

Creating A World of Opportunities



Assessment Manual



Turtle Mountain
Community College

TURTLE MOUNTAIN COMMUNITY COLLEGE

ASSESSMENT MANUAL

Mission Statement

Turtle Mountain Community College is committed to functioning as an autonomous Indian-controlled college on the Turtle Mountain Chippewa Reservation, focusing on general studies, undergraduate education, career/technical education, scholarly research, and continuous improvement of student learning. By creating an academic environment in which the cultural and social heritage of the Turtle Mountain Band of Chippewa is brought to bear throughout the curriculum, the college establishes an administration, faculty, and student body, exerting leadership in the community and providing service to it.

THE [SEVEN TEACHINGS](#) OF THE [ANISHINABE](#) PEOPLE

To cherish knowledge is to know **WISDOM**. To know **LOVE** is to know peace. To honor Creation is to have **RESPECT**. **BRAVERY** is to face the foe with integrity. **HONESTY** in facing a situation is to be honorable. **HUMILITY** is to know yourself as a sacred part of the Creation. **TRUTH** is to know all of these things.

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Section 1: Introduction

Institutional Philosophy

TMCC is a tribal community college with obligations of direct community service to the Turtle Mountain Band of Chippewa Indians. Under this unifying principle, the College seeks to maintain, seek out, and provide comprehensive higher education services in fields needed for true Indian self-determination.

Purpose

The purpose of this manual is to provide a clear understanding of the assessment process at Turtle Mountain Community College (TMCC). This manual outlines course, program, and institutional level assessment. It also serves to document the formation, functions, and policies of the assessment committee.

Definition

Assessment is the process of measuring something to determine its value. TMCC is committed to a culture of assessment that ensures the highest level of student learning by encouraging institution wide participation in the assessment process. The goal of assessment is to ensure the fulfillment of the TMCC mission and to contribute to the improvement of student learning. Assessment is an ongoing process that works to create a transparent measure of curricular and [co-curricular](#) services at the College. This measurement assures the continued commitment to the Seven Teachings in an academically honest education.

The Student Learning Committee

Purpose

The Student Learning Committee (SLC) oversees and assists faculty and staff with the assessment of student learning and support processes at the institution. The committee receives and reviews assessment plans each year in an effort to provide constructive feedback to staff and faculty.

Composition of Committee

Acknowledging that assessment happens at all levels of the institution, the committee is comprised of department chairs, administrative staff, and student support staff. The Assessment [coordinator](#) is selected from the faculty representatives on the committee. The committee make-up reaffirms the faculty-driven nature of assessment at TMCC.

Student Learning Committee Members

- Department Chairs
- Vice President
- Dean of Academics
- IT Representative
- Director of Research, Assessment, and Planning
- Dean of Student Services
- At Large Faculty Position
- Director of CTE

Functions of the Committee

The SLC performs a number of different functions in the service of assessment at TMCC. In addition to facilitating, advising, and assisting staff and faculty with assessment procedures, the committee also gathers and approves program assessment plans, rates program assessment plans, and connects faculty needs with administrative responses.

- a. Provide Support
 - a. Compile an assessment calendar listing a date by which, or on which assessment procedures and instruments will be evaluated.
 - i. Instructors and programs submit program assessment plans
 - ii. The assessment committee reviews the plans
 - b. Compile all assessment plans submitted by instructors and programs
 - c. Provide Training/Mentoring services for faculty and staff to improve their assessment strategies
- b. Evaluation
 - a. Evaluate program-level assessment instruments and procedures using the criteria outlined on the program assessment plan including:
 - i. Program Outcomes
 - ii. Assessment Methods
 - iii. Assessment Implementation
 - iv. Assessment Findings
 - v. Assessment Recommendations
 - b. Summarize and critique the submitted program assessment plans
- c. Request Resources
 - a. Identify and compile requests resulting from the assessment process
 - b. Send a list of requests for resources to the [appropriate administrative representative](#) on the committee.
 - c. The appropriate administrative representative will respond in writing to each of the requests in their area, and compile a list of those responses for the Committee by the beginning of the next school year.
 - d. Compile and distribute a report of all administrative responses to the needs identified in the Annual Assessment Report. This report will be sent out to all faculty and staff at the beginning of each school year.

