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Turtle Mountain Community College 2020-21 Assessment Report

Submitted

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# Assessment Overview

#### TMCC Mission

*TMCC is committed to functioning as an autonomous Indian controlled college on the Turtle Mountain Chippewa Reservation focusing on general studies, undergraduate education, Career and 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, staff and student body exerting leadership in the community and providing service to it.*

Turtle Mountain Community College is committed to maintaining continuous improvement in all areas of student learning. To achieve this goal, TMCC adheres to a formal and institutionalized assessment process designed to measure student learning according to a program’s learning outcomes. Assessment at TMCC falls under three categories: Program Assessment, Institutional Student Learning Outcome Assessment, and Co- Curricular Assessment.

**Certificate and Degree Program Assessment**

For the purposes of assessment, a program is defined as any curriculum that confers a degree or certificate upon completion. 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 Plan.

**Institutional Student Learning Outcome Assessment**

Student Learning Outcomes (SLO) 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: SLO #1: Culture and Language, SLO #2: Critical Thinking, SLO #3: Communication, and SLO #4: Research

Each outcome will be assessed on an annual basis. All general education faculty who are not already assessing a program will choose an outcome to help assess. This will result in an ‘assessment team’ for each SLO comprised of faculty from across the institution. Each team will be responsible for generating the assessment methods and collecting assessment data for that academic year relating to their SLO. The following academic year, SLO teams will hold a professional development for all TMCC faculty based on the results of the prior year’s assessment.

**Co-Curricular Assessment**

Co-Curricular programs are those programs that extend the learning of the Institutional Learning Outcomes beyond the classroom environment. These opportunities allow students to develop the skills, concepts, and knowledge that are at the heart of the TMCC mission. Like curricular programs, it is vital that co-curricular programs seek continuous improvement through regular assessment of their stated outcomes. Co-Curricular programs are assessed based on how well they help students gain knowledge and skills in connection to the Institutional Student Learning Outcomes.

**Procedure**

Program, SLO, and Co-Curricular assessment are all conducted by completing the Annual Assessment Plan. This standardized report will be the avenue by which each department shares its assessment methods and results with the Student Learning Committee. The Annual Assessment Plan contains six sections:

1. Prior Assessment Actions
2. Learning Outcomes
3. Assessment Methods
4. Assessment Results
5. Assessment Recommendations
6. Assessment-Based Requests

Each year departments will be responsible for submitting their Annual Assessment Plan to the Committee no later than October 1st for initial review. 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 using a rubric to provide scores for each section of the Annual Assessment Plan.

**Privacy Statement**

Due to privacy laws and small numbers of students in some programs assessment results will not be published for Assessment areas that contain fewer than ten participants. Complete assessment results can be accessed internally by all stakeholders and may be requested from individual programs by community members or prospective students.

**Academic Year 2020-21 Document Notes**

Due to the impacts of the Covid-19 Pandemic we had to adapt our assessment processes to a new reality. The Student Learning Committee did our best to keep the process intact by collecting electronic copies of assessment reports and holding teleconference rating sessions. Our instructors and staff conducting their assessments had to adapt some methods to accommodate the online learning environment. Due to these impacts some of our assessment methods were unable to be completed or had to be temporarily altered. We are proud of the effort of the Student Learning Committee and the entire campus to navigate these challenges and continue our assessment process to the best of our abilities. TMCC remains committed to the assessment process as we work for continuous improvement of student learning.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Metrics** | **16-17** | **17-18** | **18-19** | **19-20** | **20-21** |
| Total Assessment Plans Submitted | 17 | 28 | 21 | 29 | 37 |
| Programs Assessed | 10 | 10 | 16 | 14 | 21 |
| Outcomes Assessed | 7/7 | 7/7 | 4/4 | 3/4 | 4/4 |
| Co-Curricular Programs Assessed | 0 | 0 | 0 | 3 | 5 |
| Programs Developing New Assessment Plans | 0 | 11 | 1 | 9 | 7 |
| Faculty/Staff Participation | 23 | 26 | 36 | 40 | 43 |

*Average Ratings*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section** | **16-17** | **17-18** | **18-19** | **19-20** | **20-21** |
| Prior Assessment Actions | N/A | 3.26 | 3.50 | 3.59 | 3.32 |
| Outcomes | 3.0 | 3.28 | 3.58 | 3.72 | 3.79 |
| Methods | 3.0 | 3.33 | 3.49 | 3.60 | 3.47 |
| Results | 2.94 | 3.38 | 3.18 | 3.50 | 3.25 |
| Recommendations | 3.06 | 3.32 | 3.30 | 3.32 | 3.21 |
| Requests Approved | 9/9 | 17/19 | 13/14 | 11/13 | 13/14 |
| **Composite Average\*** | **3.03** | **3.31** | **3.37** | **3.55** | **3.41** |

\* Developing Assessment plans are not included in calculating Composite Average

**Results of Assessment Ratings**

Chart Title

4.5

4

3.5

3

2.5

2

1.5

1

0.5

0

4.13

4.03

3.98

3.96

3.8

3.76

3.75

3.67

3.65

3.52

3.5

3.44

3.44

3.42

3.42

3.38

3.38

3.33

3.31

3.3

3.21

3.19

3.19

3.02

2.92

2.89

2.86

2.81

2.8

2.8

The numerical rating of a program or SLO’s assessment plan represents the committee’s way of commenting on the health of the assessment process in that program or SLO including outcomes, methods, results, recommendations, and the movement from one year’s recommendations to the next year’s improvements. It does not reflect the quality of student work or achievement, neither does it reflect the overall health of a program.

SLO #2: Critical Thinking

SLO #3: Communication

Medical Lab Technician

Phlebotomy

Welding

Building Construction Technology

Teacher Education

Heavy Equipment Operator

Student Senate

Health and Fitness Technician

Pipe Welding

Network Administration

Associate of Science

Patient Access Specialist

Associate of Arts

Cyber Security 9-Month/AAS

SLO #4: Research

Ogimaawiwin Leadership (BA)

Pharmacy Technician

Plumbing Technician

Electrical Technician

Web Design

Annishinaabe Campus

Accounting Technician

Library

Entrepeneurship

Business Administration AAS

SLO #1: Language and Culture

Commercial Vehicle Operations

Tutoring FYE

# Certificate and Degree Program Assessment

CTE Certificate and Associate of Applied Science Programs

* Accounting (A.A.S. / 9Month)
* Building Construction Technology (A.A.S./ 9 Month)
* Business Administration (A.A.S)
* Cybersecurity (A.A.S. /9-Month)
* Commercial Vehicle Operations (16-Week)
* Electrical (A.A.S. / 9 Month)
* Entrepreneurship (9-Month)
* Heavy Equipment Operator (16-Week)
* Medical Administrative Assistant
* Medical Lab Technology (A.A.S.)
* Network Administrator (A.A.S./9-Month)
* Patient Access Sepcialist (9-Month)
* Pharmacy Technician (A.A.S./ 16-Week)
* Phlebotomy (9-Month)
* Pipe Welding
* Plumbing (9-Month)
* Web Designer (A.A.S./9-Month)
* Welding (A.A.S./16-Week)

Health and Fitness Technician (A.A.S.) (Developing)

* + Coaching/Prevention & Care of Athletic Injuries (16-Week),
  + Fitness and Wellness (16-Week),
  + Personal Training (16-Week)

Associate Degree Programs

* Associate of Arts. (Developing)
* Associate of Science. (Developing)
* Education (Developing)
* Ogimaawi Leadership
* Engineering (Developing)

Bachelor Degree Programs

* Teacher Education
  + Secondary Science Education
  + Early Childhood Education
  + Secondary English Education
  + Ogimaawi Leadership
* Ojibwe Language, Culture and History

## Accounting A.A.S

Assessor: Diane Bercier

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** | **2.6** | **3.7** | **2.9** | **3** | **2.89** | **Yes** | **3.02** |
| 2019-20 | 3 | 3 | 2.25 | 2.75 | 2.75 | Yes | 2.75 |
| 2018-19 | N/A | 2.3 | 2.80 | 2.4 | 2.9 | Yes | 2.60 |

#### Comments:

|  |  |  |
| --- | --- | --- |
| Providing rubrics would be helpful. Assessment results appear to provide meaningful  insight into the student learning process. Alignment of data to needs for QuickBooks appears linked. |  | Prior actions: not having info is not acceptable. Contact department chair or Assessment Coordinator. |
|  | Methods- Very vague. |
| Remember, all assessment plans are stored in the google drive going back to the first one. So if you ever lose your previous plan you can always get it there. –  Section 3: Where will these assessments take place (which courses). Also, share the basic rubric criteria for the different rubrics you will use. –  Sections 4&5: Very good information, the only thing to improve these sections would be to separate out the analysis and recommendations for each specific outcome. But good explanation of the results. |  |
|  | Results: #1- Is this test scores or average? What are the results based on the rubric? |
|  | #2- I’m confused. Results based on rubric? |
|  | #3- Same language as Stephanie’s. but different program. |
| In some cases here, information that could have been provided earlier was included later—e.g. the rubric scoring. |  | #4- Same as #2. |
|  | Longitudinal- What is pass rate? |
| Section 4: recommend identifying the rubrics |  |
|  | This assessment is all over. Training recommended. |
| Overall, a good assessment. |  |
|  | Analysis and Recommendation: Use data to drive this section. |
| Link prior assessment actions with outcomes and recommendations from prior assessment. More info on assessments such as rubrics, project check offlist, tec. |  |
|  | Request does not align with data. |

Name Diane Bercier

Turtle Mountain Community College Annual Assessment Plan

Area of Assessment: Accounting Academic Year\_2020-2021

Submission Purpose: Initial Assessment Plan X\_Year-End Submission

Please provide the number of students involved in assessment: 7-9 Month, 3-AAS

###### Section 1: Prior Assessment Actions:

1. *It was recommended last year, that because Business Administration and Accounting programs have classes taught by both Stephanie and I that we include a part of each of our assessment. We will also include Sandi Thomas in the process as she teaches part of program. I will be changing my Program Outcomes to reflect this. The QuickBooks outcome will be joined with the other software programs. We could be a testing site for QuickBooks certification, but because of the pandemic, we have not been able to proceed with this at this time.*
2. *I looked at the simulation packet I was interested in the spring and I find that the students would be duplicating what they learn in QuickBooks, but at a lower level. I will not be using the program. In our new building we will have a classroom/lab where students will have various stations to perform different task from their studies.*

###### Section 2: Program Outcomes:

1. Students will have the ability to perform accounting functions including the preparation of the following forms: trial balance, income statement, statement of owner’s equity, cash flow and balance sheet.
2. Students will have the ability to complete year end payroll forms and reports (Payroll Class)
3. Student will have the ability to communicate in written and oral form effectively for reporting purposes.
4. Students will be able to effectively use various software programs to process data and create reports needed for a company. Including QuickBooks, Microsoft Word, Excel, Power Point.

###### Section 3: Assessment Methods:

*Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review*

1. I will have the student prepare journal entries and produce financial statements with given data and use a rubric to assess their knowledge.
2. Students will complete a project requiring year-end payroll forms and reporting including the preparation of the following forms: W-2, 941, and 940 and assessed using a rubric.
3. A project will be assigned, and a rubric will be used to access both written and oral knowledge and skills.
4. Students will be tested using rubrics to access their knowledge of the various software programs

## Building Construction Technology 9-Month/2-Year Certificate

Assessors: Ron Parisien and Luke Baker

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** | **4.18** | **3.73** | **3.73** | **3.73** | **3.45** | **Yes** | **3.76** |
| 2019-20 | 4 | 4.17 | 4 | 3.67 | 4.17 | Yes | 4.00 |
| 2018-19 | 4.00 | 3.91 | 4.00 | 3.18 | 3.73 | Yes | 3.76 |
| 2017-18 | 3.80 | 3.70 | 3.30 | 3.50 | 3.67 | Yes | 3.59 |
| 2016-17 |  | 3.63 | 3.56 | 3.11 | 3.33 | Yes | 3.41 |

Comments:

|  |
| --- |
| Assessment analysis was unclear, and alignment to assessment based requests was unclear. What data supported these requests? Why would it be more beneficial to have separate assessments? |
| This is a great report that shows a tremendous amount of thought and consideration has gone into your program for the betterment of your students. My only concern is that you may be conducting more assessments than is necessary. Is there a way to streamline the assessment process to perhaps give a single pre-text, a mid-point test, and then a final test for most of your outcomes? Instead of multiple pre/post tests in every course/module |
| Overall, really excellent work here. |
| Did you change your assessment methods from previous years since there are no longitudinal  results? |
| GREAT ASSESSMENT!! |
| Great Job! |
| Results: I like where this is heading but I think there is a hiccup in the way. It starts off with a curriculum map (under methods) but then breaks it down by individuals in each class. Are you using one class to determine proficiency in each area? |
| Results: Let’s talk instead about the areas that need improving, not just the number of students. |
| Recommendations: Don’t align with results. |

Turtle Mountain Community College Annual Assessment Plan

Name Luke Baker & Ron Parisien

Area of Assessment Building Construction Technology Academic 2020/2021 Submission Purpose: Initial Assessment Plan \_x Year-End Submission

Please provide the number of students involved in assessment: 9 First Year - 4 Second Year

###### Section 1: Prior Assessment Actions:

Outcome #1: 19-20 Recommendations: Continue to develop the pretest posttest to reflect the knowledge the students need to be successful. 20-21: Results/Actions taken:

1. Due to the large number of courses that BCT Students are required to take for the BCT Program, we will be using individual course pretest and posttest as our method of assessment.
2. We will give all first year and second students Pretest and Post Test that pertain to the courses they take during the academic school year.
3. We have not developed an assessment as of now, we have talked about how we could incorporate culture, language, and history into our courses.

* *List any recommendations from the previous year’s assessment report. For each recommendation, list any actions taken.*
* Research ways we can have a sponsor for NCCER Registry.

Richard Jay, Katrina Delorme and Ron Parisien have all become NCCER Certified Master Trainers and Certified Craft Instructors. Katrina Delorme will be our Certified Area Training Sponsor Representative. We are in the process of becoming an Area Training Sponsor site. With these credentials we will be able to provide our students with National Certifications through NCCER.

Master Trainer: A Master Trainer is an individual who has been certified in accordance with NCCER's Instructor Certification Training Program (ICTP) for Master

Trainers and is authorized to train craft instructors. Master trainers are trained and certified directly by NCCER. Master trainers must meet the following qualifications:

* + Approved by an NCCER Accredited Training Sponsor

**AND**

* + Two years’ experience as a trainer, instructor, or educator

**OR**

* + An associate degree or higher in education, a construction-related field, industrial arts, engineering, chemistry, or similar field from an accredited post-secondary institution

**OR**

* + A minimum of two years of experience at a supervisory level or higher in the construction or maintenance industry Craft Instructor Certification

A Craft Instructor is an individual who has successfully completed the Instructor Certification Training Program (ICTP) conducted by an NCCER Master Trainer with current credentials and is authorized to teach the NCCER curriculum.

Craft Instructors must meet the following qualifications:

* 1. Experience at a minimum journey or technician level in their area of expertise OR
  2. A minimum of three years’ experience as a certified teacher in a vocational/technical construction or maintenance-related training program
  3. A Master Trainer may also serve as an instructor if they meet the above criteria and submit Form 101 and the ICTP information sheet.

**Accredited Training Sponsor (ATS):** Entity that has been approved by NCCER as having the resources to effectively conduct a quality training program that utilizes NCCER curriculum.

**Accredited Training and Education Facility (ATEF):** A secondary or postsecondary school (high school, college, university, etc.) working in partnership with an Accredited Training Sponsor that has successfully completed an approval process for recognition of its training program

*Explain the implementation of any new resources added as a result of the assessment-based requests.*

1. I have implemented NCCER-Connect into my online training, Luke will be implementing it in the future.
2. We are pursuing becoming an ATS (Area Training Sponsor) to certify our students on the NCCER National Registry.
3. Richard Jay, Katrina Delorme, and Ron Parisien have completed the certifications to be Master Trainers.

*Explain any changes you will make to the assessment process that weren’t discussed in the previous year’s recommendations*

* 1. Accessing first year and second year students as individual groups.
  2. Developing an assessment rubric for culture, history, and language.
  3. Research and develop material to implement for culture, history and language in our courses.
  4. I feel that Luke and I may need to have our own assessments.

###### Section 2: Program Outcomes:

*List each outcome separately*

**Outcome #1:** Content Knowledge:

Students will demonstrate knowledge and application of methods, practices, and procedures that represent the knowledge and skills required to succeed in the Building construction field.

**Outcome #1:** 19-20 Recommendations:

1. Continue with implementing all BCT course lessons in canvas, or other online sources for the 2020-2021 academic year.
2. Create a map to show what modules are to be used in each course, as we have had some crossover between first and second year use of modules.
3. Research all NCCER materials and resources that we can use to successfully train students in our program.
4. Research ways we can have a sponsor for NCCER Registry.

Actions 20-21 Results/Actions taken:

1. Courses assignments are online and are a continued work in progress.
2. We have developed a map of the Courses and each NCCER module used within each course. Each module will correlate with the course goals and objectives.
3. I have implemented NCCER-Connect into my online training, Luke will be implementing it in the future.
4. Richard Jay, Katrina Delorme and I have all become NCCER Certified Master Trainers and Certified Trained Instructors. Katrina Delorme will be our Certified Area Training Sponsor Representative. We are in the process of becoming an Area Training Sponsor site. With these credentials we will be able to provide our students with National Certifications through NCCER.

**Outcome #2: Safety**

Students will demonstrate knowledge and application of all required safety procedures and practices in the discipline. Students will show proficiency in the maintenance and safe use of tools and equipment used in the building construction industry.

Actions 19- 20: We will continue to modify and improve safety through

1. Using safety check off list
2. Hands-on implementation of safety during shop hours
3. Offer more training through videos, lectures and safety speakers.
4. We created a course map to show where safety is introduced, learned and practiced throughout the BCT program.

20-21 Results/Actions taken: We will continue to modify and improve safety with the following

1. Using a safety check off list. We will be using the NCCER safety check off sheets made available for all performance evaluations, mock-up demonstrations, and shop work.
2. A daily PPE safety check off sheet is used during shop time.
3. Students are required to wear all PPE and follow all safety rules during shop hours, this year we followed Covid safety procedures that were approved by the Safety Compliance Officer.
4. We did not have any speakers for safety due to Covid. We are purchasing more safety videos, there are safety resources in the NCCER Curriculum that we have started implementing. There are a lot of online safety videos available that I used online.
5. We designed the map last year.

**Outcome#3: Equipment/Proficiency**

Shop courses are where we will practice the knowledge learned in the content based area. Students will practice building methods and practices used in the building construction field. They will safely use the tools and equipment they have studied and learned to use during the building process. Tool and equipment maintenance and safety are part of the hands-on learning process.

*Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.*

###### Section 3: Assessment Methods:

Each course is designed with modules that correlate with the specific goals and outcomes of the course. Each course pretest/posttest will contain questions from each module within the course. Each module within the course contains methods two through seven. Each method shows which outcomes are assessed.

1. Course Pretest/Posttest, this assessment is used to test for knowledge and safety. Outcomes 1 & 2
2. Module Section Reviews, this assessment is used to test for knowledge and safety. Outcomes 1 & 2
3. Module Review Questions, this assessment is used to test for knowledge and safety. Outcomes 1 & 2
4. Module Trade Term Quiz, this assessment is used to test for knowledge and safety. Outcomes 1 & 2
5. Module Exams, this assessment is used to test for knowledge and safety. Outcomes 1 & 2
6. Module Proficiency Test, this assessment is used to test for Skill, knowledge and safety. Outcomes 1,2,3
7. Safety Check-Off List, this assessment is used to test for Skill, knowledge and safety. Outcomes 1,2,3

## Buisness Administration: A.A.S

Assessor: Stephanie Bear

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** | **2.83** | **3.7** | **3.1** | **2.8** | **1.88** | **N/A** | **2.86** |
| 2019-20 | 3.33 | 3.71 | 3.43 | 2.71 | 2.33 | N/A | 3.10 |
| 2018-19 |  | 3.27 | 2.73 | 2.09 | 2.82 | N/A | 2.73 |

#### Comments:

|  |
| --- |
| Section 1: It is unclear if this assessment represents the planned merger of both programs or not. -- You cannot use exam scores as assessment data. You can have embedded questions though. -- Section 5: Try to make recommendations based on the results, even with limited students the assessment process should yield some information about where and why students  are struggling. |
| I gave an N/A for Section 5, but I am wondering whether some kind of analysis should have been included of the data provided. |
| Students should have some type of pre-test that will determine a baseline for these posttests. |
| Section 4 – recommend the rubrics be included; it will make it easier to understand section 5 |
| Methods: #1- Do a pretest and a posttest. #2How are student assess orally? Does the rubric evaluate writing? It appears to evaluate a lot more. 2. #3- Should be related to the outcome and it’s not.  3. Results: #2 and #3-Results don’t align to outcomes. 4. #4- What is passing grade? What is the proficiency score? 5. The section feels like it’s all over the place. 6. Recommendations: None? How will the program improve? |

Turtle Mountain Community College Annual Assessment Plan

Name Stephanie Bear

Area of Assessment Business Administration Academic Year 2020-2021 Submission Purpose: \_X\_Initial Assessment Plan Year-End Submission

Please provide the number of students involved in assessment:

###### Section 1: Prior Assessment Actions:

1. *List any recommendations from the previous year’s assessment report. For each recommendation, list any actions taken.*
2. *Explain the implementation of any new resources added as a result of the assessment-based requests.*
3. *Explain any changes you will make to the assessment process that weren’t discussed in the previous year’s recommendations*

No recommendations from the committee from last year due to the pandemic. Recommendation from Supervisor and Department Chair:

Cross Assess with the Accounting and Entrepreneur Programs because we share students.

