80%, and the mean score was a 93%. The exam two high score was a 105%, the low score was a 20%, and the mean score was a 77%.

Overall, the students gave positive feedback on the assignments and topics that were covered. They also participated in class discussions, and worked together on assignments.

Also see attached FARM

## Oral Presentation Rubric : Policing Presentation

Teacher Name: **Tasha Morin**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
<b>Content</b>	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
<b>Speaks Clearly</b>	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
<b>Time-Limit</b>	Presentation is 5-6 minutes long.	Presentation is 4 minutes long.	Presentation is 3 minutes long.	Presentation is less than 3 minutes OR more than 6 minutes.
<b>Props</b>	Student uses several props (could include costume) that show considerable work/creativity and which make the presentation better.	Student uses 1 prop that shows considerable work/creativity and which make the presentation better.	Student uses 1 prop which makes the presentation better.	The student uses no props OR the props chosen detract from the presentation.

Date Created: **May 13, 2015 05:43 pm (CDT)**

## **HIST 252 Chippewa History II - Spring, 2015**

### **Assessment Report by Leslie W. Peltier**

Originally there were twenty-three, (23) students enrolled in this course, five (5) students withdrew and two, (2) students failed due to absences and incomplete assignments. One of these two students never attended and did not withdraw from the course and the other student stopped attending class after earning a low grade the midterm test. Deficiencies were sent out to all failing students at midterm. A total of eighteen, (18) students completed the course.

The final grades of the eighteen students that completed the course is broken down as follows: 7 A, 4 B, 3 C, 2 D, and 2 F. I interpret this to mean that 14 out of the 18 students or 77% passed the course with an A or B or C and 22% earned a D or failed. This is approximately the same number of students that passed the course as in the spring semester of 2014.

#### **Analysis of Pre and Post Tests:**

Identical course assessment tests of knowledge were administered to students as a Pre-test on January 21, 2015 and Post-test on May 6, 2015. A total of fifteen (15) students took the Pre-test and a total of thirteen (13) students completed the Post-test.

**Question one:** Just two students correctly listed all seven of the Ojibwe Seven Teachings on the Pre-test, while three (3) correctly listed all seven on the Post-test. This result was a little disconcerting, but I later realized that I did not spend a lot of time on this topic. Six students that left the Seven Teachings question blank on the Pre-test and three students left it blank on the Post-test which is a slight improvement.

**Second question:** There were eight (8) students who correctly listed 1–2 cultural or traditions they had learned from their family or friends and seven (7) students who left this blank on the Pre-test. There were twelve students that correctly listed 1-2 cultural or traditions and only one student left it blank on the Post-test. This may be interpreted as meaning that students now recognize some life-experiences as cultural or as traditions.

**Third question:** There were no students that correctly listed any cultural or traditions learned from this course on the Pre-test, all 15 students left it blank. There were twelve (12) students that correctly listed 3-4 cultural or traditions and one student who correctly listed 1-2 on the Post-test. No one left this question blank on the Post-test.

**Fourth multiple-part question: Pow wows:** Twelve (12) students out of the fifteen listed something correctly about Pow Wows on the Pre-test. Ten (10) students out of the thirteen listed something about Pow wows on the Post-test. This topic remained constant and had the most responses of all topics for this question. **Ceremonies:** Eight (8) students listed something correctly about ceremonies on the Pre-test. Eleven (11) students listed something correctly about ceremonies on the Post-test. **Tribal History & Legends:** Only six (6) student correctly listed

something on Tribal History & Legends on the Pre-test. All thirteen, (100%) students correctly listed something on Tribal History & Legends on the Post-test, a great improvement. **Foods, Hunting Traditions:** Seven students correctly listed something about Foods, Hunting Traditions on the Pre-test. All thirteen, (100%) students correctly listed something on the Post-test. Another increase of knowledge. **Chippewa Treaties:** Just five out of fifteen students listed correctly something about Chippewa treaties on the Pre-test. All thirteen, (100%) students correctly listed something about treaties on the Post-test. Another great increase of knowledge. **Any other Chippewa Customs:** Only two students correctly answered this on the Pre-test, while seven (7) students correctly answered this last question on the Post-test. Overall results show a great student increase in cultural and historical knowledge after taking the course. These results provide evidence of having fulfilled course objectives and goals as well as those of TMCC General Educational Outcomes of Social Sciences, Cultural Diversity and Critical Thinking.

### **Final Essay Question Assessment:**

TMCC should require HIST 251, Chippewa History I and/or HIST 252, Chippewa History II as a standard for all graduates. This course embodies the major historical and cultural events of the Turtle Mountain Band of Chippewa and fulfills the **outcomes of the Social Sciences**. The course requirements are centered on the sovereign land-owning rights of the Pembina Chippewa as established by the Old Crossing Treaty of 1863 and the “Ten Cent Treaty” or McCumber Agreement of 1892-1904. Each student must make an in-depth study of the treaties and pass tests covering those documents and history. The Final Test essay question for HIST 252 requires students to cover 1) all the details of the negotiations for the McCumber Agreement including 2) lands ceded to the U.S. government, 3) Chippewa leaders and government commissioners, 4) proposed government offsets, 5) the role of the Pembina Treaty Committee and the TMBCI Tribal Council, 6) the present-day Chippewa bands that participated in the distribution and financial awards. The final essay question requires students to **think critically** about how the treaty funds were spent by individual tribal members and the TMBCI Tribal Council. This final essay question also requires **Communication:** student’s use of **effective written language to express themselves**. All but one student who took the final test addressed this essay question and the majority of students earned extra points by answering beyond the expected basic knowledge. The students who failed this essay did not answer or their answers were incomplete and not well organized and poorly written grammatically.

Students who complete the course show an increase in traditional knowledge and they develop a sense of responsibility for the preservation of our tribal customs for future generations, which is a major part of the **TMCC Mission and Goals**. This course helps students achieve a sense of self-identity and self-esteem as a member of a strong tribal entity. These courses are essential to graduates of TMCC and as my mother, Elma Wilkie used to always say; “You don’t know where you’re going unless you know who you are.” Also see attached FARM.