Terms

The Seven Teachings: The philosophical foundation of the college is embedded in the system of values that stem from the heritage and culture of the Anishinabe people and is expressed in the Seven Teachings of the Tribe. [Back](#)

Anishinabe: Anishinaabe means the first or original people, although other explanations may be used as well. Ojibwa/Ojibwe comes from the word ojibwemo- s/he is speaking the Ojibwe language. Chippewa is a phonetic spelling for the word Ojibwe. Both Chippewa and Ojibwa are terms synonymous with Anishinabe and are used interchangeably at Turtle Mountain. Another term used to identify Anishinaabe communities is Saulteaux, which is of French origin and the English version is Soto. Saulteaux/Soto are

infrequently used at Turtle Mountain but they are common in Canada. [Back](#)

Co-Curricular: Describes entities of the institution such as Information Technology services, Library, Facilities, Financial services, Student services, etc. [Back](#)

Assessment Coordinator: This role is filled by a current faculty member of the Student Learning Committee. The Chair is voted into the position through an action of the committee. [Back](#)

Appropriate Administrative Representative: Requests based on assessment will be forwarded to the administrative supervisor of the requesting faculty or staff. [Back](#)

Section 2: Course Level Assessment

Purpose

While all outcomes across the institution begin at the institutional mission statement and work down to program then course level, all assessment efforts begin at the course level and move to program, then institution level. When it comes to assessment, what happens at the course level drives all other forms of assessment. Consistent course level assessment serves many purposes. First, it is the catalyst for curriculum and lesson changes that improve student learning. Secondly, it is the vehicle by which instructors hold themselves accountable for their students, making sure that students are leaving with more knowledge and skills than they had when they entered the course.

Procedure

All Faculty, full-time and part-time, are encouraged to provide a pre- and post-assessment of their students in every course they teach. Pre-assessment is meant to determine at what learning level students enter the course; in other words, it provides a baseline of information on what students know upon entry into the course. Pre-assessment can also be used to measure student learning objectives when designing course syllabi and materials. Pre-assessment devices should be offered during the first week of the course, or as soon as the student attends the course.

Post-assessment is meant to measure student learning, i.e. how students met the course learning objectives as established in the syllabus and elicited throughout the instruction of the course. Post-assessment should occur after the bulk of course instruction and materials have been complete, such as during finals week.

Course level assessment will be organized and carried out at a department level. Each department will decide how to gather, use, and evaluate course-level assessment. While course-level assessment may appear in some program-level assessment plans, it is not required that course-level assessment data be presented to the Student Learning Committee.

Section 3: Program Level Assessment

Purpose

Program assessment is the systematic and continuous measurement of how well a program meets its stated outcomes. Program assessment is driven by course level assessment and is a part of institutional assessment reports. Student learning is improved by a systematic and uniform assessment procedure for all programs at the institution, including curricular and co-curricular entities. To ensure the continuity of the assessment process at TMCC all programs are required to complete the Annual Assessment Report.

Procedure

The Annual Assessment Plan (Appendix A) is at the center of the program assessment process at TMCC. This standardized report will be the avenue by which each department shares its assessment plan with the Student Learning Committee. Each year programs will be responsible for submitting their Annual Assessment Plan to the Committee no later than October 1st. The Committee will then either approve or reject the plan. Rejected plans will be returned with suggestions for improvement from the Committee.

At the end of the school year, each program will present the results of its assessment plan to the Student Learning Committee. The Committee will rate the plan based on the following criteria:

- Prior Assessment Actions
- Program Outcomes
- Assessment Methods
- Assessment Results
- Assessment Recommendations
- Requests for Instructional Resources

Student Learning Outcome Assessment

Student Learning Outcomes are the knowledge, skills, and characteristics that all students graduating from TMCC will possess. These outcomes represent the core educational values of the institution and it is the responsibility of all programs and departments to incorporate them into their curriculum. The student learning outcomes are: Communication, Math, Science, Critical Thinking, Arts, Humanities & Social Sciences, Culture/Diversity, and Technology.