###### Section 2: Program Outcomes:

*List each outcome separately*

1. Students will be able to demonstrate their knowledge of business concepts, theories, and principles needed to be successful supervisors/managers
2. Students will be able to demonstrate effective business communication, orally and written.
3. Students will be able to Use Microsoft Office programs to create personal and business documents following current professional and/or industry standards and know when to use which program. MIS224\_Sandy
4. Students will have the ability to perform accounting functions including the preparation of the following forms: trial balance, income statement, statement of owner’s equity, cash flow and balance sheet. Diane

###### Section 3: Assessment Methods:

*Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.*

1. Students will be given an exam to measure their knowledge in each function of business management
2. Students will be given a project in which they show what they have learned to effectively communicate in the business world, orally and written, a rubric that measures the following: Evaluate and analyze sources; thesis; content of knowledge and quality of research; content application; Conclusion; and Writing will be used.
3. Students will be given a project in which they show that they have learned how to use each program in Microsoft Office Suite, a rubric that measures the following: Critical thinking questions from each given chapter, the points attached, and their answers will be used.

Students will prepare journal entries and produce financial statements with given data and use a rubric to assess their knowledge.

## Commercial Vehicle Operations

Assessors: Edwin Acosta and Craig Johnson

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** | **3** | **4** | **3** | **2** | **2** | **N** | **2.8** |
| 2019-20 | 4.00 | 4.00 | 4.00 | 4.60 | 3.60 | N/A | 4.04 |
| 2018-19 | 3.73 | 4.18 | 4.09 | 4.27 | 4.45 | Yes | 4.15 |
| 2017-18 | 3.50 | 2.75 | 2.88 | 3.38 | 3.63 | Yes | 3.23 |
| 2016-17 | 3.25 | 3.10 | 3.10 | 3.10 | 2.89 | Yes | 3.08 |

Comments:

|  |
| --- |
| Good work here. Clean, simple, and concise but it does highlight areas of improvement. The one place I think you could improve is in your methods section. Provide a bit more detail on exactly how the students will be evaluated on outcomes 2 and 3. Right now you just say that they will be ‘evaluated’. What does that mean exactly? Overall, good work |
| Outcome 1: Semester 19/20 50% of course onsite/online with 72% average knowledge. , 100% online, Semester 20/21 73% average knowledge. The low knowledge is due to more than COVID19 |
| Overall, a very good assessment. Definitely can see the improvement every year. |
| Good job Edwin and Craig |
| Outcomes: Driving is only mentioned in backing up. Can a license be an indicator of success? |
| Assessment: Add license as an indicator of methods. |
| Results: Let’s start looking at the areas within the post-test that students are scoring low (content knowledge) and add more time during the 16 weeks to address these areas. What areas are they scoring high? This is a strength of the program (Equipment knowledge). Also, better organize so results are not lost. |

Name: Edwin Acosta and Craig Johnson

Turtle Mountain Community College Annual Assessment Plan

Area of Assessment: Commercial Vehicle Operations Academic Year: 2020-21 Submission Purpose: Initial Assessment Plan \_X Year-End Submission

Please provide the number of students involved in assessment: 7

###### Section 1: Prior Assessment Actions:

Listed below are the recommendations from 2019-20 assessment:

1. Content Knowledge: Re-work the hours of service for content knowledge due to the average post was 72% which is below the target of 80%
2. Equipment Knowledge: Unable to produce a recommendation due to incomplete data.
3. Safety: N/A

Further emphasis will be added to the Hours of Service area to further reinforce understanding of the content knowledge. Also, CVO will add a safety checklist to the safety outcome to ensure all students are practicing safe habits while in and around the semi-truck. The reasoning for adding a safety checklist is to move away from using OSHA 10 as the only measurement tool. The checklist will be uploaded to Google Drive so both instructors can make updates on proper safety of each student.

###### Section 2: Program Outcomes:

*List each outcome separately*

1. Content Knowledge: Students will be assessed on content knowledge to include general concepts of commercial vehicle knowledge, and hours of service with an 80% or higher.
2. Equipment Knowledge: Students will be assessed on a hands on backing exercise with our tractor- trailer. Each student will demonstrate proficiency backing the tractor trailer with an 80% or higher.
3. Safety: Students will be assessed on proper safety practices applied throughout the semester in the lab.

###### Section 3: Assessment Methods:

*Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.*

1. Content: Students will be administered a pre and post-test to gauge their knowledge attained throughout the semester.
2. Equipment: Students will perform a hands on backing with a tractor trailer at the beginning and at the end of the semester to measure their progress.
3. Safety: Students will be evaluated to ensure that they apply the proper safety techniques in and out of the lab.

CyberSecurity 9-Month/A.A.S. *(Plans rated together)*

Assessor: Marlin Allery, Chad Davis, Christian Davis

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** | **2.8** | **4** | **3.88** | **3.33** | **2.88** | **N/A** | **3.38** |
| 2019-20 |  | 3.16 | 3.33 |  |  |  |  |

Comments:

|  |
| --- |
| Good work here. Certification results make sense as the primary method of assessment. Good thoughts on thinking about how to capture date from students who stop out early from the program. |
| AAS: Unable to understand Outcome 2 results in Section 4 |
| Analysis and recommendations: 1-3, What data is this based on? |
| 4- Student passed. What data is recommendation based on? |

Turtle Mountain Community College Annual Assessment Plan

Name\_**Marlin Allery/Chad Davis/Christian Davis**

Area of Assessment **Cybersecurity & Data Privacy (AAS)** Academic Year **2020/2021**

Submission Purpose: Initial Assessment Plan \_X\_Year-End Submission

Please provide the number of students involved in assessment: 1

###### Section 1: Prior Assessment Actions:

* 1. *List any recommendations from the previous year’s assessment report. For each recommendation, list any actions taken.*
  2. *Explain the implementation of any new resources added as a result of the assessment-based requests.*
  3. *Explain any changes you will make to the assessment process that weren’t discussed in the previous year’s recommendations*

No prior assessment actions.

According to last year’s assessment plan, we developed strong Outcome and Assessment Methods for program and will perform a full assessment process for this academic year.

###### Section 2: Program Outcomes:

*List each outcome separately*

**Outcome 1:** Identify risks, assess threats, and develop effective countermeasures aimed at protecting organizational assets on premise and in the cloud.

**Outcome 2:** Prevent common security threats, including implementing firewall and VPN technologies and perimeter defenses, conducting vulnerability and penetration testing, and scanning networked systems.

**Outcome 3:** Discuss relevant laws, regulations, and frameworks as they apply to data privacy and cybersecurity operations.

**Outcome 4:** Demonstrate the legal and technical aspects of a cybercrime investigation and the application of computer forensic tools.

###### Section 3: Assessment Methods:

*Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.*

**Outcome 1: Students will use a simulation software, along with completing labs using physical hardware & software that will cover the following areas:**

* Introduction to Penetration Testing
* Social Engineering and Physical Security
* Reconnaissance
* Scanning
* Enumeration
* Analyze Vulnerabilities
* System Hacking
* Malware
* Sniffers, Session Hijacking and Denial of Service
* IDS, Firewalls, and Honeypots
* Web Servers, Web Applications, and SQL Injections
* Wi-Fi, Bluetooth, and Mobile Devices
* Cloud Computing and Internet of Things
* Cryptography

**Students will take Certification Practice exams upon entering the classes. They will also take the same exams at the end of the semester. This will prepare them for their TestOut Ethical Hacker Pro Certification Exam in which they will test their knowledge on *ALL* the areas listed and is *REQUIRED* to take. Once exam is completed, students will receive a graph chart that shows a breakdown of each of the different areas.**

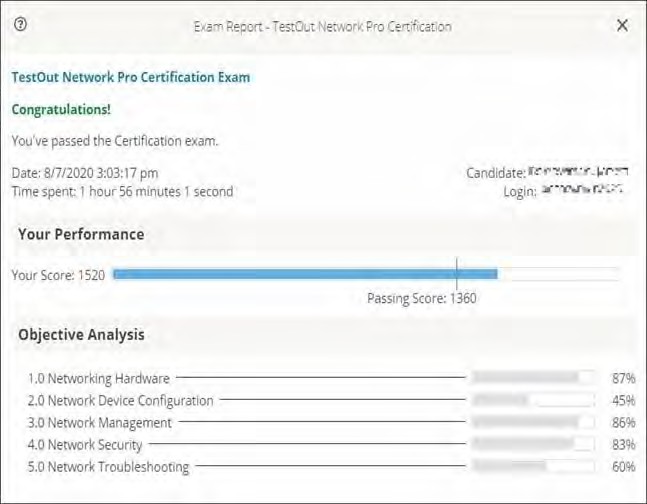
**OUTCOME 2: This Outcome can be assessed using the methodology of Outcome 1 assessment plan.**

**OUTCOME 3: Students will use a simulation software, along with completing labs using physical hardware & software that will cover the following areas:**

* Security Basics
* Policies, Procedures, and Awareness
* Physical
* Perimeter
* Network
* Host
* Application
* Data

**Students will take Certification Practice exams upon entering the classes. They will also take the same exams at the end of the semester. This will prepare them for their TestOut Security Pro Certification Exam in which they will test their knowledge on *ALL* the areas listed and is *REQUIRED* to take. Once exam is completed, students will receive a graph chart that shows a breakdown of each of the different areas.**

***Example:***



**OUTCOME 4: Students will undergo scenario or theoretical based projects in their respected courses. These projects will be completed within a designated group assigned by the professor or completed individually. All coursework will be graded using a rubric to consistently evaluate the student’s performance. Project work will include using forensic tools and software to solve common Digital Forensic issues.**

Turtle Mountain Community College Annual Assessment Plan

Name\_**Marlin Allery/Chad Davis/Christian Davis**

Area of Assessment **Cybersecurity (9-Month)** Academic Year **2020/2021**

Submission Purpose: Initial Assessment Plan \_X Year-End Submission

Please provide the number of students involved in assessment:

###### Section 1: Prior Assessment Actions:

1. *List any recommendations from the previous year’s assessment report. For each recommendation, list any actions taken.*
2. *Explain the implementation of any new resources added as a result of the assessment-based requests.*
3. *Explain any changes you will make to the assessment process that weren’t discussed in the previous year’s recommendations*

No prior assessment actions.

According to last year’s assessment plan, we developed strong Outcome and Assessment Methods for program and will perform a full assessment process for this academic year.

###### Section 2: Program Outcomes:

*List each outcome separately*

**Outcome 1:** Evaluate the computer network and information security needs of an organization.

**Outcome 2:** Assess cyber security risk management policies in order to adequately protect an organization’s critical information and assets.

**Outcome 3:** Measure the performance of security systems within an enterprise-level information system.

###### Section 3: Assessment Methods:

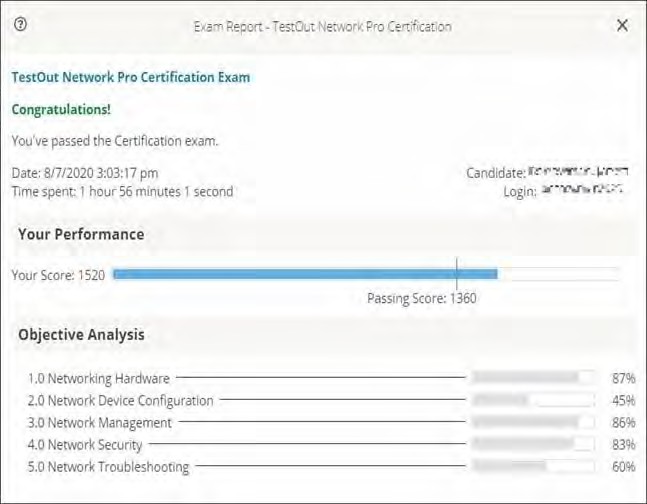
*Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.*

**Outcome 1: Students will use a simulation software, along with completing labs using physical hardware & software that will cover the following areas:**

* Cables and Connectors
* Networking Devices
* Peripheral Devices
* Ethernet
* IP Configuration
* Switch Management
* Routing
* Firewalls
* Network Customization
* Wireless Networking
* Wide Area Networks (WAN)
* Networking Policies and Procedures
* Network Security
* Network Hardening
* Network Management
* Network Optimization

**Students will take Certification Practice exams upon entering the classes. They will also take the same exams at the end of the semester. This will prepare them for their TestOut Network Pro Certification Exam in which they will test their knowledge on *ALL* the areas listed and is *REQUIRED* to take. Once exam is completed, students will receive a graph chart that shows a breakdown of each of the different areas.**

***Example:***

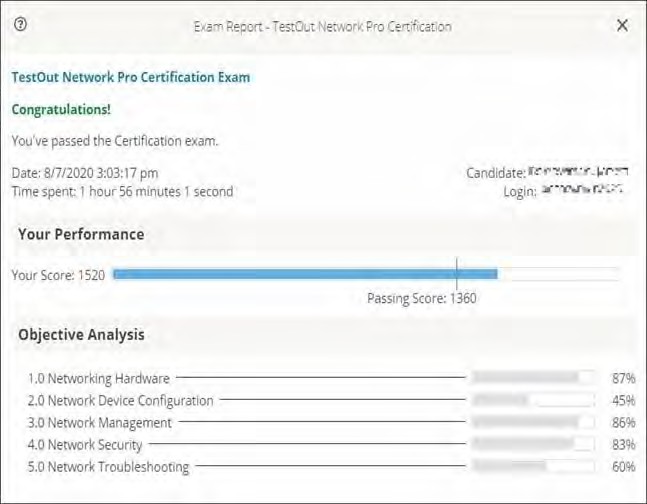


**OUTCOME 2: Students will use a simulation software, along with completing labs using physical hardware & software that will cover the following areas:**

* Security Basics
* Policies, Procedures, and Awareness
* Physical
* Perimeter
* Network
* Host
* Application
* Data

**Students will take Certification Practice exams upon entering the classes. They will also take the same exams at the end of the semester. This will prepare them for their TestOut Security Pro Certification Exam in which they will test their knowledge on *ALL* the areas listed and is *REQUIRED* to take. Once exam is completed, students will receive a graph chart that shows a breakdown of each of the different areas.**

***Example:***

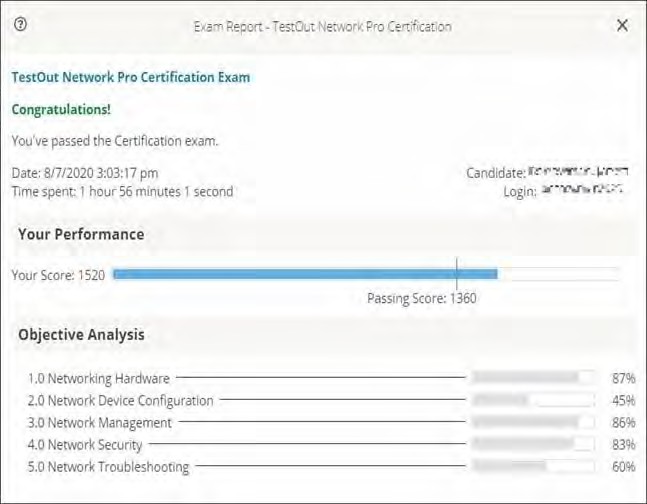


**OUTCOME 3: Students will use a simulation software, along with completing labs using physical hardware & software that will cover the following areas:**

* Introduction to Penetration Testing
* Social Engineering and Physical Security
* Reconnaissance
* Scanning
* Enumeration
* Analyze Vulnerabilities
* System Hacking
* Malware
* Sniffers, Session Hijacking and Denial of Service
* IDS, Firewalls, and Honeypots
* Web Servers, Web Applications, and SQL Injections
* Wi-Fi, Bluetooth, and Mobile Devices
* Cloud Computing and Internet of Things
* Cryptography

**Students will take Certification Practice exams upon entering the classes. They will also take the same exams at the end of the semester. This will prepare them for their TestOut Ethical Hacker Pro Certification Exam in which they will test their knowledge on *ALL* the areas listed and is *REQUIRED* to take. Once exam is completed, students will receive a graph chart that shows a breakdown of each of the different areas.**

***Example:***



## Electrical Technology

Assessor: Wayne Sande

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** | **2.89** | **3.67** | **2.78** | **3.33** | **3.38** | **Yes** | **3.21** |
| 2019-20 | 3.00 | 3.40 | 2.40 | 2.60 | 3.2 | N/A | 2.92 |
| 2018-19 | 3.45 | 3.75 | 3.50 | 3.00 | 3.75 | Yes | 3.49 |
| 2017-18 | 3.45 | 3.73 | 3.64 | 3.27 | 3.27 | Yes | 3.47 |
| 2016-17 |  | 3.33 | 2.56 | 2.50 | 2.80 | Yes | 2.80 |

Comments:

|  |  |
| --- | --- |
| Nice work here. Clear outcomes and methods. I like the new checklist process you added for safety. 2. One suggestion would be to try to use the data to isolate where students are struggling. Right now, you give numerical data, but I’m not sure why student 3 did better and where the other students struggled. Try to pin-point specific areas that you could tweak in the future to try to help students raise those scores. Really good work here. |  |
| Good, but I would consider using Building Construction as a good example for ET to follow |
| Section 5 does not explain the section 4 outcomes |
| Make recommendations link with outcomes Is the Pretest for a two years or a pretest for each year? Same for posttest |
|  |

Turtle Mountain Community College Annual Assessment Plan

WAYNE SANDE

Area of Assessment ELECTRICAL Academic Year\_ \_2020-2021 Submission Purpose: \_ Initial Assessment Plan \_ X Year-End Submission

Please provide the number of students involved in assessment: 5

###### Section 1: Prior Assessment Actions:

Outcome #1 The curriculum changes we did cut down on the credit loads, the contact hours were increased to meet lab contact per credit hour for federal regulations.

Outcome # 2 Prior recommendation for safety was to use a check list to measure safety performance in the field.

Outcome #3 Due to COVID skills evaluations had to change to a hybrid class with safety precautions and social distancing.

###### Section 2: Program Outcomes:

*List each outcome separately.*

**Outcome #1: Content Knowledge: 1. Content Knowledge:** Students will demonstrate knowledge and application of the methods, practices And procedures that represent the knowledge base required to succeed in the Residential Electric discipline

**Outcome #2: Safety:** Students will demonstrate the knowledge and application of all required safety procedures And practices in the Residential Electric Program.

**Outcome #3: Equipment:** Students will demonstrate knowledge and proficiency in the maintenance, and the Safe use of tools and equipment used in the Residential Electric discipline

###### Section 3: Assessment Methods:

*Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.*

**Outcome 1: Content Knowledge: Pre/Post results this is a 2nd year class and it was started where the 1st year completed.**

**Outcome 2: Safety: this was a continuation with updates of safety methods.**

**Outcome 3: Equipment/ Tools: Built a sheet with check lists for tool & equipment evaluation on a weekly schedule.**

## Entrepreneurship

Assessor: Diane Bercier

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** | **2.33** | **2.89** | **2.88** | **3.33** | **3** | **N/A** | **2.89** |
| 2019-20 | 3.33 | 2.75 | 3.25 | 2.00 | 2.00 | N/A | 2.67 |
| 2018-19 |  | 2.09 | 2.55 | 2.45 | 2.91 | Yes | 2.50 |

Comments:

|  |
| --- |
| Good work here. It is clear that your program is in a state of transition. Still, for your outcomes, consider changing the language of outcome #1 away from ‘research’ and more to an action verb. Students will demonstrate…etc. : Also, try to consolidate your assessment as much as possible. If there is a big project at the end of your program, consider using that for the bulk of your data. |
| NA |
| Would like to see the rubric for Outcome 1 and possible samples of the project breakdowns. |
| Prior Actions: How was this addressed? : Outcomes: Research, Understand, and communicate? The outcomes should be related to the degree. Recommend revising outcomes. : Methods: May also want to include pre and posttests. #2 and #3 could be clearer. |

Turtle Mountain Community College Annual Assessment Plan

Name: Diane Bercier

Area of Assessment: Entrepreneurship Academic Year 2020-2021

Submission Purpose: Initial Assessment Plan X\_Year-End Submission

Please provide the number of students involved in assessment: 0

###### Section 1: Prior Assessment Actions:

*Last year I was going to recruit more students. We have not got any enrolled for the fall semester, but the plan is designed to allow them to start in the fall and finish in the spring.*

###### Section 2: Program Outcomes:

*List each outcome separately*

1. Students will research what is needed to start up a business.
2. Students will understand the Accounting cycle including payroll and how the use of Computerized Accounting systems will assist in both.
3. Student will have the ability to communicate in written and oral form effectively for reporting purposes.

###### Section 3: Assessment Methods:

*Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.*

1. Students will have a completed business plan, using analytical rubric to assess the component parts of the plan.
2. Students will complete semester ending projects to access their ability to complete the accounting cycle manually and using a computerized system using rubrics.
3. Writing projects throughout the Entrepreneurship courses will be assigned, and a rubric will be used to access both written and oral knowledge and skills.