Each outcome will be assessed on an annual basis. General Education faculty will choose an outcome to assess. An annual assessment plan will be produced, accepted, and rated for each of the outcomes. The assessment methods for each outcome will be determined by the faculty in charge of the report for a given academic year.

Timeline

August

Assessment Kick-Off Meeting

Report on Administrative Response to Program Needs

Aug. – Oct 1st

[Assessment Ambassadors](#) meet with faculty and staff across the institution to help with assessment procedures.

October 1st

Assessment Plan Reports are due to the Student Learning Committee. Submit to Director of Research, Assessment, and Planning.

Oct. – April

Assessment Ambassadors perform follow-up meetings with faculty and staff across the institution to continue assistance with assessment procedures.

May

Programs report the results of their Annual Assessment Plans to the Student Learning Committee.

End of year assessment celebration

Assessment Plan Reports will be submitted by all degree/certificate programs on an annual basis, with the exception of the Associate of Arts and Associate of Science degrees which are assessed on a five—year cycle. Assessment Plan Reports will also be submitted for each of the Student Learning Outcomes and for each of the co-curricular programs on campus

Terms

Assessment Ambassador: Each member of the Student Learning Committee will be considered an Assessment Ambassador to the institution. Committee members will meet with individuals throughout the institution to assist with, explain, and encourage professional assessment practices. [Back](#)

Section 4: Institutional Assessment

Purpose

The Office of Institutional Research, Assessment and Planning (IRAP) is set to measure the performance of Turtle Mountain Community College (TMCC) through the means of culturally responsive approaches. The information collected is used in decision making efforts including long-term and short-term strategic planning and policy development. Driven by the TMCC Mission Statement, the IRAP seeks to present information in accessible and valuable ways with the goal of improving student learning and living.

Procedure

The IRAP gathers, analyzes and reports on a multitude of data, including tests, surveys and other data collection instruments (see Appendix D). Information is captured at all levels of assessment comprised of pre-entry, course, program/degree and institutional. Administration of timelines for data collection varies per each level of assessment and type of measurement tool.

Pre-Entry Level Assessment

Student Placement:

The Student Placement test is a measure of college-readiness in the areas of English and Math. At the beginning of each semester, all incoming, new students are tested and placed in English and Math courses according to their test results.

Student Orientation Survey:

Student orientation is provided at the beginning of each academic year in an effort to acclimate new students to TMCC services and learning environment. The student orientation survey measures the effectiveness of the orientation process and is completed in the fall at the end of the orientation process.

Graduate Cultural Assessment:

The Graduate Cultural Assessment (GCA) is a measure of tribal knowledge and/or skills of all incoming, new students. The GCA is administered as a pre-test to all incoming, new students and as a post-test to all graduating students.

Course Level Assessment

Student Evaluation of Teaching/Instruction Survey:

The Student Evaluation of Teaching/Instruction survey is a measure of the effectiveness of faculty and their knowledge of subject matter as perceived by the students in their courses. All instructors are evaluated on at least one course per each semester.

Program/Degree Assessment

Student Learning Outcomes:

The Student Learning Outcomes are “the knowledge, skills, and characteristics that all students graduating from TMCC will possess” (Section 3, p. 5). All outcomes are assessed on an annual basis.

Program Outcomes:

Program outcomes are measured on an annual basis to determine the extent that students per each declared program are learning their program’s stated goals of student learning outcomes (Section 3, p...).

Institution-Wide Assessment

Integrated Postsecondary Education Data System (IPEDS):

IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs. The Higher Education Act of 1965, as amended, requires that institutions that participate in federal student aid programs report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid (<https://nces.ed.gov/ipeds/Home/AboutIPEDS>). IPEDS data is collected throughout various points during the academic year.

American Indian Measures of Success (AIMS):

AIHEC American Indian Measures of Success (AIMS) defines measures for TCU success that are relevant to the colleges and their communities. The AIMS data collection instrument, AIMS Key Indicator System (AKIS), was developed based on input from AIHEC, TCUs, accrediting organizations, American Indian College Fund, Bureau of Indian Affairs, and others. AKIS incorporates unique measures of success that are not included in traditional higher education reporting requirements (<https://memberresources.aihec.org/Reports/Pages/AIHEC-AIMS.aspx>). AIHEC AIMS data is collected in the fall of each academic year.