## Health and Fitness Technician (Developing)

Assessor: Roger Ross

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** | **4.2** | **4** | **3.4** | **3.1** | **2.9** | **Yes** | **3.52** |
| 2019-20 | 3 | 3 | 3 | 3 |  | N/A | 3 |

Comments:

|  |
| --- |
| Good outcomes and methods. For your results, try to make them a bit clearer. It is unclear what numbers like 13/16 mean exactly. Try to isolate where students are struggling and why. 2. Base your recommendations clearly on specific results that you recorded. What can you do to help students improve in those areas identified as barriers? |
| Outcomes (section 4) difficult to clearly connect to (section 5) assessment results and recommendation. |
| Overall, good assessment! |
| Outcomes are very well explained, I feel might be more to assess. 2. I think he needs to connect request to which outcome he is requesting. |
| Great Job! |
| Outcomes: Love the creativity! |
| Methods: #1- List methods for assessing. |
| #2- Set up a rubric or some way to measure interviews. #3- Pretest and Posttest? |
| Recommendations: Work out findings to help improve the program. |
| Request: Does not align with findings. |

Turtle Mountain Community College Annual Assessment Plan

**Name** Roger Ross

**Area of Assessment**: Health & Fitness Technician AAS Degree **Academic Year**: Spring 2021-2022 Submission Purpose:

Initial Assessment Plan \_X Year-End Submission

Please provide the number of students involved in assessment: \_17

### Section 1: Prior Assessment Actions:

As the program continued to evolve under new leadership and changes were made to the assessment methods for assessing multi-credentialed programs, effort was made to streamline the assessment process and create a manageable and meaningful assessment process that would gather student data to be used for continuous improvement of the program.

The main changes to the program were in the number and language of the learning outcomes. Since this is a two-year program but it consists of several different and separate certificates, an assessment plan had to be created that was able to assess each certificate individually, as well as provide some assessment for the two-year program as a whole.

The result of this work is that we have streamlined the student learning outcomes down to one outcome per certificate. Each outcome will be assessed individually using newly selected methods. A fourth assessment method will be included to assess those students completing the entire 2-year program.

We feel that this approach will produce the most meaningful and useful results to help the entire health and fitness program continue to improve in the area of student learning.

### Section 2: Program Outcomes:

###### Coaching/Prevention & Care of Athletic Injuries Certificate (16 weeks)

**Outcome #1 HEART:** Students will demonstrate knowledge of comprehensive physical and mental coaching strategies as well as a knowledge of current preventative care practices.

**Fitness & Wellness Certificate (16 weeks)**

**Outcome #2: MIND:** Students will understand how to implement Behavior Change methods/strategies and Sports nutrition strategies when dealing with a diverse clientele in the development of creating a training program.

**Personal Training Certificate (16 weeks)**

**Outcome #3 BODY:** The students will be prepared for the National Academy Sports Medicine (NASM) certification test and will have knowledge on how to develop a core training, balance training, resistance training, reactive training and speed and agility program.

### Section 3: Assessment Methods: *.*

###### Coaching/Prevention & Care of Athletic Injuries Certificate (16 weeks) Outcome #1: 3Deminsional Coaching Certificate

Students will be earning multiple certificates however, the 3d coaching certification is the one that combines all of the learning outcomes designed for this course. Data will be broken down into the six separate sections.

###### Outcome #2 Exercise program project: Internship Exit Interview

Students have to develop a 12-week program and conduct it with an actual client. At the end of the course exit interviews are conducted with the clients and those interviews will determine the effectiveness of the student’s plan.

###### Outcome #3 NASM Pre-Exam

The NASM certification is the major certification that students are aiming for. It is broken down into multiple sections. Students take a Pre-exam at the end of the 16 week Personal Training course. This prepares students for the larger exam which the college pays for after students complete the 2-year health and fitness degree.

###### Method #4:

**Final NASM certification results**

Results will be tabulated for those students taking the official NASM certification result after their 2-year graduation from the program. These results will be broken down into the four major sections of the exam to provide data on the preparedness of the students to enter the job market.

## Heavy Equipment Operations

Assessors: Kurt Fleury and John Trim

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** | **3.44** | **3.78** | **3.78** | **3.56** | **3.78** | **N/A** | **3.67** |
| 2019-20 | 3.67 | 3.83 | 3.67 | 3.67 | 3.50 |  | 3.67 |
| 2018-19 | 2.83 | 3.92 | 3.67 | 3.42 | 3.45 | Yes | 3.46 |
| 2017-18 | 3.00 | 2.40 | 2.60 | 3.10 | 3.00 | Yes | 2.82 |

Comments:

|  |
| --- |
| Some good methods. I’d like to see more breakdown of the numbers in the results section. Where are students struggling exactly? How does your data reveal that to you? |
| Nice work and to the point. |
| Great assessment plan! |
| Good job GuysI don’t know if you need to be certified to teach OSHA10, but you should take the OSHA10, and there is some NCCER Safety courses |
| Results: There is no checklist included although it is mentioned in the methods section.: Recommendations: Nice use of data!!! |

Turtle Mountain Community College

Annual Assessment Plan

Name John Trim/Kurt Fleury

Area of Assessment\_ Heavy Equipment Operation Academic Year\_20-21 Submission Purpose: Initial Assessment Plan X Year end Assessment

Please provide the number of students involved in assessment:

6 \_12

**Section 1: Prior Assessment Actions:** In last years assessment, it was recommended to make the outdoor lab assessment more challenging,. As a result we created a standardized list of tasks for each Piece of machinery, and assessed each student using this criteria both as a pre and post test.

*. Equipment knowledge/ we currently have a wheel loader simulator in the classroom, but do not have one for the lab portion, several students expressed interest in getting experience on one, and we will look at options for acquiring one in the future. We will also be looking at making the outdoor lab assessment more challenging, new lab assessment tool was created to make the outdoor lab more challenging.*

###### Section 2: Program Outcomes:

*List each outcome separately*

**Outcome #1: Content Knowledge**

1∙ Students will demonstrate

knowledge and application of the policies, practices, and procedures that represent the knowledge base required to succeed in the Heavy Equipment industry.

**Outcome #2: Safety:**

2∙ Students will demonstrate the knowledge and application of all required safety procedures and practices in the Heavy Equipment industry.

**Outcome #3: Equipment:**

3∙ Students will demonstrate a proficiency in the maintenance and use of the tools and equipment used in the Heavy equipment Industry.

###### Section 3: Assessment Methods:

1. *Content knowledge/ Students were assessed using pre and post- tests for both the in class textbook and simulator training.*

*The content knowledge that the students were assessed on included identifying different types of heavy equipment and their specific use for different jobs, as well as determining that the students have a grasp on the basic operating principles on each type of machine.*

1. *Safety/ Students are required to take and pass the osha10 safety test, as well as be evaluated in the field for safe equipment operation practices. Students are evaluated using the standardized battery of tests from the occupational safety and health administration.*
2. *Equipment/ Students were to be evaluated using pre and post tests for the hands on portion of the course, each student will demonstrate proficiency in the proper operation of each piece of equipment, and they are given specific tasks to complete for each piece of equipment and evaluated on the safe and proper completion of those tasks using specific checklists for each task*

## Patient Access Specialist

Assessor: Joan Azure

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior  Assessment Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment-  Based Requests | Composite Average |
| **2020-21** | **3** | **3.5** | **3.2** | **3.8** | **3.6** | **Yes** | **3.42** |
| 2019-20 |  | 3 | 2.5 | 1.5 | 1.00 |  | 2.00 |
| 2018-19 |  |  |  |  |  |  |  |
| 2017-18 |  |  |  |  |  |  |  |

Comments:

|  |
| --- |
| Good work here. This is an easy to understand assessment plan that does a nice job of isolating specific places that students struggle. It generates useful data for your program to improve student learning. Nice work. |
| Program outcomes are detailed and measurable. |
| Section 4 - Scheduling is 34% of exam? |
| Great information between National average and TMCC Average. Suggest adding benchmarks for program outcomes. |
| Maybe consider rewording the outcomes by changing words such as “can” to “will” or something of that sort. |
| Need more info on assessment methods, pretest posttest checkoff list |
| Methods: How are the methods measured? Is there a checklist or do placement supervisors complete an evaluation? : Results: Does TMCC want to add in its own level of proficiency or just compare it to the national average? |

Turtle Mountain Community College Annual Assessment Plan

Name Joan Azure

Area of Assessment Medical Administative Assistant Academic Year 2020/2021 Submission Purpose: Initial Assessment Plan \_X Year-End Submission

Please provide the number of students involved in assessment: 10

###### Section 1: Prior Assessment Actions:

This is the first year this is completed for the Medical Administrative Assistant Program. No prior year information

###### Section 2: Program Outcomes:

1. Scheduling: Students can schedule patient appointments, including no-show/cancels, can establish a scheduling matrix and provide education to the patient.
2. Patient Registration: Student completes all demographic information for the patient, updates insurance information and collects co-payments at time of appointment.
3. Office Logistics/Compliance: Students apply office policies and procedures into daily tasks, follow office safety regulations and effectively communicate with office personnel.

###### Section 3: Assessment Methods:

Upon completion of classroom instruction. The Students complete the Medical Administrative Certification Test through the National Healthcare Association. Students are required to complete 90 hours of on-the-job training as well as 90- hours of classroom simulation prior to completing the certification exam.

Scheduling: Completes classroom exams in Medical Administrative Assistant textbook. Completes 60 hours of simulation training/60 hours of on-the-job training.

Patient Registration: Completes classroom exams in Medical Administrative Assistant textbook. Completes 60 hours of simulation training/60 hours of on-the- job training.

Office Logistics/Compliance: Completes classroom exams in Medical Administrative Assistant textbook. Completes 60 hours of simulation training/60 hours of on-the-job training.

## Medical Lab Technician

Assessor: Tyler Parisien and Dorothy Hoffer

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** | **3.89** | **4** | **4.11** | **3.67** | **4.22** | **Yes** | **3.98** |
| 2019-20 | 4.42 | 3.71 | 4.57 | 4.28 | 4 | Yes | 4.19 |
| 2018-19 | 3.36 | 3.82 | 3.90 | 2.73 | 2.60 |  | 3.28 |
| 2017-18 | 2.33 | 2.30 | 1.90 | 1.60 | 1.44 |  | 1.92 |
| 2016-17 |  | 1.67 | 1.67 | 1.67 | 1.78 |  | 1.69 |

Comments:

|  |
| --- |
| Very nice work here. The recommendation and result sections stand out as particularly well defined and useful. The |
| Thorough, concise, and professional |
| Nice job outlining specific outcomes and then assessing them on those outcomes. |
| Does not list prior year assessment actions, only what changed. “theory and skills related to?” BOC = ? |
| Great work! |
| Great job awesome how all of the assessment links together, good work and a great assessment |
| Methods: #1- No pre-test? |
| Results: #1- Use certification exam instead of mock exam. |
| #4- The outcome is about equipment, but the results are about quality of work, communication, and problem solving. Doesn’t align. |
| Request: Is there evidence to show that the sites don’t understand? Request is not aligned with the findings. |

Turtle Mountain Community College

Annual Assessment Plan Name Dr. Tyler Parisien, Dorothy Hoffer

Area of Assessment MLT Program Academic Year 2020/2021 Submission Purpose: X\_Initial Assessment Plan Year-End Submission

Please provide the number of students involved in assessment: 5

###### Section 1: Prior Assessment Actions:

* This year’s assessment will reflect the instructor/director/curriculum changes implemented in the 2019/2020 school year.
* Based on assessment results and instructor feedback a new course, Intro to Med Biology/Molecular Diagnostics, will be added to the curriculum to help improve blood bank, immunology and microbiology scores however, this change will not be reflected until the 2021/2022 assessment due to this course being offered during the Freshman sophomore year.
* The MLT Program will be adding new assessment tools to measure all outcomes, including a midterm and final online survey filled out by the clinical liaison working with students at the clinical sites. Outcome 1 will now be measured by an ASCP BOC practice exam, due to the difficulty of offering pre/post tests via online learning.
* The MLT Program was awarded a $2,000 grant from AICF to purchase a live video microscope in the summer of 2020. This was an assessment based request, with the remaining $2,000 cost being picked up by TMCC. The scope is already in use training students in real- time for gram staining, urinalysis microscopic reviews and hematology differentials.

#### Section 2: Program Outcomes:

Outcome 1: Content knowledge

* + Students will demonstrate knowledge and application of the theory and skills using Cognitive, Psychomotor and effective learning.

Outcome 2: Safety

* + Students will be proficient in using equipment safely and follow proper laboratory safety protocols. Evaluation of communication and professional skills to safely

perform laboratory duties.

Outcome 3: Equipment

* + Students will demonstrate the effective use and proficiency of laboratory equipment and technology. Evaluation of technical skills.

#### Section 3: Assessment Methods:

*Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.*

Outcome 1: Content knowledge

* Students will be evaluated by a comprehensive post test administered after clinical rotations have concluded. The post- test will be given during the final week of the semester and is meant to simulate the BOC exam. A 40% average is considered passing for the BOC.

Outcome 2: Safety

* Students will be evaluated by affiliate laboratories based on their knowledge and utilization of appropriate safety measures, PPE, communication and problem solving skills. (Competence scale includes 1-Nearly Always, 2- Frequently; may require minimal prompting, 3- Neutral; neither way with moderate prompting, 4-Infrequently, 5- Never, 6-Not Observed) Feedback also allows for commentary from clinical site to assist the program director with assessing specific issues/concerns, if any.

Outcome 3: Equipment

*O* Competency used by affiliate laboratories to evaluate students on quality of work, communication and problem solving skills when using laboratory equipment and technology. Technical skills. (Competency levels are 4=

excellent, 3 = good, 2 = satisfactory, 1 = unacceptable or hire/do not hire) Feedback also allows for commentary from clinical site to assist the program director with assessing specific issues/concerns, if any.

Network Administrator (A.A.S./9-Month) *Plans Rated Together*

Assessor: Marlin Allery

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** | **3.17** | **4** | **3.57** | **3.17** | **3.29** | **N/A** | **3.44** |
| 2019-20 | 4 | 3 |  |  |  |  |  |
| 2018-19 |  |  |  |  |  |  |  |
| 2017-18 |  |  |  |  |  |  |  |

Comments:

|  |
| --- |
| Good information here. It appears you made a change to your assessment method for outcome #2 to a rubric. That’s fine, but go ahead and change that on the methods to reflect that. |
| Also, you may want to keep an eye on that rubric. If students are getting literally every point available, it isn’t actually telling you where that student struggled and where they did well. This may have been an exceptional student, so I’d continue using it again in the hopes of having a better sample size in the future, but assessment data should show where the students are struggling so you know how to improve your curriculum. |
| Consider reworking assessment to join the AAS and 9-month programs under one assessment plan. |
| Is there a checkoff list for each task completed for assessment methods |
| Great job! |

Turtle Mountain Community College Annual Assessment Plan

Name **Marlin Allery/Dr. Mohammed Mahmoud**

Area of Assessment **Network Administrator (AAS)** Academic Year **20-21**

Submission Purpose: Initial Assessment Plan \_X\_Year-End Submission

Please provide the number of students involved in assessment:

###### Section 1: Prior Assessment Actions:

* 1. *List any recommendations from the previous year’s assessment report. For each recommendation, list any actions taken.*
  2. *Explain the implementation of any new resources added as a result of the assessment-based requests.*
  3. *Explain any changes you will make to the assessment process that weren’t discussed in the previous year’s recommendations*

No prior assessment actions.

According to last year’s assessment plan, we developed strong Outcome and Assessment Methods for program and will perform a full assessment process for this academic year.

###### Section 2: Program Outcomes:

*List each outcome separately*

**Outcome 1:** Demonstrate the ability to diagnose and solve network problems.

**Outcome 2:** Demonstrate the ability to research technology problems, provide technology support, and to learn new technology tools.

**Outcome 3:** Demonstrate the ability to help other technology users, develop training and maintenance plans and to translate their technical knowledge so that others can use it.

###### Section 3: Assessment Methods:

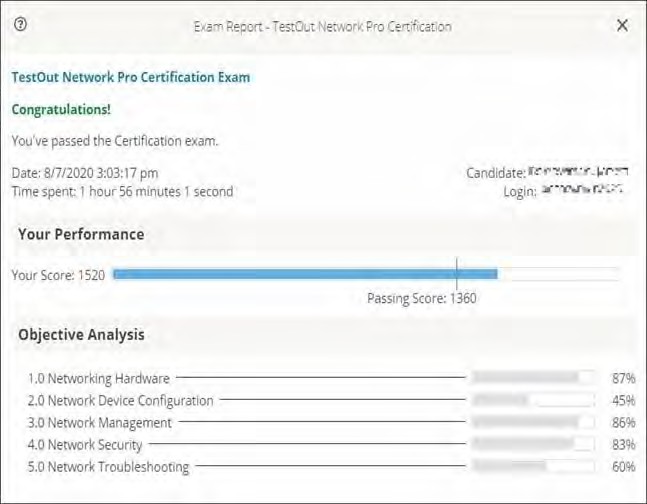
*Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.*

**Outcome 1: Students will use a simulation software, along with completing labs using physical hardware & software that will cover the following areas:**

* Cables and Connectors
* Networking Devices
* Peripheral Devices
* Ethernet
* IP Configuration
* Switch Management
* Routing
* Firewalls
* Network Customization
* Wireless Networking
* Wide Area Networks (WAN)
* Networking Policies and Procedures
* Network Security
* Network Hardening
* Network Management
* Network Optimization

**Students will take Certification Practice exams upon entering the classes. They will also take the same exams at the end of the semester. This will prepare them for their TestOut Network Pro Certification Exam in which they will test their knowledge on *ALL* the areas listed and is *REQUIRED* to take. Once exam is completed, students will receive a graph chart that shows a breakdown of each of the different areas.**

***Example:***



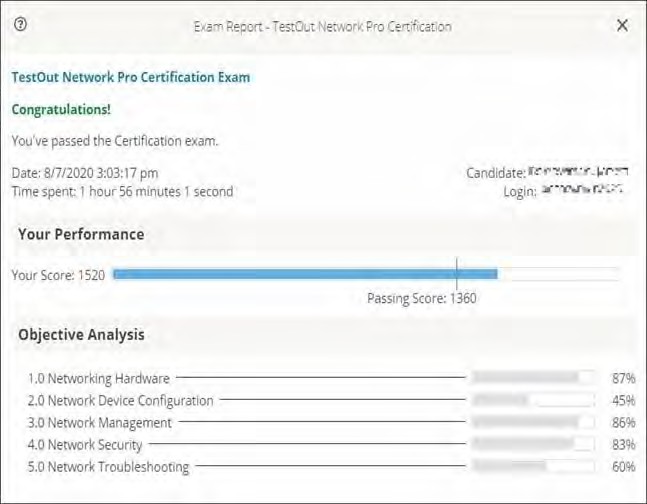
**Outcome 2: This can be assessed through the methodology used in Outcomes 1 & 3**

**Outcome 3: Students will use a simulation software, along with completing labs using physical hardware & software that will cover the following areas:**

* PC Technician Responsibilities
* System Components
* Peripheral Devices
* Storage
* Networking
* Wireless Networking
* Printing
* Mobile Devices
* System Implementation
* File Management
* System Management
* Security

**Students will take Certification Practice exams upon entering the classes. They will also take the same exams at the end of the semester. This will prepare them for their TestOut PC Pro Certification Exam in which they will test their knowledge on *ALL* the areas listed and is *REQUIRED* to take. Once exam is completed, students will receive a graph chart that shows a breakdown of each of the different areas.**

***Example:***



Turtle Mountain Community College Annual Assessment Plan

Name **Marlin Allery/Dr. Mohammed Mahmoud**

Area of Assessment **Network Administrator (9-Month)** Academic Year **20-21**

Submission Purpose: Initial Assessment Plan \_X Year-End Submission

Please provide the number of students involved in assessment: 1

###### Section 1: Prior Assessment Actions:

1. *List any recommendations from the previous year’s assessment report. For each recommendation, list any actions taken.*
2. *Explain the implementation of any new resources added as a result of the assessment-based requests.*
3. *Explain any changes you will make to the assessment process that weren’t discussed in the previous year’s recommendations.*

No prior assessment actions.

According to last year’s assessment plan, we developed strong Outcome and Assessment Methods for program and will perform a full assessment process for this academic year.

###### Section 2: Program Outcomes:

*List each outcome separately*

**Outcome 1:** Demonstrate essential IT support skills including installing, configuring, securing and troubleshooting operating systems and hardware.

**Outcome 2:** Demonstrate the ability to diagnose and solve operating system and hardware problems.

**Outcome 3:** Demonstrate essential networking skills including installing, configuring, securing and troubleshooting the devices, protocols and services within a network infrastructure.

###### Section 3: Assessment Methods:

*Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.*

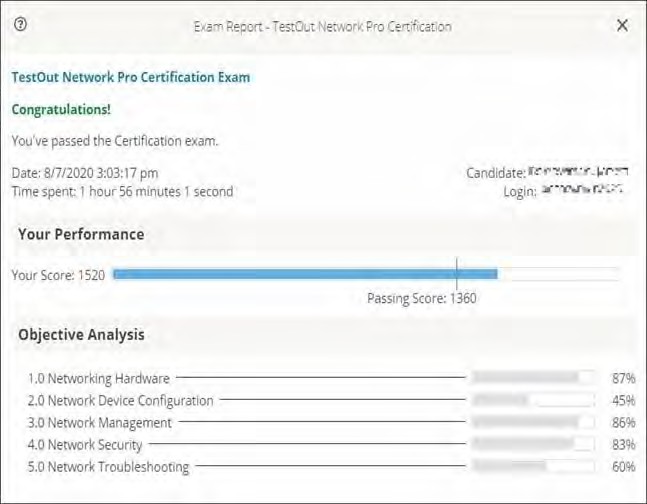
**Outcome 1:**

**Students will use a simulation software, along with completing labs using physical hardware & software that will cover the following areas:**

* PC Technician Responsibilities
* System Components
* Peripheral Devices
* Storage
* Networking
* Wireless Networking
* Printing
* Mobile Devices
* System Implementation
* File Management
* System Management
* Security

**Students will take Certification Practice exams upon entering the classes. They will also take the same exams at the end of the semester. This will prepare them for their TestOut PC Pro Certification Exam in which they will test their knowledge on *ALL* the areas listed and is *REQUIRED* to take. Once exam is completed, students will receive a graph chart that shows a breakdown of each of the different areas.**

***Example:***



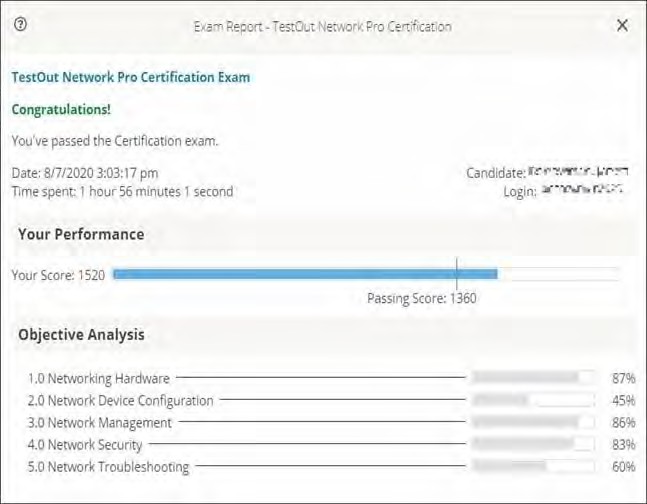
**Outcome 2:**

**Students will use a simulation software, along with completing labs using physical hardware & software that will cover the following areas:**

* Hardware Management
* Network Configuration
* Application Management
* System Access
* Resource Sharing
* Windows Installation
* System Imaging
* Mobile Computing
* System Monitoring & Maintenance
* System Protection

**Students will take Certification Practice exams upon entering the classes. They will also take the same exams at the end of the semester. This will prepare them for their TestOut Client Pro Certification Exam in which they will test their knowledge on *ALL* the areas listed and is *REQUIRED* to take. Once exam is completed, students will receive a graph chart that shows a breakdown of each of the different areas.**

**Example:**



**Outcome 3: In each of the Networking courses, students will take a Pre-Test on the first day of class and complete a post-test during the last week of class to track the progress that was made during their time in the program. Students will use a CISCO Academy simulation software called Packet Tracer that will assist them with a vast understanding of Networking and all the components & configurations that make a network secure and productive. Along with the software, students will use physical equipment (Routers, Switches, etc..) to complete numerous labs to prepare them for real world scenarios. For the Cisco software, the program will show a percentage of completion in all simulation labs. The labs will not show 100% until all actions are performed in lab.**

**Students can attempt labs as many times as needed to confirm that they complete all at 100%.**

## Pharmacy Technician

Assessors: Raynee Gottbreht

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** | **3.22** | **3.78** | **3.56** | **3** | **3** | **Yes** | **3.31** |
| 2019-20 | 1.33 | 3.16 | 3.33 | 2 | 2.83 | Yes | 2.53 |

Comments:

|  |
| --- |
| You’ve got good outcomes. It’s a bit hard to understand your methods. Try to consolidate your assessment methods into fewer student artifacts to help you manage your assessment process. The results that you give really don’t give an indication of where the students struggled and where they did well. You mention in your recommendation section that you know which questions they answered incorrectly on some of the post tests, but don’t include that information in the results. Use the results section to show where students can improve and make your recommendations based on that. |
| The plan was clear and concise. |
| Section 1 does not identify prior assessment recommendations How does the #5 assessment relate to the high results i#4? |
| Would’ve liked to see a little more with the results. Otherwise, good assessment. |
| I feel there needs to be more here, maybe a checkoff list for places of student placement if they are doing good, I feel scale needs more work |
| Need to work with affiliates to get results sooner for student assessment |
| Great job! |

Turtle Mountain Community College Annual Assessment Plan

Name Raynee Gottbreht

Area of Assessment Pharmacy Technician Program Academic Year 2020/2021 Submission Purpose: Initial Assessment Plan \_X\_Year-End Submission

Please provide the number of students involved in assessment: 13

###### 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.*

Since last year’s program assessment I have been in contact to obtain PharmaSeer program, with this semester starting and being busy with the work I have not been able to create a PO to get these purchased, it is on my list to complete. MockMeds is in the process of creating a kit for me that will meet all of the needs for my students whether they will be learning from home or in person.

###### Section 2: Program Outcomes:

*List each outcome separately*

1. Student will perform proficiently and professionally as a Pharmacy Technician in hospital, retail and industrial environments
2. Student will demonstrate familiarity with brand and generic drug names, appearance, manufacturer, dosage form (s), and route of administration.
3. Student will demonstrate the ability to accurately interpret the information on a new prescription, request any missing information, and enter it.

###### Section 3: Assessment Methods:

*Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.*

1. Throughout the semester the students watched videos and completed essays regarding the different work environments. The way the students will be assessed is on a scale of 1-3 (1-Always, 2-Sometimes, 3-Never) with many topics to be covered regarding insurance, sterile compounding, non-sterile compounding, ordering and stocking, processing medication orders, etc. The affiliate location will have a spot to further elaborate what was done and not done while the students were under their supervision.
2. Throughout the semester the students completed pre and post tests. On all of these tests there were drug names that the students would need to identify the brand or generic. The students completed games online regarding drug information and I recorded scores from the first time they played the game, 4th time they completed the game and the 8th time they completed the game.
3. Throughout the semester the students were educated all about prescriptions, a blank prescription was provided to the students at the beginning of the semester and they were instructed to complete the prescription with all of the information needed to make it complete. At the end of their first 3

classes they were given another blank prescription with instructions to complete the prescription using “sig codes” the provider would use, include all information required to make the prescription legal, write up a prescription label for the patient, select the drug, count the drug, and “dispense” the finished product to the patients.

## Phlebotomy Technician

Assessor: Marilyn Delorme

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** | **4** | **4** | **3.89** | **3.89** | **4** | **Yes** | **3.96** |
| 2019-20 | 4.2 | 4 | 4.2 | 4.2 | 4 | Yes | 4.12 |
| 2018-19 | 3.60 | 3.90 | 3.80 | 3.40 | 3.90 | Yes | 3.72 |
| 2017-18 | 4.38 | 3.88 | 4.13 | 4.13 | 3.88 | Yes | 4.08 |
| 2016-17 |  | 3.44 | 3.78 | 3.67 | 3.89 | Yes | 3.69 |

Comments:

|  |
| --- |
| This is a very good plan. It is clear, concise, and gets at the data that shows where students are and are not achieving at desired levels. : My only suggestions is to provide a breakdown of the combined subjects that lead the score for each outcome. I know there are multiple factors the students are evaluated on, just give a bulleted list in your methods section explaining how that final score is reached. |
| Great job. This is detailed and to the point. |
| Section 1, does not clearly identify prior assessments recommendations |
| Awesome Job! |
| Great job Marilyn. 2) You did a great job of tying everything together, your recommendations and methods |
| Actions: Not sure I understand. 2) Methods: Not sure I understand B. Is there a point for not doing well? 3)Results: Out of how many? Where do the other students fall? 4) Recommendation 1: Based on what? Who? 5) Nice job! |

Turtle Mountain Community College Annual Assessment Plan

Name Marilyn Delorme

Area of Assessment *Phlebotomy* Academic Year\_2020-2021 Submission Purpose: Initial Assessment Plan Revised Assessment Plan X\_Year-End Submission

Please provide the number of students involved in assessment: \_5\_

###### Section 1: Prior Assessment Actions:

1. After completing more research on mapping of General Education courses, I determined this is not a Career and Technical education requirement. These courses are assessed with pre and posttests to determine the effectiveness of student learning. No changes were made to my Program Outcomes.
2. To accomplish a satisfactory results for outcome #2 especially in the area of safety. More PPE (Personal Protective equipment) and supplies for additional simulation procedures were requested.

These supplies were ordered over the summer.

1. Working with a change that was made in 2018 which was; changing Phlebotomy CLS 103 from four credits to three and adding a one-credit class CLS 108 Laboratory Techniques. Results from competency rubric results, both from the training lab and affiliate laboratory proved the following:
   * Not enough time was allowed to apply theory to technique. Therefore, after this past spring semester Phlebotomy CLS 103 was changed back to four credits. The one credit laboratory Techniques was eliminated.
   * I also observe that many of our affiliate laboratories were becoming short of staff due to baby boomer retirements and a shortage of graduate Medical laboratory personnel. This resulted in our Affiliate Labs not being able to handle as many students.
   * Due to this observation, the numbers of hours required to meet the 8-credit rotation requirement was also becoming a problem. Therefore, the number of credits for Clinical Rotation were reduced from eight to six.
   * I changed the name of the Clinical Seminar Class to Clinical Seminar/laboratory Simulation, increased the credits from two to four. By increasing the laboratory simulations, the students have more time to apply theory to technique before being assigned to an affiliate laboratory
   * Reducing the rotation hours, allows our affiliate labs to handle our student number.

Changes approved by the curriculum committee and implemented into the Fall Schedule.

Assessment based request for funds to take students on field trips to visit larger clinical laboratories. Was not able to be accomplished due to the Pandemic.

###### Section 2: Program Outcomes:

*List each outcome separately*

1. Students will have the knowledge of entry level Phlebotomy Technician theory and skills using Cognitive, Psychomotor and effective learning.
2. Students will be proficient in using equipment safely and following proper phlebotomy technique.
3. Students will perform within the ethical and legal boundaries of a Phlebotomist’s scope of work.

#### Section 3: Assessment Methods:

1. Year-end competencies are evaluated covering the following areas,

Orientation, laboratory safety, specimen collection and handling, quality control (Competency levels are 3= excellent 2= satisfactory 1= unacceptable)

Assess outcome # 1

1. Competency used by affiliate laboratories to evaluated the student’s ability to follow proper procedures when drawing blood. Competency levels are 4 = accomplished A. 3 = advanced B. 2= adequate C .

Assess outcome # 1 and #2

c Competency used by affiliate laboratories to evaluate students on attendance, punctuality, appearance, professionalism, attitude, quality of work, communication and problem solving. A total score represents the level of professionalism.

Assess outcome #3

## Pipe Welding

Assessor: Carl Eller

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** |  | **5** | **4** | **2** | **3** | **N/A** | **3.5** |

Comments:

This is a nice and simple assessment plan. I appreciate the addition of self-created checklists to assess for safety and equipment aptitude. It might be helpful to give a brief explanation of what is on each checklist. While it doesn’t have to be total, just a general idea of what the checklist entails (is it 5 elements, is it 50, is it applied only once or every day? Etc.) -- Make sure your results paint the picture of what students are struggling with. If your assessment results only report back 100% completion then it isn’t telling you where students might be struggling. Tweak your assessment methods to continue to try to reveal student challenges.

Turtle Mountain Community College

Annual Assessment Plan

Name: Carl Eller

Area of Assessment: 16 Week Pipe Course Academic Year:Fall 2020 Spring 2021 Submission Purpose: Initial Assessment Plan \_X Year-End Submission

Please provide the number of students involved in assessment: 4

###### Section 1: Prior Assessment Actions:

1. *List any recommendations from the previous year’s assessment report. For each recommendation, list any actions taken.*
2. *Explain the implementation of any new resources added as a result of the assessment-based requests. 3. Explain any changes you will make to the assessment process that weren’t discussed in the previous year’s recommendations*

Did not have a pipe welding class last year, no prior assessment actions are available.

###### Section 2: Program Outcomes:

*List each outcome separately*

* **Outcome 1. Content Knowledge:**

Students will be assessed on welding and fitting concepts with an 80% or more.

* **Outcome 2. Safety:**

Students will be safe 100% of the time while working in the lab.

* **Outcome 3. Equipement:**

Students should be able to use all shop power equipment properly and efficiently - 100% of the time.

###### Section 3: Assessment Methods:

*Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.*

1

* **Outcome 1. Content Knowledge:**

Pre and post testing for each course being offered and weekly quizzes on welding outcomes.

* **Outcome 2. Safety: .**

Students are assessed for safety through direct observation and using an In-House safety checklist.

. **● Outcome 3. Equipement:**

Students must show competency when using all shop power tools properly and effectively through direct observation and checklist.

## Plumbing

Assessor: Richard Jay

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** | **3.33** | **3.78** | **3.11** | **3.17** | **3.11** | **N/A** | **3.3** |
| 2019-20 | 3.8 | 4.25 | 4.25 | 4.25 | 4 | N/A | 4.11 |
| 2018-19 | 4.09 | 4.00 | 3.64 | 3.55 | 3.27 |  | 3.71 |
| 2017-18 | 3.00 | 4.00 | 3.42 | 3.25 | 3.82 |  | 3.50 |

Comments:

|  |
| --- |
| Nice work here. Clear how you came to your decisions. Also clear that this is a time of transition for your program and that Covid had a big impact in student numbers. 2. The changes you are suggestions make sense and adding formative assessment is a good and needed step for the future. Nice work |
| Good luck with the nine month certificate, keep up the good work |
| Methods: #3- Is this a checklist? How is proficiency rated? 2. Recommendations: Why was program changed to a 9 month if no students were interested? Was there data to support change? |

Turtle Mountain Community College Annual Assessment Plan

Name Richard Jay

Area of Assessment Plumbing Technology Academic Year\_ \_2020-2021 Submission Purpose: Initial Assessment Plan \_X Year-End Submission

Please provide the number of students involved in assessment: 3

###### Section 1: Prior Assessment Actions:

Prior recommendations were evaluated and did not really fit with the changes in curriculum from a 16 week to a nine-month program. In prior Assessments along with advisory board meetings I have pushed to develop this program into a nine-month curriculum or even a two-year program. Business owners and Industry leaders have said they would like to see a bigger commitment on the part of the student. It takes a lot of time and resources to train an apprentice to be a tradesperson. A 16-week plumbing program is only enough time to introduce a student to the trade of plumbing.

Outcome #1 This is a new year in which we have expanded the Plumbing Technology course into a nine-month course. We have added a second semester to dive deeper into the knowledge of the plumbing trade to better understand how the processes work together. We are also becoming our own Sponsor Representee in the NCCER Organization. The difference from previous years is that now our students will be registered in a national database for successfully completing the NCCER Curriculum.

Outcome # 2 Safety will always be the most important part of any curriculum. Going forward with the new nine-month program I have made it a prerequisite that each student must successfully complete OSHA 10 to register for the second semester of the course.

Outcome # 3 In the skills evaluation very little was accomplished in the fall semester because all classes went on line.

###### Section 2: Program Outcomes:

*List each outcome separately*

**Outcome #1: Content Knowledge:**

* + Students will demonstrate knowledge and application of the policies, practices, and procedures that represent the knowledge base required to succeed in the discipline.

**Outcome #2: Safety:**

* + Students will demonstrate the knowledge and application of all required safety procedures and practices in the discipline.

**Outcome #3: Equipment:**

* + Students will demonstrate a proficiency in the maintenance and use of the tools, equipment and skills used in the discipline.

###### Section 3: Assessment Methods:

*Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.*

Outcome #1: Pre-Post test administered covering key content elements.

Outcome #2: Record number of students who pass safety elements of 8 Performance Evaluations and who pass the official OSHA certification test. Outcome #3: Performance Evaluations are done in 8 major areas. (Evaluations included)

Isometric drawing Plumbing Math Plumbing Safety Plumbing Tools Pvc Evaluation

Soldering Evaluation Steel Pipe Evaluation Transit Level Evaluation

The way I came up with the evaluations is I looked at the skills that I thought were important and that I thought I could teach in 16 weeks. Then I looked at all the key points and safety concerns and made a list. The way I administer the evaluation is I set up scenarios in the classroom then I demonstrate what I am looking for. Then I call students up one at a time to demonstrate the skill and verbally tell the class all the safety concerns that they need to look out for or adhere too.

Web Designer: (A.A.S./9-Month) *Plans Rated Together*

Assessor: Marlin Allery

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** | **2.6** | **3.88** | **2.63** | **3.29** | **3.57** | **N/A** | **3.19** |
| 2019-20 | 2.5 | 2.5 | 2.16 | 3 | 3 | N/A | 1.29 |

Comments:

|  |
| --- |
| Clarify your assessment methods. Right now you identify student artifacts but just say that ‘data will be gathered’. How will it be gathered? Rubric forms? Checklists? Other methods? Without knowing how you’re gathering data, we cannot evaluate your assessment methods. |
| AAS: State using a rubric for methods. |
| I like how you linked the recommendations to your outcomes |
| How were the assessment results developed? Rubric/Observation, etc. |
| AAS degree-Methods: Very vague. Use of a rubric to rate? |
| Results: Include rubric ratings. |
| Recommendations: Don’t match results. |

kkjjjkzkkxnkTurtle Mountain Community College Annual Assessment Plan

Name **Marlin Allery/Dr. Mohammed Mahmoud**

Area of Assessment **Web Designer - AAS** Academic Year **20-21**

Submission Purpose: Initial Assessment Plan \_X\_Year-End Submission

Please provide the number of students involved in assessment: \_3

###### Section 1: Prior Assessment Actions:

1. *List any recommendations from the previous year’s assessment report. For each recommendation, list any actions taken.*
2. *Explain the implementation of any new resources added as a result of the assessment-based requests.*
3. *Explain any changes you will make to the assessment process that weren’t discussed in the previous year’s recommendations*

No prior assessment actions.

According to last year’s assessment plan, we developed strong Outcome and Assessment Methods for program and will perform a full assessment process for this academic year.

###### Section 2: Program Outcomes:

*List each outcome separately*

**Outcome 1:** Demonstrate knowledge of artistic and design components that are used in the creation of a web site.

**Outcome 2:** Utilize and apply the technical, ethical and interpersonal skills needed to function in a cooperative environment.

###### Section 3: Assessment Methods:

*Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.*

**Outcome 1:** Students will complete projects in the program using creative tools such as Adobe Photoshop & Illustrator along with programming software such as Notepad ++. Projects will be broken down into the different areas that the project will be graded on.

**OUTCOME 2:** Students will complete group projects and work in teams to gain the skills it takes to work with others and create a cooperative environment. Each team member will have their own role to complete in the project

Turtle Mountain Community College Annual Assessment Plan

Name **Marlin Allery/Dr. Mohammed Mahmoud**

Area of Assessment **Web Designer – 9-Month** Academic Year **20- 21**

Submission Purpose: Initial Assessment Plan \_X Year-End Submission

Please provide the number of students involved in assessment: NA

###### Section 1: Prior Assessment Actions:

1. *List any recommendations from the previous year’s assessment report. For each recommendation, list any actions taken.*
2. *Explain the implementation of any new resources added as a result of the assessment-based requests.*
3. *Explain any changes you will make to the assessment process that weren’t discussed in the previous year’s recommendations*

No prior assessment actions.

According to last year’s assessment plan, we developed strong Outcome and Assessment Methods for program and will perform a full assessment process for this academic year.

###### Section 2: Program Outcomes:

*List each outcome separately*

**Outcome 1:** Create and manipulate web media objects using editing software.

**Outcome 2:** Apply critical thinking and problem solving skills required to successfully design and implement a website.

**Outcome 3:** Demonstrate the ability to analyze, identify and define the technology required to build and implement a web site.

###### Section 3: Assessment Methods:

*Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.*

**Outcome 1:** Students will have to complete courses in the program where they will use many of the leading video & imaging software to create projects. Programs such as in Adobe Creative Cloud and Notepad ++. Data will be gathered from these projects to confirm that the students were able to perform the given tasks.

**Outcome 2:** Students will be given assignments and projects where they will have to use problem solving skills they have learned in the class to design and troubleshoot issues within a website. Data will be gathered from these projects to confirm that the students were able to perform the given tasks.

**Outcome 3:** Students will complete projects in which they will have to determine the what type hardware & software would best fit the project. Data will be gathered from these projects to confirm that the students were able to perform the given tasks.