Ruffalo Noel-Levitz Student Satisfaction Inventory:

The Ruffalo Noel-Levitz Student Satisfaction Inventory is a survey used to measure TMCC student satisfaction in several areas including but not limited to registration, financial aid, advising and campus life. The data collected is used to improve student life and learning. The Ruffalo Noel-Levitz is administered once every two years.

Student Withdrawal Survey:

The Student Withdrawal survey explores reasons for student withdrawal from TMCC. The data collected is used to determine strategies TMCC can develop to retain students. This survey is completed per each student upon time of withdrawal.

Graduate Exit Survey:

The Graduate Exit survey was designed to measure the extent that TMCC meets its nine (9) institutional goals. It is administered at the end of the academic year to all graduating students.

Post-Graduate Employer Survey:

The Post-Graduate Employer survey is a measure of the attitudes and perceptions of employers in the local community regarding the knowledge and skills of the TMCC graduate. The survey is administered once every two years.

TMCC Employee Satisfaction Survey:

The TMCC Employee Satisfaction survey is a measure of satisfaction among TMCC employees. This survey is completed every three years.

Section 5: Appendices

Appendix A: Annual Assessment Plan

Turtle Mountain Community College Annual Assessment Plan

Name _____

Area of Assessment _____ Academic Year _____

Submission Purpose: ____ Initial Assessment Plan ____ Revised Assessment Plan ____ Year-End Submission

Please provide the number of students involved in assessment: _____

Section 1: Prior Assessment Actions:

Describe the actions taken as a result of last year's program assessment. Include a discussion of the implementation of any new resources added as a result of the assessment-based requests.

Section 2: Program Outcomes:

List each outcome separately

Section 3: Assessment Methods:

Provide assessment method/s for each program outcome. Include a description of assessment instruments

Section 4: Assessment Results

Give an overview of the results of your assessment.

Section 5: Assessment Recommendations:

Explain how you will use the assessment results to improve your program

Section 6: Assessment-Based Requests:

Describe the resources or support your program needs to act on the findings of your assessment. Requests must be specific, and clearly connected to assessment results and recommendations.

Section 7: Administrative Response:

To be completed by administrative supervisor

Instructions:

1. Complete the “Prior Assessment Actions”, “Program Outcome”, and “Assessment Methods” columns and submit to the Director of Research, Assessment, and Planning no later than October 1st. Each plan must be approved by the Student Learning Committee. If the plan is not approved, it will be returned to the issuer of the plan with recommendations for improvement. Assessment Ambassadors will be available to assist with the completion of any suggested changes to the Annual Assessment Plan.
2. Faculty members of The Arts & Humanities, Math & Science, and Social Science departments will be responsible for assessing the student learning outcomes at the institution. All other departments/programs will develop a plan according to their program outcomes. If your program does not list any program outcomes, consider developing these outcomes as your plan for the academic year.
3. At the end of spring semester, the issuer of the plan will complete sections 3, 4, 5 and 6 and bring the completed plan to a conference with the Student Learning Committee where the committee will review and rate the assessment plan.
4. Remember, your department chair or administrative supervisor is always willing to help you complete any portion of your assessment plan. Please speak with your department chair or administrative supervisor to schedule a visit.

If you have any questions or comments, please contact Erik Kornkven at ekornkven@tm.edu in Office #210N, or at x. 2093 or Ace Charette at extension 2069.

Appendix B: Master Timeline

August

Assessment Kick-Off Meeting

Report on Administrative Response to Program Needs

Aug. – Oct 1st

[Assessment Ambassadors](#) meet with faculty and staff across the institution to help with assessment plans.

October 1st

Assessment Plan Reports are due to the Student Learning Committee by Oct. 1st. Submit to Director of Research, Assessment, and Planning.

December

January

Oct. – April

Assessment Ambassadors perform follow-up meetings with faculty and staff across the institution to

May

Programs report the results of their Annual Assessment Plans to the Student Learning Committee.

End of Year Assessment Celebration