## Welding

Assessors: Carl Eller and Carl Bercier

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** | **4** | **3.88** | **3.75** | **3.75** | **3.63** | **Yes** | **3.8** |
| 2019-20 | 3.36 | 3.33 | 3.00 | 3.50 | 3.33 | No | 3.30 |
| 2018-19 | 3.45 | 3.27 | 3.18 | 3.27 | 3.18 | Yes | 3.27 |
| 2017-18 | 3.00 | 2.27 | 3.00 | 2.55 | 3.27 |  | 2.82 |
| 2016-17 |  | 3.56 | 4.00 | 4.10 | 2.70 | Yes | 3.59 |

Comments:

|  |
| --- |
| Good work here with the welding assessment. Consider explaining some of the changes you made in yoru pre/post test. Also, make sure your results actually show places for student improvement. |
| Post a mathematical poster of how to do the conversion – learn the method. |
| Great Work |
| Good job Carl, good job of linking all your assessment |
| Good Job! |
| Analysis and Recommendation: Wonderful use of data!!! |
| Request: Not related to results. |

Turtle Mountain Community College Annual Assessment Plan

Name: Carl Bercier Jr.

Area of Assessment: Welding Dept. Academic Year:Fall 2020 - Spring 2021 Submission Purpose: Initial Assessment Plan X\_Year-End Submission

Please provide the number of students involved in assessment: 7

###### Section 1: Prior Assessment Actions:

1. *List any recommendations from the previous year’s assessment report. For each recommendation, list any actions taken.*
2. *Explain the implementation of any new resources added as a result of the assessment-based requests. 3. Explain any changes you will make to the assessment process that weren’t discussed in the previous year’s recommendations*

* **Outcome 1. Knowledge :**
  + Update pre and post test to keep up to date.

(Fabrication Methods, Welding Theory, Blueprint Reading for Welders)

* + - Updated pre and post test to stay current with industry standards.
* **Outcome 2. SAFETY :**
* Continue to find more ways to keep students informed and safe in the welding shop. ■ incorporated safety check sheet, this is a check off sheet with all of the current equipment in the welding shop. Students are instructed to operate equipment safely and properly.
* **Outcome 3. Equipment :**
  + Better prepare myself for teaching online and look into more teaching techniques for online learning.
    - I took the ACUE course provided by American Council of Education.

###### Section 2: Program Outcomes:

*List each outcome separately*

* **Outcome 1. Content Knowledge:**
  + Students will be assessed on welding and fabricating concepts with 80% or higher. (Fabrication Methods, Welding Theory, Blueprint Reading for Welders)
* **Outcome 2. Safety:**
  + Students must abide by all of the OSHA safety rules and guidelines. Shop Safety Equipment checkoff list-100%
* **Outcome 3. Equipment:**
  + Students must use all of the shops welding and fabricating equipment responsible and safely 100% of the time.

###### Section 3: Assessment Methods:

*Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.*

* **Outcome 1. Content Knowledge:**
  + Doing pre and post testing for each course being offered and weekly quizzes. (Fabrication Methods, Welding Theory, Blueprint Reading for Welders)
* **Outcome 2. Safety:**
  + Careersafe pre and post tests for OSHA 10-hour, and checklist for equipment and safety.
* **Outcome 3. Equipment:**
  + Students must show competency when using all tools and equipment. Students will use their skills to demonstrate competency and complete a state weld test.(AWS D1.1).

# Associate and Bachelors Degree Programs

## Associate of Arts. (Developing)

Assessor: Arts, Humanities, and Social Science Department

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior  Assessment Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment-  Based Requests | Composite Average |
| **2020-21** | **3.71** | **3.6** | **3.4** | **3.25** | **3.13** | **N/A** | **3.42** |
| 2019-20 | 3.30 | 3.17 | 3.00 | 3.00 | 2.33 |  | 2.96 |

Comments:

|  |
| --- |
| The outcomes are quite broad, and they sound similar to our student learning outcomes for the general education curriculum for the campus. Either clarifying why these are distinct or streamlining this assessment into the SLO outcomes is worth consideration. Embedding this process into the existing SLO process is highly encouraged to avoid over-burdening faculty in duplicated assessment practices. Due to the broad nature of the outcomes, the assessment methods are likewise incredibly broad. Awareness of the overlap with the SLOs is appropriate. |
| Would like to see a bit more detail about how the outcome will be assessed. |
| There are ways to assess multicultural proficiency, and developing a unique one that integrates indigenous perspective is an interesting challenge—and still needs to be met in ways that can be accurately measured. |
| If students are learning about their own culture, how is this multi-cultural? How is multi-culturalism supported in the curriculum? |
| Maybe instead of finding a unique outcome, the AA degree can assess how students synthesize all the outcomes together through an exit short essay or as part of the cultural survey. |
| The assessment results are very confusing. There are 3 outcomes in the chart and only one outcome in section 2. There seems to be a very low # of students participating in the assessment,  compared to the # of students enrolled in the A.A. degree. |

Turtle Mountain Community College Annual Assessment Plan

Name Erik Kornkven (on behalf of Dept. of Humanities and Social Science Faculty)

Area of Assessment Associate of Arts Academic Year 2020-21

Submission Purpose:

X\_Initial Assessment Plan

Year-End Submission

Please provide the number of students involved in assessment: N/A

#### 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.*

**This is the first year we are completing the annual assessment plan for the Associate of Arts. We have done assessment activities in the past including a curriculum map.**

**This year we focused on how to go about assessing our Associate of Arts degree. We feel that for a two-year degree the majority of the outcomes are represented by the Student Learning Outcomes we’ve identified at the institutional level. Those assessment efforts are ongoing and will serve as the bulk of our data for the improvement of student learning across both Associate of Arts and Associate of Science degrees.**

**We were left with the question of what makes the Associate of Arts degree at TMCC stand out from other Associate degrees here at TMCC and elsewhere. We worked to develop a single outcome that is unique to this degree. This work was done through department of Humanities and Social Science meetings and emails.**

#### Section 2: Program Outcomes:

*List each outcome separately*

**Outcome:**

**Students who graduate with an Associate of Arts degree at TMCC will be able to bring culturally relevant knowledge and practices to bear on local, national, and global social issues.**

**Goal Statement:**

**The goal of the Associate of Arts degree at Turtle Mountain Community College is to assist students in the development of their academic, professional, and cultural identities. Through an application of traditional knowledge and teachings both in and out of the classroom, students will develop a multi-cultural perspective that will equip them with the knowledge, skills, and emotional intelligence necessary to be productive members of their communities.**

**Section 3: Assessment Methods:**

*Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.*

**Work will be gathered from a set of courses required for the AA degree. We will use the curriculum map to identify places within the AA courses where culturally relevant knowledge and practices are being brought to bear.**

**Student artifacts will be gathered and assessed at the end of each semester according to a rubric created by the AA faculty. Data will be gathered and tabulated for dissemination at the end of the academic year.**

#### Section 4: Assessment Results

*Give an overview of the results of your assessment. Make sure to provide separate results for each of your assessment methods.*

*Section 4b: Longitudinal Results*

*Compare current assessment results to data from the last three assessment reports. Only include data that is the same from year to year. If you change your methods do not compare the results to prior years.*

*Example:*

|  |  |  |  |
| --- | --- | --- | --- |
| *Outcome* | *Academic Year 16/17* | *Academic Year 17/18* | *Academic Year 18/19* |
| *Outcome #1* | *25% average increase* | *28% average increase* | *34% average increase* |
| *Outcome #2* | *7/10 student completed* | *8/10 students completed* | *12/12 students completed* |
| *Outcome #3* | *2.58 average score* | *2.70 average score* | *2.99 average score* |

***N/A***

#### Section 5: Assessment Recommendations:

*Explain how you will use the assessment results to improve your program. Make sure to connect recommendations to specific assessment results.*

**To be honest, it was difficult to carve out a unique outcome that doesn’t overlap with elements from the Student Learning Outcomes. We felt that the unique element of an AA from TMCC is the way that students will be asked to look at the world and the issues within it, through the lens of indigenous people and specifically through the cultural lens of the TMBCI.**

**Next year the work will continue to develop and carry out a method of assessment this outcome at the A.A. level.**

#### Section 6: Assessment-Based Requests:

*Describe the resources, support, or professional development your program needs to act on the findings of your assessment. Requests must be specific, and clearly connected to assessment results and recommendations. Administrators will respond to approved requests and these responses will be recorded in the*

*Assessment-Based Request form and publicized at the Assessment Kick-Off meeting the following academic year.*

#### Section 7: Adjustments due to Covid-19 Disruptions

*Describe here any changes you had to make to your assessment plan due to the covid-19 move to online instruction. This might include any assessment methods that were not able to take place, changes to your methods, or any other impacts the social distancing methods caused for your assessment plan.*

**Not being on campus made meeting to discuss this topic a bit more difficult. Being present in. the faculty offices allows time for impromptu discussions and sharing of ideas that are more difficult when teaching remotely. We look forward to being together as a department and as a faculty in the fall to continue this work.**

## Associate of Science (Developing)

Assessor: Math and Science Department

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** | **3.43** | **3.33** | **3** | **4** |  | **N/A** | **3.44** |
| 2019-20 | 3.33 | 3.25 | 2.00 | 3.00 |  |  | 2.90 |

Comments

|  |
| --- |
| Awareness of the alignment to SLO outcomes is appropriate. Further alignment of the assessment methods merits discussion at numerous levels. It is advisable that the steering committee addresses this before fall semester and provides feedback to both general degree programs. Capturing learning is important, but not at the cost of duplicative assessment processes. Input from the faculty body is also advisable at an appropriate time. |
| Good outcome. Good idea reducing to one outcome. 2. I’d like to see a decision made on what the plan will be to assess the outcome next year. You’ve got several good ideas. |

Turtle Mountain Community College Annual Assessment Plan

Name Deborah J. Hunter (chairperson, Associate of Science – STEM (Science, Technology, Engineering, and Mathematics)

Area of Assessment Associate of Science Academic Year 2020-2021 Submission Purpose: \_X\_ Initial Assessment Plan X\_Year-End Submission

Please provide the number of students involved in assessment: NA

###### 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.*

The Associate of Science degree program at TMCC is a STEM program (science, technology, engineering, and mathematics), which includes all the General Education requirements. The Associate of Science degree in Engineering and the Associate of Science degree in Natural Resource Management will be filed separately from the Associate of Science degree.

This is the first year we are developing the annual Associate of Science assessment plan with only one outcome. In 2019 – 2020 we submitted an initial Associate of Science assessment plan with four outcomes. As the new Student Learning Outcomes and Performance Indicators

have evolved, there are now four TMCC committees that address Student Learning Outcomes. The following three outcomes will now be addressed by indicated student learning committees.

###### Outcome:

Students will have the ability to apply knowledge, skills and critical thinking in all areas of STEM. This would include applying math to science, engineering and computer technology and related data analysis.

This outcome will be now be assessed by the Critical Thinking Committee as **Student Learning Outcome #2: Critical Thinking. Students will develop critical thinking skills and apply them to challenges facing the community.**

###### Outcome:

Students will successfully be able to use their knowledge and skills to continue their education at an institution of higher education, to successfully enter into desired job market, and/or participate in community activities.

This outcome will be assessed by the Communication Committee as **Student Learning Outcome #3: Communications: Students will be able to communicate effectively in a variety of situations.**

###### Outcome:

Students will demonstrate knowledge and skills to design experiments or small research

projects, conduct experiments and/or collect data, understand and analyze quantitative data and qualitative data, develop conclusions and, if applicable, alternate conclusions.

This outcome will be assessed by the Research Committee as **Student Learning Outcome #4: Research Skills. Students will develop quantitative and qualitative reasoning and research skills.**

The first **outcome** will be assessed by the STEM department , as it will be focused more on incorporating Native American culture into STEM courses. **Student Learning Outcome #1: History/Language. Students will demonstrate an understanding of TMBCI history and languages.**

*(The outcome information listed in this section will be removed prior to the 2021-2022 assessment.)*

###### Section 2: Program Outcomes:

*List each outcome separately.*

###### OUTCOME:

**Students will gain knowledge Anishinaabe wisdom in the past and present and how it relates to current STEM knowledge.**

**GOAL:** The Associate of Science degree goal is to provide TMCC students with the knowledge and understanding that ancestral indigenous knowledge and learning have always included the incorporation of STEM knowledge, skills, and application into their daily lives.

###### Section 3: Assessment Methods:

*Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your Assessment Review.*

Ideas for assessing Anishinaabe wisdom from the past and into the present include:

* Developing a capstone course for the Associate of Science that focuses on the relationship between traditional culture and STEM teachings.
* Assessing interdepartmental faculty participation in the STEM and Non-STEM Faculty Interdepartmental workshops in the summer of 2021, as part of the National Science Foundation (NSF) *Targeted STEM Infusion Project* (TSIP) grant. The workshops may apply

only to the 2021-2022 and 2022-2023 annual assessments.

* Assessing how STEM/Cultural research is incorporated into student-based research as part of the NSF TSIP grant.
* Assess how faculty incorporate culture knowledge into the courses they instruct. Faculty assessment would include incorporation of examples into lectures, labs, as videos, and as worksheets.

## Engineering (A.A.) (Developing)

Assessor: Austin Allard

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** | **N/A** | **4** | **4.11** | **N/A** |  | **N/A** | **4.06** |

Comments:

|  |
| --- |
| Assessment methods appear sound and repeatable. The assessment method for outcome one could be clearer. A rubric or other assessment instrument is needed to avoid subjectivity in assessing outcome 2. Embedded questions in outcome 3 appears sound. The rubric provided in outcome 4 looks to be a useful instrument. |
| Really excellent methods here. I appreciate how diverse they are and the different kinds of data you will be gathering from your students. I look forward to seeing the results next year. Good work! |
| Very concise assessment methods. |
| Assessment methods are very broad and cover a lot, maybe more explanations here |
| Excellent |

Turtle Mountain Community College Annual Assessment Plan

Name Austin Allard

Area of Assessment A.S. Engineering Academic Year\_2020-2021 Submission Purpose: \_X Initial Assessment Plan Year-End Submission

Please provide the number of students involved in assessment:

###### Section 1: Prior Assessment Actions:

1. *List any recommendations from the previous year’s assessment report. For each recommendation, list any actions taken.*
2. *Explain the implementation of any new resources added as a result of the assessment-based requests.*
3. *Explain any changes you will make to the assessment process that weren’t discussed in the previous year’s recommendations*

This is the initial assessment plan for the A. S. Engineering degree. This year has focused on formulating the assessment methods. The 2021-2022 academic year will begin implementing the practices.

###### Section 2: Program Outcomes:

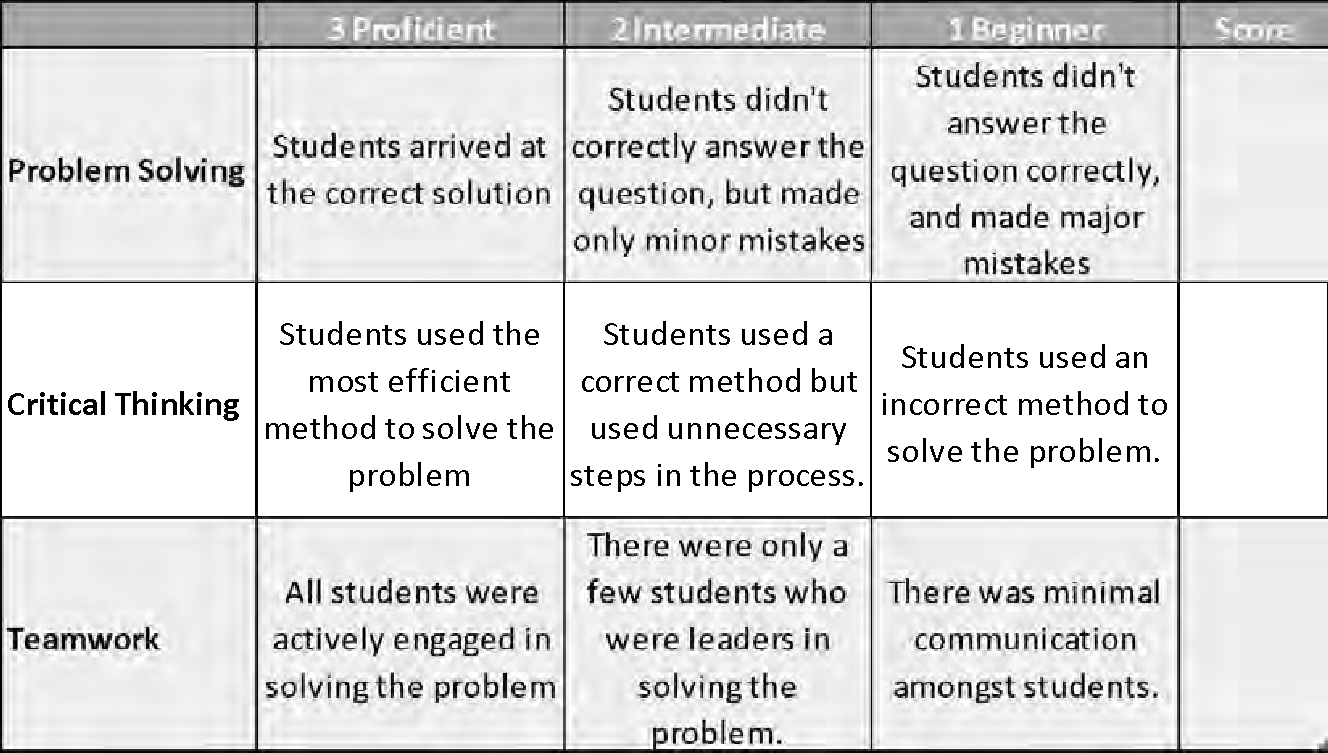
1. Students will show an ability to apply knowledge of mathematics, sciences, and engineering.
2. Students will show an ability to conduct experiments, as well as to analyze and interpret data.
3. Students will show an ability to identify, formulate, and solve engineering problems.
4. Students will show an ability to use the techniques, skills, and modern engineering tools necessary for professional practice.

###### Section 3: Assessment Methods:

1. Pretests will be given at the beginning of selected courses to determine a baseline for the level of knowledge of the student entering the class. The pretest will cover introductory topics to complex ideas that require critical thinking to solve. A posttest with the same questions as the pretest will be given at the end of the course as well to evaluate the level of growth of the students.
2. Students in the engineering program take labs in a variety of science classes depending on their desired engineering career path and can consist of chemistry, biology, and physics. For the engineering classes with labs, a series of interviews will be given to gauge the student’s understanding of the concepts being taught during the labs.
3. To evaluate how well students identify, formulate, and solve engineering problems, a series of imbedded questions will be implemented. Students will be presented a problem during class and will be given two possible paths to reach a solution to the problem. One will be a fast and efficient

method to solve the problem while the other may take longer or may be an incorrect way to approach the problem. Both methods will be presented in a way that suggests they could lead to the correct solution and the students will need to discuss and determine which is the more viable option.

1. To assess how students use techniques, skills, and tools learned during the class, a performance assessment will be given to the students. The students will be presented a problem and will be given little instruction about how to solve it. The students will need to use critical thinking and their understanding of course material in order to reach the correct solution to the problem. The following rubric will be used during this assessment.



## Ogimaawiwin: Leadership and Business Management (B.A.)

Assessor: Michael Poitra, Anna Ross

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** | **3.88** | **3.4** | **3** | **3** | **3.38** | **Yes** | **3.33** |
| 2019-20 | 2.00 | 3.67 | 3.00 | 3.33 | 3.00 | Yes | 3.00 |
| 2018-29 |  | 3.60 | 2.80 |  |  |  |  |

Comments:

|  |
| --- |
| Embedding the rubric within the submitted assessment form helps immensely for readability and understanding. Placing the data on tables also helps. Pre-post-tests show evidence of student learning, and this is an ideal outcome. The checkpoint assessment sounds like a good idea. |
| Good outcomes and mapping. I’m glad to see you’re considering streamlining your pre-post test process. It is not necessary to conduct pre-tests in every course. Rather, consolidating the pre- mid-post test to single instances throughout the program will help you gauge where your students are. You can certainly continue using pre-post tests in each course, but focus on the program- wide ones for this assessment. |
| Marked improvements and additional details from previous versions. |
| What were the prior assessment recommendations? How do the courses in the second table apply to reinforcement of skills and proficiency? Outcomes are the same a assessment methods. Section 6 comments should be under section 5: assessment recommendations |
| Awesome Job |
| Methods sound more like outcomes than methods to me |
| Unclear about the recommendation? There is already an AA in leadership. |
| Outcomes: There are 6 outcomes for the AA degree; only 3 are listed. |

Turtle Mountain Community College Annual Assessment Plan

Name- Michael Poitra, Anna Ross

Area of Assessment- Bachelor of Arts Ogimaawiwin (Leadership) and Business Management Program Academic Year- 2020-2022

Submission Purpose: \_X Initial Assessment Plan Revised Assessment Plan Year-End Submission

Please provide the number of students involved in assessment: We had a total of 15 students apply to the OLM cohort program. We have had a total of 6 students drop out. At this time, we have a total of 9 students registered for the Spring semester. One of the main reasons for dropping was the pandemic and some students had to take on more responsibility.

#### 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.*

* This assessment will reflect the developer and instructors changes implemented from 2019-2020 academic year.
* Based on student feedback and assessment from last year, we added an Elementary Statistics course to the curriculum for this new cohort that started in the Fall 2020.
* We would like to add a new form of assessment for the upcoming cohort. The plan is to assess this as a program and create a type of Preprogram test that would be handled as a class. We would also implement a midway test for the cohort to see where they are at academically. Towards the end of their academia, they would then take a “posttest” in the senior seminar class during their senior year.
  + We were able to add another instructor last Fall which was very beneficial to staff and students. 2019-2020 Recommendations

One of the recommendations for the future assessment is to have an expectation. I believe for the next cohort, the expectation of 50% would be realistic. Forthcoming based on the data to be gathered.

Update curriculum mapping.

Embedding questions in the upper level classes so they are meeting outcome 4.

The assessment results are showing a slight increase in the pre and posttest results from the beginning of the program and towards the end of the program, which is what we want to see. The majority of the assessment exams were taken at the beginning of the second year. I started the assessment exams pre and post after last Spring’s assessment meetings. There are some things that need to be emphasized more such as the expectations out of the portfolio project. This will be addressed in the Handbook that was developed for the new cohort coming in the Fall.

Added Statistics Course: MATH 210 Elementary Statistics 3 cr.

#### Section 2: Program Outcomes:

*List each outcome separately*

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome** | **Introduce** | **Reinforcement of Skill** | **Mastery/Proficiency** |

|  |  |  |  |
| --- | --- | --- | --- |
| Students will | LEAD | LEAD 410, LEAD | LEAD 499, LEAD 498 LEAD |
| demonstrate and assess best management and | 180, | 451, LEAD 461, |  |
| leadership practices that they can use in | LEAD | LEAD 460, LEAD |  |
| businesses, | 235, | 440, LEAD 405, |  |
| organizations, and tribal governments. | LEAD  330, | MATH 210. |  |
|  | ECON |  |  |
|  | 110, |  |  |
|  | LEAD |  |  |
|  | 360, |  |  |
| Students will evaluate the unique role that tribes and tribal governments have in the global | LEAD 400 |  |  |
| business environment. |  | LEAD 451, LEAD |  |
|  |  | 461, LEAD 425,  LEAD 405, LEAD | 499, LEAD 498 |
|  |  | 410, MATH 210 |  |
|  | LEAD |  |  |
|  | 180, |  |  |
|  | LEAD |  |  |
|  | 235, |  |  |
|  | LEAD |  |  |
|  | 360, |  |  |
|  | LEAD |  |  |
|  | 335, |  |  |
|  | LEAD |  |  |
|  | 400, |  |  |
|  | POLS |  |  |
|  | 287, |  |  |
|  | POLS 241 |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Students will construct an understanding of tribal knowledge and tribal government practices and apply that knowledge in an organizational environment. | LEAD 320, LEAD 335, LEAD 400, LEAD 343 | LEAD 410, LEAD  451, LEAD 461,  LEAD 460, LEAD  425, POLS 241,  POLS 287, LEAD 360 | LEAD 499,  LEAD 498 |

Students will

demonstrate leadership skills through professional, ethical, and legal standards of conduct in tribal

governments and organizations.

LEAD 235,

LEAD 330, LEAD 335, LEAD 180,

LEAD 461, LEAD 460, LEAD

332,LEAD 235

LEAD 499, LEAD 498

#### Section 3: Assessment Methods:

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

Students will participate in pre and post-tests each semester. This method will help assess proficiency in how each outcome is demonstrated for the program.Throughout the students academic career in the program, he/she will also be required to complete a project portfolio which will consist of chapters in the courses.The results from the pre and post tests are from 15 students in the first Fall semester and 9 students in the Spring semester. We are looking for at least a 50% increase in correct answers from pretest to posttest. This will show that the students are retaining the information from each course in the program. During the last year, we were all distant learning due to the pandemic and some of the students did not take the pre or post test even though we offered them as extra credit.

#1- Students will demonstrate and assess best management and leadership practices that they can use in businesses, organizations, and tribal governments.

Assessment was conducted through pre and post test questions from each course in the program. Certain questions were selected to represent each outcome in the program. We will be looking for a 50% to 100% increase from pretest to posttest. Also, each student will be demonstrating these outcomes through their portfolio project chapters from each course.

#2- Students will evaluate the unique role that tribes and tribal governments have in the global business environment.

Assessment was conducted through pre and post test questions from each course in the program. Certain questions were selected to represent each outcome in the program. We will be looking for a 50% to 100% increase from pretest to posttest. Also each student will be demonstrating these outcomes through their portfolio project chapters from each course

#3- Students will construct an understanding of tribal knowledge and tribal government practices and apply that knowledge in an organizational environment.

Assessment was conducted through pre and post test questions from each course in the program. Certain questions were selected to represent each outcome in the program. We will be looking for a 50% to 100% increase from pretest to posttest. Also, each student will be demonstrating these outcomes through their portfolio project chapters from each course.

#4- Students will demonstrate leadership skills through professional, ethical, and legal standards of conduct in tribal governments and organizations.

Assessment was conducted through pre and post test questions from each course in the program. Certain questions were selected to represent each outcome in the program. We will be looking for a 75% to 100% increase from pretest to posttest. Also, each student will be demonstrating these outcomes through their portfolio project chapters from each course.

A portfolio will also be gathered throughout the duration of the program. This will be considered an assessment tool to measure the different outcomes in this program also with research and delivery skills. The portfolio will be assessed at the end of the internship to determine program outcome proficiency. It will be assessed by a written deliverable rubric and oral delivery rubric.

## Ogimaawiwin: Leadership and Business Management (A.A.)

Assessor: Michael Poitra, Anna Ross

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** | **3.14** | **2.88** | **2.63** | **2** | **2.25** | **N** | **2.58** |

Comments:

|  |
| --- |
| Initial planning was not derived from previous data, but this will be clearer over time. Program outcomes are quite clear. More detail on how assessment for each outcome is to be assessed could be detailed for further clarity. |
| Break down each action in a bullted list and try to connect it to a specific outcome from your program. Connect current assessments to the 2. Section 3: which course will be used for which outcome? |
| What were the prior assessment recommendations? How do the courses in the second table apply to reinforcement of skills and proficiency? Outcomes are the same a assessment methods. Section 6 comments should be under section 5: assessment recommdations |
| Methods sound more like outcomes than methods to me |
| Unclear about the recommendation? There is already an AA in leadership. |
| Outcomes: There are 6 outcomes for the AA degree; only 3 are listed. |

Turtle Mountain Community College Annual Assessment Plan

Name- Michael Poitra, Anna Ross

Area of Assessment- Ogimaawiwin (Leadership) and Business Management Program Associates of Arts Two-year Degree Program Academic Year- 2020-2022

Submission Purpose: \_X Initial Assessment Plan Revised Assessment Plan Year-End Submission Please provide the number of students involved in assessment: \_0

###### Section 1: Prior Assessment Actions:

Pre and posttest; questions will be from each class for that semester.

Assessing the whole plan, changing the courses to eliminate the internship and adding courses that are more appropriate to preparing them for the Bachelors Program, We will also be working on section 3 how we are going to measure.One of the main parts we will look at is the outcomes and reducing them down to fit and match with the BA program. We will also work on the curriculum mapping. Some of the major changes is the Leadership Development BADM 215 and changing it to Leadership Development

LEAD 215. We believe this change may help with recruitment and retention for this program. Another change is the LEAD 220 Internship to POLS 284 Federal Indian Policy I and SOCI 270 Contemporary Indian Issues. Since the student are doing a more intense internship in the BA we believe these courses will better prepare them for the upcoming junior year.

***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*

**Outcome Introduce Reinforcement Mastery/Proficiency of Skill**

LEAD 215 POLS 284

Students will identify and develop

GE

personal strengths and weaknesses

LEAD 215

using a variety of leadership models

POLS 284

LEAD 215 SOCI 270

Students will define what leadership

GE

means to them in a Native American

LEAD 215

community and global world.

SOCI 270

Students will explain the TMBCI culture, origins, and traditions in an effort to teach and influence future generations.

###### Section 3: Assessment Methods:

GE

LEAD 215 SOCI 270 POLS 284

LEAD 215 SOCI 270

SOCI 270 POLS 284

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

Students will participate in pre and post-tests which will be provided to them in the leadership required courses. This method will help provide

information and assess that the students will be well prepared and are proficient in the program.

Although assessments will happen in each course, these courses have been specifically targeted for program assessment and evaluation for each program outcome. LEAD 215, POLS 284, SOCI 270.

#1- Students will identify and develop personal strengths and weaknesses using a variety of leadership models #2- Students will define what leadership means to them in a Native American community and global world.

#3- Students will explain the TMBCI culture, origins, and traditions in an effort to teach and influence future generations.

Ojibwe Culture and History (B.A./AA) (Developing) Plans assessed together

Assessors: Alixena Patinaude

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** |  | **4.43** | **3.86** |  |  |  |  |

Comments:

|  |
| --- |
| Outcomes exemplify ideal learning standards aligned to our institution. They are also assessable, clear, and succinct. The assessment methods for outcome one are sophisticated in nature. For the other outcomes, is it possible to adequately capture such high-order outcomes in a pre-post test? If so – wonderful! If it would be limited to do so, using projects or other activities for one or more of these outcomes may enrich the assessment results. |
| Consider including how you will assess the student language/conversation? Will there be a rubric? You mentioned some standards? How will they be applied? Otherwise, very strong initial plan here |
| At this time the BA assessment and AA assessments are identical. Should the BA assessment requirements contain additional assessment parameters compared to the AA - |
|  |
| AA Comment:  Consider including how you will assess the student language/conversation? Will there be a rubric? You mentioned some standards? How will they be applied? Otherwise, very strong initial plan here |

Turtle Mountain Community College Annual Assessment Plan

Name- BA in Ojibwe Language, Culture and History

Area of Assessment- Degree Program Academic Year- 2020-2021

Submission Purpose: Initial Assessment Plan Revised Assessment Plan \_X\_Year-End Submission

Please provide the number of students involved in assessment: 0

###### 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.*

N/A

###### Section 2: Program Outcomes:

*List each outcome separately*

1. Demonstrate proficiency in speaking, reading, listening, and writing Ojibwe.
2. Exhibit knowledge of Ojibwe traditional worldview and spiritualty, especially as it relates to the Turtle Mountain Band of Chippewa.
3. Examine and assess tribal sovereignty and tribal history, and how they relate to language and culture of the Ojibwe people, especially the Turtle Mountain Band of Chippewa tribe.
4. Demonstrate Ojibwe culture and language through the mediums of tribal art, Native literature, and traditional music of the Ojibwe people.

###### Section 3: Assessment Methods:

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

Students will participate in pre and post-tests per each course. This method will help assess proficiency per each course outcome.

Although assessments will happen in each course, these courses have been specifically targeted for program assessment and evaluation for each program outcome. Each course is offered in different semesters and progresses from the beginning of the program to the end (beginning of junior year to the end of senior year).

1. Demonstrate proficiency in speaking, reading, listening, and writing Ojibwe.
   1. A pre-test will be administered at the beginning of each semester in the Ojibwe courses (Ojibwe III, IV, V, VI, and in Ojibwe Grammar Patterns and Sentence Structure). These pre-tests will cover all four areas of learning Ojibwe; speaking, reading, listening, and writing in Ojibwe. As each Ojibwe course is cumulative but also focus on one major verb form in Ojibwe, emphasis will be given to that verb form in the pre-test. At the end of each semester of language courses, a post-test will be given.
   2. The Capstone course in senior year is a course dedicated to creating a speech that will be presented to the community in the Ojibwe language. This speech will incorporate all verb forms, speaking, and writing in Ojibwemowin.
2. Exhibit knowledge of Ojibwe traditional worldview and spiritualty, especially as it relates to the Turtle Mountain Band of Chippewa.
   1. A pre-test will be given at the beginning of the following courses: Turtle Mountain Traditions, Ojibwe Language Assessment, Ojibwe Immersion Methods, and Native American Philosophy: Traditional and Contemporary Perspectives. At the end of the semester, the same assessment will be given to evaluate student understanding of these objectives as they progress through the program.
3. Examine and assess tribal sovereignty and tribal history, and how they relate to language and culture of the Ojibwe people, especially the Turtle Mountain Band of Chippewa tribe.
   1. A pre-test will be given at the beginning of the following courses: Sociology of Indian Reservations, Anishinaabe Leadership, Decolonizing Language and Culture, and the Capstone. At the end of the semester, the same assessment will be given to evaluate student understanding of these objectives as they progress through the program.
4. Demonstrate Ojibwe culture and language through the mediums of tribal art, Native literature, and traditional music of the Ojibwe people.
   1. A pre-test will be given at the beginning of the following courses: Native American Lit I or II, Native Literature and Oral Traditions, Native American Dance and Music I, and Native American Dance and Music II. At the end of the semester, the same assessment will be given to evaluate student understanding of these objectives as they progress through the program.

Turtle Mountain Community College Annual Assessment Plan

Name- AA in Anishinaabemowin

Area of Assessment- Degree Program Academic Year- 2020-2021

Submission Purpose: Initial Assessment Plan Revised Assessment Plan \_X\_Year-End Submission

Please provide the number of students involved in assessment: 0

###### 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.*

N/A

###### Section 2: Program Outcomes:

*List each outcome separately*

* Identify the various aspects of the Anishinaabe cultural heritage which permeate the lifestyles of people living across Anishinaabe akiing (Ojibwe lands).
* Explain what made Anishinaabe communities in the past 100% self-sustainable and the cause and effect of how government policies systematically broke these communities down.
* Displays command of all of the basic syllables (sounds) in the Ojibwe language and can break down sentences from parts of a word to syllables within that word correctly.
* Demonstrates a fluent comprehension of “survival Anishinaabemowin” and is able to speak and understand phrases.
* Demonstrates ability to carry on a conversation with another Ojibwe speaker at the Intermediate level (based on ACTFL proficiency guidelines)

###### Section 3: Assessment Methods:

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

Students will participate in pre and post-tests per each course. This method will help assess proficiency per each course outcome.

Although assessments will happen in each course, these courses have been specifically targeted for program assessment and evaluation for each program outcome.

* Identify the various aspects of the Anishinaabe cultural heritage which permeate the lifestyles of people living across Anishinaabe akiing (Ojibwe lands).
  + A pre and post assessment will be administered in Anishinaabe Worldview: Nanda-Nibwaakaawin.
* Explain what made Anishinaabe communities in the past 100% self-sustainable and the cause and effect of how government policies systematically broke these communities down.
  + A pre and post assessment will be administered in Anishinaabe Leadership.
* Displays command of all of the basic syllables (sounds) in the Ojibwe language and can break down sentences from parts of a word to syllables within that word correctly.
  + A pre and post assessment will be administered in Ojibwe I.
* Demonstrates a fluent comprehension of “survival Anishinaabemowin” and is able to speak and understand phrases.
  + Students will be introduced to a series of questions (conversational starters) at the beginning of both Ojibwe I and in Ojibwe II, with Ojibwe II questions different and more complex than Ojibwe I. They will dialogue with the instructor both in the beginning and end of the semester and responses will be assessed.
* Demonstrates ability to carry on a conversation with another Ojibwe speaker at the Intermediate level (based on ACTFL proficiency guidelines)
  + Assessment of conversational fluency will be rated at the beginning of the semester and at the end using the conversational starters/dialogue. These assessments will be rated using the ACTFL scale.

Teacher Education (Includes all degrees)

Assessors: Teacher Education Department

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** | **4.4** | **3.83** | **3.5** | **3.17** | **3.83** | **N/A** | **3.75** |
| 2019-20 | 4.40 | 4.60 | 4.80 | 4.40 | 4.00 |  | 4.44 |
| 2018-19 | 4.10 | 4.00 | 3.91 | 4.00 | 3.45 | Yes | 3.89 |
| 2017-18 | 3.00 | 3.50 | 4.00 | 4.00 | 3.91 | Yes | 3.68 |
| 2016-17 | 3.8 | 2.25 | 2.5 | 2.63 | 3.00 | Yes | 2.83 |

Comments:

|  |
| --- |
| The teacher Education department has done another great job of generating and using meaningful data to drive their program forward. The one suggestion I’d make is to separate out the data based on the program. Even if the methods remain the same across the multiple credentials. We want to be able to see if secondary science students are struggling with anything that the secondary English students are not or vice versa. One of the biggest areas of concern seems to be the writing praxis test with only 37% of students passing. While this is acknowledged briefly in the analysis, no recommendations are made to try to improve this. Use your assessment to address areas where students are struggling. |
| GREAT WORK! |
| Guys |
| Outcomes: Address and revise the AA outcomes. |
| Methods: No methods for AA. |
| Results: No results for the AA. |
| Recommendations: None available. |
| Where is the report for AA in Ed? |

Turtle Mountain Community College Annual Assessment Plan

Name\_- Dr. Alexander Chirila, Cathie Gladue, Kristie Dionne, Kathy Henry, and Dave Wibe

Area of Assessment - Instructional Practice Academic Year 2020-2021 Submission Purpose: \_X Initial Assessment Plan Year-End Submission

Please provide the number of students involved in assessment:

###### Section 1: Prior Assessment Actions:

1. *List any recommendations from the previous year’s assessment report. For each recommendation, list any actions taken.*
2. *Explain the implementation of any new resources added as a result of the assessment-based requests.*
3. *Explain any changes you will make to the assessment process that weren’t discussed in the previous year’s recommendations*
4. Prior recommendations as per the 2019-20 report:

Although the average scores exceeded the proficiency level for all three measures used for 19-20 year there was a decrease on the average STOT scores from the previous two reporting periods. The Teacher Education Department team will identify the exact standards that caused the decrease and determine corrective actions that may be required, such as: use other resources and/or instructional strategies or strengthen the strategies by adding time and/or standard-based content. Through making necessary changes there will be an increase not only on the STOT scores but also on the Candidate Disposition Tool as well as the E-Portfolio Rubric.

Consequent to this outcome, TED revised and refined the Critical Disposition Assessment and incorporated the e-portfolio as an assessment tool. Currently, then, we utilize three primary assessment tools: The Skills of Teaching Observation Tool (STOT), the results of which are uploaded onto LiveText; the e-portfolio; and the Critical Disposition Assessment.

1. Implementation of new resources

The most recent resource we have begun to use is LiveText, an online platform whereby we can track and measure uploaded data as well as access a shared library of tools and additional resources. This software should enable TED to maintain accurate records of student STOT performance, which measures 4 outcomes: The Learner and Learning; Content Knowledge; Professional Responsibility; and Instructional Practice. Because TED is assessed externally, namely by ESPB, we are responsible for meeting standard requirements mapped by InTASC. Those standards must be reflected in our overall curriculum map and addressed throughout our programs and in our courses. Fieldwork, including

clinicals, practicums, and student teaching, are one of the primary means by which we determine whether our candidates can apply those standards in practice, through observation, collaboration, and supervised instruction.

1. Changes to the assessment practice

There are a number of additional strategies that TED may employ in addition to the aforementioned, including: pre- and post-content evaluations in Ed Tech (Dave Wibe); a “staggered” approach to the e-portfolio; and a more detailed curriculum map of what inTASC and SLOs are covered in what courses and to what degree (i.e., introductory, intermediate, advanced), as well as how those standards correlate and are developed across our programs.

We will also add the Praxis I and Praxis II examination scores to our assessment toolkit, as the results from those examinations reflect content knowledge that can be correlated to Learner Outcomes in that area. In terms of TMCC SLOs, the Praxis scores can be linked to critical thinking and, to some extent, research.

###### Section 2: Program Outcomes:

*List each outcome separately*

* 1. **The A.A. in Education**

Students who choose to pursue an A.A. in Education will, upon successful completion, be able to:

* Develop basic teaching portfolios as well as learn how to use instructional technologies
* Understand the fundamentals of project-based learning and curriculum development
* Learn how to engage exceptional and special-needs students
* Focus on implementing culturally responsive teaching
* Represent and express a uniquely native approach to teaching in accordance with TMCC’s unique mission
* Address the needs of TMBCI students and schools
* Incorporate an interdisciplinary approach to teaching and learning
* Become paraprofessionals in education
* Pursue 4-year degrees in Primary and Secondary Education
  1. **The B.S. Ed in Elementary Education Outcomes**
* Meet the requirements for becoming fully qualified teachers
* Employ culturally responsive teaching in any school classroom
* Maintain a high standard of professionalism
* Pursue further degrees in Education and/or enter the field depending on regional and state-based requirements
* Address the needs of the TMBCI school system and its students
* Position themselves to apply for work in other Native communities
* Adapt interdisciplinary techniques to classroom teaching
* Conduct discipline-specific research
* Develop teaching portfolios as well as learn how to use instructional technologies
* Understand the fundamentals of project-based learning and curriculum development
* Learn how to engage exceptional and special-needs students

The B.S. Ed in Secondary Science and the B.S. Ed in Secondary English includes many of the same outcomes; however, the following may be considered unique to the two programs:

* 1. **The B.S. Ed in Secondary English**
* Students will learn the principles and practices of designing ELA lesson plans and curricula
* Students will learn how to choose the appropriate texts and materials suitable for teaching the core standards of ELA; for reading, this includes the ability to recognize and analyze the primary elements of literature, such as character, plot, theme, and literary techniques; recognizing the conventions of genre; distinguishing between various forms of literature, such as drama, fiction, poetry, nonfiction, etc.; applying basic forms of literary criticism; and understanding the broader historical and sociocultural contexts surrounding certain texts. For writing, this includes learning how to compose narrative and text according to the specific parameters of form, creative and otherwise; learn the processes of research, pre-writing, drafting, and revision; and strategies associated with expression, techniques (e.g. metaphor, simile, etc.), exposition and description, and so on.
* Students will learn how to employ the proper assessment tools and rubrics associated with ELA, including how to evaluate style, content, references, structure, and grammar.
* Students will learn the appropriate instructional strategies for teaching 7-12 grade ELA, including classroom management, curriculum design, differentiated learning strategies, and so on.
  1. **The B.S. Ed in Secondary Science**
* Graduates of the Secondary Education Science Program will plan effective teaching and learning experiences in the areas of science education
* Graduates of the Secondary Education Program will demonstrate knowledge in general laboratory practices
* Graduates of the Secondary Science Education Program will apply effective teaching and learning experiences during clinical practice (student teaching or internship) in their specific teaching/certification field, which will include a demonstration of instructional competencies that ensure that candidates have an in-depth understanding of the content they teach
* Graduates in the Secondary Science Education program will demonstrate the professional dispositions that are expected of educators, which will include: Knowledge of laws, ethics, and standards regarding teaching science in the classroom as well as understanding the belief that all students can learn

**inTASC Standards for TED**

The Council of Chief State School Officers has established InTASC Standards that guide teacher education programs and describe what teachers are expected to know and be able to do. The 10 InTASC Standards are grouped into four general categories as follows:

Learner Outcome #1: Candidates will demonstrate ability to assess learner growth, design instruction to meet diverse learner needs and orchestrate learning experiences that engage learners in collaborative and self-directed learning.

###### The Learner and Learning:

Standard 1 Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2 Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3 Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Learner Outcome #2: Candidates demonstrate a deep and flexible understanding of their content areas and are able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content.

###### Content Knowledge:

Standard 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Learner Outcome #3: Candidates understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways.

###### Instructional Practice:

Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context

Standard 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Learner Outcome #4: Candidates** create safe, productive learning environments that result in learners achieving at the highest levels.

###### Professional Responsibilities:

Standard 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

###### Section 3: Assessment Methods:

*Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.*

At this moment, we have several primary modes of assessment, including the aforementioned STOT, e-portfolio, and Candidate Dispositions. We are in the process of deciding how to modify the e-portfolio, including potentially breaking it up into semester-sequenced sections. The rationale behind this move is that the e-portfolio is the *last* measurable instrument we employ, and consequently, does not give us enough time to suggest changes or strategies that a candidate may need to adopt in order to master the content. In other words, if there are significant deficiencies in the presentation—that may reflect a lack of necessary emphasis on specific data points—the student cannot “go back” and “re-

learn” the content. It may be better to develop methods to more comprehensively assess the students’ understanding and retention of the material that they are responsible for compiling into an e-portfolio presentation.

A more comprehensive curriculum map across our programs that address both inTASC and TMCC standards would amply demonstrate that our courses feature a strong developmental arc from developing to advanced. As TED is evaluated by outside agencies, we have all the incentive we require to maintain a consistent degree of coverage and data-collection. Not only do our candidates represent TMCC, they are also expected to be *qualified* elementary and secondary school teachers…and any deficiency in our preparation not only reflects poorly on us, but can result in potentially disastrous consequences for an unprepared new teacher out in the field.

Otherwise, we will also take a look at refining our data collection methods for fieldwork. We are in an excellent place with that at the moment, but there may be improvements we can incorporate to ensure that students more effectively link theory and practice, course and classroom content.

What we can additionally do is use inTASC standard measurement—via LiveText, Canvas, and assiduous record-keeping—to track our candidates’ performance in terms of TMCC SLOs. For example: when students keep a log of interactions with community stakeholders in order to reflect inTASC standard #10, we can incorporate pre- and post-surveys that address whether or not they were able to communicate effectively with those parties. Also, as indicated above, Praxis I and II scores will be integrated as an assessment metric.

Finally, there are several additional assessment tools that we are working on:

* + 1. A formal tool for evaluating clinical, practicum, and student teaching reflections
    2. A rubric specifically designed for evaluating culturally responsive teaching content Both of these tools are currently in development.

**Program Differentiation**

For the most part, *all* TED programs and degrees use the same aforementioned assessments. However, one difference is that students pursuing Secondary Science or English would take the Praxis II: General Science and Praxis II: English Language Arts content examinations, respectively.

Otherwise, the *primary* difference is in terms of Content Knowledge, specifically provided in the Methods and Materials Courses. In Science- oriented and ENGL courses, assessment tools will range from lesson plans, research papers, and projects that are content-specific. The rubrics used to assess these assignments will incorporate critical thinking components, research, communication, and wherever applicable, language and culture (particularly tailored to culturally responsive teaching). For example, in both Children’s Literature and Writing for Teachers, two classes that *every* TED student is required to take, there is at least one unit dedicated to Native and Anishinaabe content.

I will also note here that that the reflection tool (aforementioned in development), will be differentiated in terms of content between the programs. Student teachers composing reflections based on fieldwork in Elementary, Secondary Science, and Secondary English, are required to

address strategies and observations unique to those disciplines. For example, a student teacher who assigns lesson plans and labs in Secondary Science will answer questions and compose reflections based on students’ engagement with that material, including outcomes and impact, while a student teacher in Secondary English will address factors and issues that impact student literacy and writing.

**inTASC and TMCC SLO correlations:**

The four SLOs can be correlated with the InTASC standards in the following way:

* History/Language is primarily addressed in Learner Outcome 1, Learner and Learning, inasmuch as TED candidates are trained in culturally responsive teaching. As most of them go on to teach in area schools, their students are members of the TMBCI community. Not only are candidates responsible for understanding and responding to the unique needs of their students, TMCC’s mission mandates that our syllabi and curricula incorporate elements rooted in Anishinaabe culture and identity. This SLO is also addressed in Learner Outcome 4, whereby candidates, in their engagement with the larger community (families, colleagues, etc.), are expected to understand the cultural foundations that inform these interactions. Finally, Learner Outcomes 2 and 3, content knowledge and instructional practice respectively, both address this SLO; the former through unit and lesson plans that focus on Native language and culture, and the latter through practices that honor *native ways of knowing* by employing diverse strategies to deliver content in the best way possible to students who, by virtue of who they are and where they come from, bring with them a deep heritage of storytelling and traditional knowledge, generational trauma, and the hope of strengthening and rekindling a powerful legacy of connection with the land, their elders, and the history of their people. These elements not only oblige our candidates to shape their methodologies in certain ways, but also create the potential for teaching experiences that are inherently meaningful.
* As for SLO #2, critical thinking is best addressed in Learner Outcomes 1-3: from understanding learner development and tailoring lesson plans to suit different styles and propensities, to assigning projects and essays that are evaluated using a rubric that includes critical thinking, this SLO is well represented.
* Regarding SLO #3, communication is fundamental to literally every Learner Outcome, particularly when considering that candidates are tasked with finding the best ways to communicate to and with their students; teaching their students how to communicate effectively and express themselves; and communicating with stakeholders, parents, colleagues, administrators, and other community members. Every lesson plan designed by TED candidates implies communication, not only in terms of content delivery, but also in terms of forming, maintaining, and developing the relationships in the classroom that are conducive to a safe and productive learning environment.
* SLO #4, research, is best represented in terms of the projects TED candidates are assigned throughout the program, and also in the e- portfolio. From researching core standards and best practices, to learner development and psychology, to the content that is presented in Elementary, Secondary Science and English requiring consistent research, this standard is reflected in the nature of the pre-service preparations that we are responsible for imparting to our candidates.

# Student Learning Outcome Assessment

#### TMCC Student Learning Outcomes Adopted: 2018-19

The philosophy of Student Learning Outcomes at Turtle Mountain Community College is grounded in the belief that students must navigate a competitive workplace environment while maintaining connections to their culture, language and heritage. Students who graduate from TMCC will be able to think critically, understand the language and culture of the Turtle Mountain Band of Chippewa Indians, solve concrete problems and apply their skills and competencies to benefit themselves and society, with an emphasis upon contributing to the success of the Turtle Mountain Band of Chippewa. All programs at TMCC adhere to the student learning outcomes as the basis of the learning goals of each program.

**Student Learning Goal 1: Advocacy**

TMCC students will develop the skills necessary to help them become advocates for the Turtle Mountain Band of Chippewa Indians.

Student Learning Outcome #1: History/Language

* Students will demonstrate an understanding of TMBCI history and languages.

*Performance Indicators*

* + Students will demonstrate an entry level proficiency in either Anishinabemowin or Michif
  + Students will demonstrate knowledge of TMBCI history and culture.

Student Learning Outcome #2: Critical Thinking

* Students will develop critical thinking skills and apply them to challenges facing the community.

*Performance Indicators*

* + Students will identify ongoing challenges and issues facing the community
  + Students will use data to develop solutions to challenges

**Student Learning Goal 2: Professionalism**

TMCC students will develop skills and characteristics that will contribute to their success in a global environment.

Student Learning Outcome #3: Communication

* Students will be able to communicate effectively in a variety of situations

*Performance Indicators*

* + Students will demonstrate effective oral communication
  + Students will apply written communication strategies across a wide variety of situations and contexts.
  + Students will use technology to successfully gather and communicate information.

Student Learning Outcome #4: Research Skills

* Students will develop quantitative and qualitative reasoning and research skills

*Performance Indicators*

* + Students will be conversant in mathematical principles appropriate to their major.
  + Students will apply quantitative research techniques to gather and synthesize complex information.
  + Students will apply qualitative research techniques to gather and synthesize complex information.

Student Learning Outcome Assessment

Student Learning Outcomes (SLO) 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: SLO #1: Culture and Language, SLO #2: Critical Thinking, SLO #3: Communication, and SLO #4: Research

Each outcome will be assessed on an annual basis. All general education faculty who are not already assessing a program will choose an outcome to help assess. This will result in an ‘assessment team’ for each SLO comprised of faculty from across the institution.

Each team will be responsible for generating the assessment methods and collecting assessment data for that academic year relating to their SLO. The following academic year, SLO teams will hold a professional development for all TMCC faculty based on the results of the prior year’s assessment.

## Student Learning Outcome: Language and Culture

Assessors: Bobbi Frederick, Leslie Peltier, Velda Belgarde,

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** | **3.3** | **3.5** | **3.2** | **1.5** | **2.56** | **Yes** | **2.81** |
| 2019-20 | 3.75 | 3.75 | 3.5 | 4.25 | 4.25 | Yes | 3.90 |
| 2018-19 | 3.11 | 3.50 | 3.00 | 3.20 | 3.30 | Yes | 3.22 |

Comments:

|  |
| --- |
| Needs are listed in prior assessment actions section, but how these are addressed is not clear. Graduation and beyond, Ojibwe I & II, and first-year experience courses appear strongly targeted for assessment, but data from throughout courses in the gen-eds is recommended; this is acknowledged in the first bullet in the first section. Supporting cultural events for faculty and staff is always a good idea – and ensuring that this connects to instruction/assessment is appropriate. A rubric depicting campus-wide assessment dynamics will help immensely to make learning dynamics clear and assessable throughout the gen-eds. No assessment results are provided. Planning and execution for this SLO is still very much developing and well worth the work to devise the best practices. Intensive institutional support from multiple sources is advisable to safeguard this critical dimension of student learning. |
| There seems to have been some confusion about the data from the cultural surveys. It says that only 12 students responded, but there were actually over 30 that completed the survey. The data from the survey was shared with the committee, so make sure that that data makes it into the results section of your plan. |
| The assessment for Ojibwe II was not given this year in all classes. Data from that assessment was not collected or analyzed. Turtle Mountain Language Project which Corrine works under hosts a language table once a month. |
| Section 2 – define levels of proficiency, Section 5 is difficult to read and needs to be clarified. Section 6 – would love to see more coloring books, workbooks, and story books in the Ojibwa or Michif; even postcard or cards in the language Section 7 -Administrative response – this could be included in program outcome. |
| Results: None? Recommendations: Does this align with findings? There were no findings reported. Request: Does this align with findings? |

Turtle Mountain Community College Annual Assessment Plan

Name: Leslie Peltier, Velda Belgarde, Bobbi Frederick

Area of Assessment Student Learning Outcome #1: Language and Culture Academic Year 2020-2021

Submission Purpose: Initial Assessment Plan \_x Revised Assessment Plan Year-End Submission

Please provide the number of students involved in assessment: 37 completed the pretest Language and Cultural assessment in First Year Experience, 12 students completed the posttest language and cultural assessment in Graduation and Beyond.

###### Section 1: Prior Assessment Actions:

More emphasis needs to be added to ensuring Language assessments are happening in both semesters and with all instructors. 2019-20 Recommendations

* **More emphasis needs to be added to ensuring Language assessments are happening in both semesters and with all instructors.**
* **Cultural, hands-on opportunities for TMCC staff and students should take place throughout the year which will benefit staff and students and strengthen cultural competencies.**
* **Make these assessments mandatory components of Ojibwe II and Graduation and Beyond courses they were optional this year.**

*Graduation and beyond- instructor has taken measures to require students to take the surveys before they can access certain elements of the course.*

* **Completing assessments online was difficult. Graduation and Beyond was delivered online and the response to the assessment was lower than last year (12 compared to 34). The language assessment was not given to Ojibwe II students this spring semester due to the transition to online teaching the last part of the semester. Instructors need to collaborate and create a solid plan for addressing online issues when it comes to assessments.**

*Other Actions Taken:*

The Committee ordered books Critical Inquiry surveys of 2010. Leslie will distribute these books to all Ojibwe and Michif Language instructors. The name of the book is Gii Wanitoomin Anishinabemowin Gaye Izhii Miinigooying, otherwise known as: We are losing our Anishinaabemowin Language and Way of Life. 7 copies were ordered. There are many things in the book that can be added to these assessments. Some of the language speakers listed in the book have passed on. This makes the challenge of saving the language even more difficult.

###### Section 2: Program Outcomes:

*List each outcome separately*

Student Learning Outcome #1: History/Language

* Students will demonstrate an understanding of TMBCI history and languages.

***Performance Indicators***

1. Students will demonstrate an entry level of proficiency in either Anishinabemowin or Michif.
2. Students will demonstrate knowledge of TMBCI history.

###### Section 3: Assessment Methods:

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

*Performance Indicator #1: Language*

* Students enrolled in Ojibwe II are also given a language assessment at the end of the semester to rate their knowledge in speaking, reading, writing, listening and responding in the Ojibwe language. A point system was used to calculate the ratings.

*Performance Indicator #2: History/Culture*

* A pretest was given at the end of the First Year Experience course that assesses student knowledge of cultural topics, history, and language.
* A posttest given at the end of the Graduation and Beyond course that assesses student knowledge of cultural topics, history, and language.

A cultural survey will be used to collect from two data points on students graduating from TMCC and enrolled in Graduation and Beyond in either semester. First, students are asked to rate their own cultural understanding on an 11 question survey. Secondly, students are asked to write as much as they knew about cultural topics, and then write as many Michif and Ojibwe words that they could. A point system is used to calculate ratings.

###### Section 4: Assessment Results

* Results will share what students have learned and what needs to be improved

###### Section 5: Assessment Recommendations:

* It also needs to be added to **ALL** Graduation and Beyond courses.
* Need to hire a full time Michif speaker to teach multiple classes with multiple sections before the language dies out. As soon as possible because all the speakers are now in their late 70s or 80s.

***\*Side note-*** Critical Inquiry survey of 2010 listed all fluent speakers-more Michif speakers then than Ojibwe speakers. Canadian Natives taught at Universities in Michigan. Stipends, benefits, transportation. Elderly lady said “better start organizing now. Otherwise, that’s how a language dies.” Need 3 generations co-existing. Need children, grandparents, and parents all speaking. We don’t have that in our community.

* Work with local elders and schools to implement language lessons using our own dialect book/lesson plan. Recommendations from Dr. Terri-
* Cap and gown-Angel and Wanda, survey. Collecting data for graduates
* Pre-test- orientation- Paula or Joni, or Angel?
* Numbers would be better
* Paper and Pencil is best
* Make sure to include CTE students
  + Check box for students CTE or Academic
  + Names on their surveys to keep track
* meet with student services- Angel- if we do printing and stapling- can she distribute along with caps and gowns
* This information will answer the questions we need of performance indicators
* Purchase Requisition- printing, paper costs etc. for dictionaries- don’t hesitate to request.
* Need data from assessments so we can build it back in.

*\*Side note- first year experience -missing CTE students and not all students graduate therefore missing a lot of students, also a lot of students don’t do the surveys.*

###### Section 6: Assessment-Based Requests:

* Michif Dictionary Considering printing more books to distribute to others who have requested them, or for the community.
* (Cost)?
* Lesson Plans-compensation for the Director of Language program to work with local schools and elders to share lesson plans.

## Student Learning Outcome: Critical Thinking

Assessors: Kristine Braaten, Dr. Deborah Hunter, Les LaFountain, Brian Bercier

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** | 3.78 | 4.22 | 4.11 | 4.33 | 4.22 | Yes | 4.13 |
| 2019-20 |  |  |  |  |  |  |  |
| 2018-19 | 1.86 | 3.67 | 3.00 | 2.67 | 2.83 | Yes | 2.80 |

Comments:

|  |
| --- |
| The assessment process throughout is sophisticated in nature, and reflective of clear planning. The subcommittee clearly identifies the need for evidence from more courses throughout the curriculum for the gen-eds, and this is sound. Devising ways to fold in more courses into this process can be helpful, and disseminating the rubric may be helpful. Including the rubric as a simple table in the assessment report would also be very helpful for readability. Though the assessment-based request is perfectly valid for consideration, clear alignment to data yielding specificity in the request is unclear. |
| This is a very good report and one that shows the ongoing evolution of your plan to assess critical thinking across the curriculum. The steps you took this year represent positive movement towards a more inclusive and statistically relevant assessment that will hopefully help us push this learning outcome further at TMCC. Good work. |
| Impressive. |
| Great work! |
| Great job, |
| Excellent job to this team! I am so proud of the good work that you have done!!! |

Turtle Mountain Community College Annual Assessment Plan

Name Les LaFountain, Deb Hunter, Brian Bercier, Kris Braaten

Area of Assessment Critical Thinking Academic Year\_2020-2021\_

Submission Purpose: Initial Assessment Plan \_X\_ Year-End Submission

Please provide the number of students involved in assessment: 16

#### Section 1: Prior Assessment Actions

While previous progress has been made in assessing this outcome, due to the Covid situation the assessment process was disrupted. We feel that the best approach would be to take the recommendations from the last assessment (Academic Year 2018-

2019) that dealt with encouraging faculty to develop more critical thinking applications and assignments, but to start over with a new set of methods that will better represent the form of critical thinking that we have adopted for our student learning outcome here at TMCC.

#### Section 2: Program Outcomes

Student Learning Outcome #2: Critical Thinking

* Students will develop critical thinking skills and apply them to challenges facing the community.

*Performance Indicators*

* Students will identify ongoing challenges and issues facing the community.
* Students will use data to develop solutions to challenges.
* Students will acknowledge multiple perspectives surrounding societal and global issues.

#### Section 3: Assessment Methods

Our team focused on Method 2 this academic year. We plan to design and implement Method 2 starting in Fall 2021. A blank copy of the assessment tool we used for Method 2 is being emailed to the Assessment Coordinator prior to our year-end Assessment Review.

Method 1: (Assessing Capacity) A survey will be developed that seeks to identify where and how the SLO on critical thinking is being taught/practiced across the A.A. and A.S. curriculum. Faculty who have self-reported on the curriculum map at either a 2 or a 3 level will be targeted and asked to share information regarding the specific projects or assignments in which students demonstrate this outcome.

Method 2: (Assessment of Student Learning): Once a list of potential projects has been identified by faculty that demonstrate student critical thinking skills the assessment team will request copies of those student artifacts be gathered and delivered to the assessment team at the end of both the fall and spring semesters. Those projects will be assessed using a unique rubric that incorporates the three performance indicators associated with this outcome.

#### Section 4: Assessment Results

**BACKGROUND ON RUBRIC TOOL:** The rubric assessment tool we used to assess critical thinking on the performance indicators has four possible levels of proficiency on its scale: high level of proficiency (3), moderate level of proficiency (2), low level of proficiency (1), and no proficiency demonstrated (0). The rubric assessment tool also has a “not applicable” (NA) category.

For Performance Indicator 1, the high level of proficiency (3) indicates the student has been able to fully understand the issue (or challenge) facing the community—which encompasses the Turtle Mountain Tribe and surrounding community--and fully address its implications and consequences. The moderate level of proficiency (2) indicates the student understands the issue (or challenge) and addresses its implications and consequences to a moderate extent. The low level of proficiency (1) indicates the student has some to little understanding of the issue (or challenge) and addresses its implications and consequences to a low extent. No proficiency demonstrated (0) indicates the student does not understand the issue (or challenge) nor how to address its implications and consequences. Typically, the instructor determines that an artifact is “not applicable” regarding Performance Indicator 1.

For Performance Indicator 2, the high level of proficiency (3) indicates the student has been able to fully show quantitative and/or qualitative knowledge for solutions to societal challenges. The moderate level of proficiency (2) indicates the student shows quantitative and/or qualitative knowledge for solutions to societal challenges to a moderate extent. The low level of proficiency (1) indicates the student shows quantitative and/or qualitative knowledge for solutions to societal challenges to a low extent. No proficiency demonstrated (0) indicates the student does not show quantitative and/or qualitative knowledge for solutions to societal challenges. Typically, the instructor determines that an artifact is “not applicable” with regard to Performance Indicator 2.

For Performance Indicator 3, the high level of proficiency (3) indicates the student has been able to fully analyze multiple perspectives addressing a societal and/or global issue. The moderate level of proficiency (2) indicates the student analyzes multiple perspectives

addressing a societal and/or global issue to a moderate extent. The low level of proficiency (1) indicates the student analyzes multiple perspectives addressing a societal and/or global issue to a low extent. No proficiency demonstrated (0) indicates the student does not analyze multiple perspectives addressing a societal and/or global issue. Typically, the instructor determines that an artifact is “not applicable” with regard to Performance Indicator 3.

**STUDENT ARTIFACTS RATED:** The types of student artifacts that we rated in this assessment are position papers (ENGL 110), a commentary paper (ENGL 120), compare/contrast essay assignments (HIST 103 and HIST 296), and statistical chapters for portfolio projects (MATH 210). All these student artifacts are comprised of course work completed near the end or at the end of Fall Semester 2020. Each student artifact was rated by each team member; thus, each student artifact is rated 4 different times.

#### LIMITATION OF THIS ASSESSMENT: Since the number of student artifacts in this assessment is small, it is virtually impossible to generalize the results. However, we did observe the existence of critical thinking--as defined in the indicators of Student Learning Outcome #2--in the artifacts, and, based on the rubric assessment tool, we did measure the extent of critical thinking certainly on an individual student basis.

**CURRENT ASSESSMENT RESULTS:** A brief description of findings by performance indicator is now presented followed by a table presenting the assessment results. The table presents the combined artifact average ratings for each of the three performance indicators, average ratings for the performance indicators by course, and the percentages of total rated artifacts for each course. The last two columns certainly show findings that do not reflect sufficient “sample size”, but as we expand this type of assessment in the future, these kinds of summaries could be quite informative.

##### Performance Indicator 1: Students will identify ongoing challenges and issues facing the community.

Nine student artifacts in this assessment were rated on Performance Indicator 1: *Identifying Challenges and Issues Facing the Community*. These nine encompass 5 artifacts from ENGL 110, 1 artifact from ENGL 120, and 3 artifacts from STAT 210. The other 7 student artifacts were determined to be “not applicable” for this indicator. The average rating is 1.7, which falls between the low (1) and moderate (2) levels of proficiency. (Note that each average includes 4 ratings for each artifact. With 9 student artifacts, the average rating is based on 9 \* 4 ratings, or 36 ratings.)

Performance Indicator 1 resulted in being applicable for rating in about half (9/16) of the artifacts in this assessment and these rated artifacts are from ENGL (position and commentary papers) and STAT (statistical chapters) courses. For an artifact to be rated on this indicator, evidence of creativity in identifying an ongoing issue (or challenge) facing the community must have been present.

##### Performance Indicator 2: Students will use data to develop solutions to challenges.

Four student artifacts in this assessment were rated on Performance Indicator 2: *Using Data to Develop Solutions to*

*Challenges*. These four encompass 1 artifact each from ENGL 110 and ENGL 120 and 2 artifacts from STAT 210. The other 12 student artifacts were determined to be “not applicable” on this indicator. The average rating is 1.3, which falls between the low (1) and moderate (2) levels of proficiency. (With 4 student artifacts, the average rating is based on 16 ratings.)

Performance Indicator 2 resulted in being applicable for rating in only four artifacts in this assessment, and as with Performance Indicator 1, these rated artifacts are from ENG (position and commentary papers) and STAT (statistical chapters) courses. For an artifact to be rated on this indicator, evidence of the use of data to develop a solution must have been present.

##### Performance Indicator 3: Students will acknowledge multiple perspectives surrounding societal and global issues.

All sixteen student artifacts in this assessment were rated on Performance Indicator 3: *Acknowledging Multiple Perspectives Surrounding Societal Issues and Global Issues*. These sixteen encompass 5 artifacts from ENGL 110, 1 artifact from ENGL 120, 2 artifacts from HIST 103, 5 artifacts from HIST 296, and 3 artifacts from STAT 210. The average rating is 1.7, which falls between the low (1) and moderate (2) levels of proficiency. (With 16 student artifacts, the average rating is based on 64 ratings.)

Performance Indicator 3 resulted in being applicable for rating in all artifacts in this assessment, and these rated artifacts are from ENGL (position and commentary papers), HIST (compare/contrast essays), and STAT (statistical chapters) courses. For an artifact to be rated on this indicator, evidence of analysis from multiple perspectives addressing societal and global issue must have been present.

#### ASSESSMENT RESULTS

|  |  |  |  |
| --- | --- | --- | --- |
| *Student Learning Outcome #2: Critical Thinking* | ***Academic Year 2020/2021: Fall***  ***Semester 2020 Results*** | ***Academic Year 2020/2021: Fall Semester 2020 Results by Course*** | ***Academic Year 2020/2021: Fall Semester***  ***2020 Distribution of Artifacts*** |
| ***Performance Indicator #1****: Identifying* | **Average Rating=1.7** | **Course Average Rating** | **Percentage of Total Rated Artifacts** |
| *Challenges and Issues Facing the Community* | n=9 artifacts  minimum rating=0 | ENGL 110 1.7 n=5 artifacts  ENGL 120 1.8 n=1 artifact | ENGL 110 56%  ENGL 120 11% |
|  | maximum rating=3 | STAT 210 1.7 n= 3 artifacts | HIST 103 0% |
|  | 4 raters, 36 ratings |  | HIST 296 0% |
|  |  |  | STAT 210 33% |
| ***Performance Indicator #2****: Using Data* | **Average Rating=1.3** | **Course** A**verage Rating** | **Percentage of Total Rated Artifacts** |
| *to Develop Solutions to Challenges* | n=4 artifacts | ENGL 110 1.0 n=1 artifact | ENGL 110 25% |
|  | minimum rating=1 | ENGL 120 1.3 n=1 artifact | ENGL 120 25% |
|  | maximum rating=2 | STAT 210 1.5 n=2 artifacts | HIST 103 0% |
|  | 4 raters, 16 ratings |  | HIST 296 0% |
|  |  |  | STAT 210 50% |
| ***Performance Indicator #3****:* | **Average Rating=1.7** | **Course Average Rating** | **Percentage of Total Rated Artifacts** |
| *Acknowledging Multiple Perspectives Surrounding Societal and Global Issues* | n=16 artifacts  minimum rating=1 | ENGL 110 2.1 n=5 artifacts  ENGL 120 1.5 n=1 artifact | ENGL 110 31%  ENGL 120 6% |
|  | maximum rating=3 | HIST 103 1.4 n=2 artifacts | HIST 103 13% |
|  | 4 raters, 64 ratings | HIST 296 1.6 n=5 artifacts | HIST 296 31% |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | STAT 210 1.7 n=3 artifacts | STAT 210 19% |

*Section 4b: We plan to report longitudinal results during the Academic Year 2021/2022.*

#### Section 5: Assessment Analysis and Recommendations

However, we did observe the existence of critical thinking--as defined in the indicators of Student Learning Outcome #2--in the artifacts, and, based on the rubric assessment tool, we did measure the extent of critical thinking certainly on an individual student basis**.**

With average ratings between low and moderate levels of proficiency for all three performance indicators on a small collection of artifacts, we cannot conclude empirically what is the extent of critical thinking at TMCC. However, we observe that Performance Indicator 3 pertained to all the artifacts in this assessment, whereas Performance Indicator 1 and Performance Indicator 2 pertained to only 9 artifacts and 4 artifacts, respectively. This highlights that the connection between and consistency of the SLO (and its performance indicators) to student artifacts must be continually monitored and assessed. Of course, which Performance Indicator(s) apply to a student artifact at least depends upon the type of assignment and the course.

An expansion of this assessment with artifacts gathered from more faculty over a wider variety of courses is certainly warranted, due to the small-scale nature of this current assessment. Will the average ratings for the performance indicators improve with next year’s data? We will have better understanding and knowledge of the extent of critical thinking at TMCC after we receive more artifacts during the next academic year.

**RECOMMENDATION 1:** One of the team’s recommendations is to design and implement Method 1.

A survey will be developed that seeks to identify where and how this SLO is being taught across the A.A. and A.S. curriculum. Faculty who have self-reported on the curriculum map at either a 2 or a 3 level will be targeted and asked to share information regarding the specific projects or assignments in which students demonstrate this outcome.

Below are several starting courses identified in the current Curriculum Map: GEOG 105, GEOG 106, PSYC 111, SOCI 110, HIST 296, POLS 287, ENGL 266 (Native Lit 2), SOCI 110, ENGL 120, HUMM 101, GEOG 105, GEOG 106, and HIST 296. Examples of

specific projects or assignments in which students can demonstrate critical thinking include: compare/contrast essays, position papers, commentaries, research papers, individual or group projects, guided or independent laboratory assignments, case studies, and independent projects. These examples usually involve a mentor. Critical thinking can also involve independent student creativity.

**RECOMMENDATION 2:** Another team recommendation is to conduct a professional development training workshop for faculty on how to recognize and assess critical thinking in TMCC student artifacts. Faculty would be trained on how to use the Rubric Assessment Tool used in this assessment.

#### Section 6: Assessment-Based Requests

A professional development training workshop for faculty on how to assess critical thinking in courses at TMCC is requested. Final thought: Critical thinking involves creativity. Creativity involves the asking of questions. It is the place for the first insights, intuitions, encounters, and experiences.1

#### Section 7: Adjustments due to Covid-19 Disruptions

*Due to Covid-19, we held team meetings virtually on Google Meet, rather than in person. The rating of the student artifacts was conducted virtually during our team meetings. Although this rating activity was able to be completed in an online environment, the activity might be more convenient in an in-person environment.*

* 1. Gregory Cajete, Ph.D., *Look to the Mountain, an Ecology of Indigenous Education.* 1997. Kivaki Press. Page 70.

## Student Learning Outcome: Communication

Assessor: Dr. Ann Brummel, Margaret Bail, Erik Kornkven, Crystal Star

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** | **3.78** | **4** | **3.78** | **4.33** | **4.25** | **N/A** | **4.03** |
| 2019-20 | 4 | 4 | 3.75 | 3.75 | 3.75 |  | 3.85 |
| 2018-19 | 4.13 | 4 | 4 | 4 | 4 |  | 4.03 |
| 2017-18 | 3.8 | 4.2 | 3.4 | 3.8 | 4 |  | 3.84 |
| 2016-17 |  | 3.43 | 3.63 | 3.25 | 3.88 |  | 3.54 |

Comments:

|  |
| --- |
| Providing the rubric on the assessment form would help for readability and understanding of assessment dimensions. Reaching out to other courses as stated makes sense. Otherwise, this process top to bottom appears highly defensible and reflective of considerable work undertaken. |
| Section 4 – would like more information on what the numbers in the table mean; list the rubric proficiency rating for each outcome in Section3. in Section 3. List the rubric proficiency. Section 5 – how does any of the data collected and analyzed support developing a public rubric for academic faculty (not that it is a bad idea)? |
| Great Work! |
| Great job, everything links together, section 3 and 4 are great |
| Results: Excellent use of data! Recommendations: Nice job! |

Turtle Mountain Community College Annual Assessment Plan

Name Dr. Ann Brummel, Margaret Bail, Crystal Star, Erik Kornkven

Area of Assessment:\_Communication Student Learning Outcome Academic Year\_2020-21 Submission Purpose: \_X\_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.*

**While there were a number of suggestions for changes to the assessment process, we decided to maintain our current methods of assessment for one more year in preparation for returning back to campus in the academic year 2021-22. Some of our recommendations will be carried out then.**

***Performance Indicator #1: Oral Communication***

19-20 Recommendation:

**The recommendation here is to conduct a professional development next year that introduces the public speaking rubric to academic faculty and invites them to apply it to speaking assignments in their classes.**

20-21 Action:

The professional development was planned but was not carried out. This development will occur next year.

***Performance Indicator #2: Written Communication***

19-20 Recommendation:

**To continue efforts to spread the collection of writing data to other areas of campus.**

20-21 Action:

Curriculum Mapping was carried out at the beginning of the year and generated a list of classes that identified with a high writing requirement. This mapping will help us identify places to branch out and gather material for next year.

We will broach the idea of incorporating research projects into Lab-based science courses to the science faculty.

***Performance Indicator #3: Technology***

19-20 Recommendation:

**The recommendation is to re-assess how assessment surveys are administered in Graduation and Beyond courses or elsewhere in the curriculum. Great numbers were needed to make the data significant.**

20-21 Action:

Changes were made to the Graduation and Beyond curriculum that facilitate higher participation in the survey process. As a result, a statistically signifiant population of graduating and beyond students took the surveys.

Additional Discussions were held in this area and plans are made to have a survey conducted at the end of Introduction to Computers starting in the Fall of 2021.

###### Section 2: Program Outcomes:

*List each outcome separately*

**Student Learning Outcome #3: Communication**

**- Students will be able to communicate effectively in a variety of situations**

***Performance Indicators***

1. **Students will demonstrate effective oral communication**
2. **Students will apply written communication strategies across a wide variety of situations and contexts.**
3. **Students will use technology to successfully gather and communicate information.**

###### Section 3: Assessment Methods:

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

**Performance Indicator 1: Oral Communication**

The instructor of Fundamentals of Public Speaking will rate students using the VALUE rubric for oral communication throughout the course. The Oral Communication VALUE Rubric which is a standardized rubric created by multiple universities to measure Oral communication under the LEAP skills. The criteria for the VALUE rubric in oral communication include: Organization, Language, Delivery, Supporting Material, and Central Message.

**Performance Indicator 2: Written Communication**

Writing will be assessed using a common writing rubric across both Composition 1 and Composition 2 courses offered in the Spring semester. The rubric will consist of the following criteria:

* Structure
* Content Development
* Genre Conventions
* Source Use
* Editing and Style

Each major paper will be scored using the same rubric and the results tracked throughout the semester.

***Performance Indicator 3: Technology***

Student’s ability to use technology to communicate effectively and professionally was measured in the graduation and beyond courses throughout the year. Students were asked to self-rate their own abilities with technology, list the programs they were familiar with, and demonstrate their aptitude by carrying out a task.

###### Section 4: Assessment Results

*Give an overview of the results of your assessment.* ***Performance Indicator #1: Oral Communication*** *Comm 110 Rubric Data: 45 total students*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Course* | *Central Message* | *Delivery* | *Organization* | *Language* | *Supporting Material* |
| *Comm 110 Fall (16 Students)* | *3.03* | *2.62* | *2.67* | *2.65* | *2.84* |
| *Comm 110 Spring (29 Students)* | *3.50* | *2.79* | *2.89* | *3.04* | *3.09* |
| *Cumulative Averages* | *3.27* | *2.70* | *2.78* | *2.85* | *2.97* |

The scores for Oral Communication represent a first-time baseline for analysis and future comparison. The online environment provided a unique challenge for the Fundamentals of Public Speaking course because it is so drastically different from the traditional classroom setting. While students still met as a group through video conferencing, delivering speeches online is not the same as delivering them in person. This likely accounts for the lower cumulative scores in all categories, but especially Delivery.

Nevertheless, regardless of the learning environment, students were still able to convey Central Message despite struggling some with fine tuning Delivery, Organization, Language usage, and use of Supporting Material. However, scores in all categories improved between Fall and Spring semester, implying that as students settled into online learning they became more comfortable and competent at it.

***Performance Indicator #2 Written Communication***

*Standardized Rubric Assessment of Student Writing*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Course | Structure | Content Development | Genre Conventions | Source use | Style and Editing | Averages |
| Comp 1 Face-to-Face | N/A | N/A | N/A | N/A | N/A |  |
| Comp 1 O 44 Students | 2.67 | 2.54 | 2.83 | 2.82 | 2.98 | 2.77 |
| Comp 2 F2F | N/A | N/A | N/A | N/A | N/A |  |
| Comp 2 O 35 students | 2.35 | 2.29 | 2.69 | 2.15 | 2.76 | 2.45 |
| **2020-21 Cumulative** | **2.51** | **2.42** | **2.76** | **2.49** | **2.87** | **2.61** |
| 2019-20 #2 | 3.16 | 3.04 | 2.74 | 2.85 | 3.06 | 2.97 |
| *2018-19 #s* | *2.53* | *2.57* | *2.72* | *2.42* | *2.73* | *2.59* |
| *2017-18 #s* | *2.81* | *2.87* | *2.89* | *2.50* | *2.87* | *2.79* |

The scores here are significantly lower than the all-time high marks of 2019-20 and more closely resemble the numbers from the first two years of data collection. This may indicate the reversal of some positive trends that were being developed throughout 2019-20 due to the year-long online learning that took place.

Source Use and Structure remain on the lower end of the student performance while genre conventions and style are the highest. This year saw a particularly low score in the area of content development. This has to do with the level of detail that students put into their work. This could again be an indication of the online work environment and students needing to self-direct and self-motivate more than in a traditional classroom environment.

**Performance Indicator #3: Technology**

**The numbers show a significant increase in student confidence in the use of technology after their time at TMCC. The number of students expressing substantial or high confidence in the use of technology went from 45% to 82% after their time at TMCC.**

**The numbers also show that students are mainly being exposed to Microsoft Office technology with Microsoft Word and Powerpoint the highest percentage of software used among the population outside of the LMS and Student Information software. Outside of Word and Powerpoint, however, no other software program received more than 50% usage. This may indicate a need for students to be exposed to a wider range of software applications throughout their education at TMCC.**

**However, of the 33 respondents to the survey only 15 completed the demonstration portion of the survey. This portion asked the students to complete a short essay in Microsoft Word, format it according to the specifications, then attach the saved document to the assignment. This process is to check that**

**students have the ability navigate the course document and file management systems throughout this task. At less than 50% completing this portion it is unclear if students didn’t do this section because they did not know how, or if there was another reason (perhaps time/effort requirement).**

**Question 1: Please rate your confidence in the use of technology prior to entering TMCC.**

|  |  |  |
| --- | --- | --- |
| 1 – No confidence | 2 | 6% |
| 2 – Some confidence | 16 | 48% |
| 3 – Substantial confidence | 12 | 36% |
| 4 – High confidence | 3 | 9% |
| Totals | 33 |  |

**Question 2: Please rate your confidence in the use of technology now.**

|  |  |  |
| --- | --- | --- |
| 1 – No confidence | 1 | 3% |
| 2 – Some confidence | 5 | 15% |
| 3 – Substantial confidence | 20 | 61% |
| 4 – High confidence | 7 | 21% |
| Totals |  |  |

|  |  |  |
| --- | --- | --- |
| **Microsoft Word** | 32 respondents | **97 %** |
| Microsoft Powerpoint | 25 respondents | 76 % |
| Microsoft Excel | 16 respondents | 48 % |
| Microsoft Access | 3 respondents | 9 % |
| Canvas | 33 respondents | 100 % |
| Jenzabar | 27 respondents | 82 % |

|  |  |  |
| --- | --- | --- |
| Read and Write | 5 respondents | 15 % |
| Prezi | 3 respondents | 9 % |
| Go Animate | 0 respondents | 0 % |
| Other | 10 respondents | 30 % |

###### Section 5: Assessment Recommendations:

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

Outcome #1: Oral Communication

While Delivery was the lowest scoring element from the rubric data, it’s likely that result is because of the online learning environment versus being in a traditional classroom. Rather than make recommendations for change, it seems prudent to wait until we have data from a traditional classroom setting before making judgments about either Delivery or any of the other rubric elements, so we can make comparisons to the online learning environment, but also so we can adjust and make improvements going forward in the traditional classroom.

**The recommendation here is to conduct a professional development next year that introduces the public speaking rubric to academic faculty and invites them to apply it to speaking assignments in their classes.**

Outcome #2: Written Communication

We continue to see relatively baseline data returned through the writing rubric data collection. Emphasis on Structure, Source use, and Content Development is needed while students are strongest in the area of style and genre conventions. This implies that students write well, and understand the material conceptually, but must continue to develop the skills of writing necessary for them to have the best chance of success in future education and careers.

**The recommendation here is to discuss source-use instruction among Composition Instructors to develop some shared materials to use as resources across all composition courses (and any other courses where source use is taught).**

Outcome #3: Technology

**The recommendation here is to retool the data collection element of the survey to ask about different kinds of software to identify what technology students are using in the classroom. A second recommendation is to consider reaching out to the Introduction to Computers instructors to see about incorporating an assessment tool within that class.**

###### 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.*

*No specific requests based at this time*

###### Section 7: Adjustments due to Covid-19 Disruptions

*Describe here any changes you had to make to your assessment plan due to the covid-19 move to online instruction. This might include any assessment methods that were not able to take place, changes to your methods, or any other impacts the social distancing methods caused for your assessment plan.*

The online environment created by Covid-19 makes it difficult to put a lot of weight on the data generated from this year’s assessments. It is difficult to know what changes to the numbers were influenced by the forced online nature of the courses or were part of larger trends at the college.

. Despite Covid, however, we were able to maintain and even increase the numbers of students that participated in our assessment gathering events. However, next year will be a good time to come together and work on professional development opportunities.

## Student Learning Outcome: Research

Assessors: Rene Auulund, Ace Charette, Jody Delong, David Wibe, Kathryn Hall

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** | **3.38** | **4.11** | **3.78** | **2.4** | **3.25** | **N/A** | **3.38** |
| 2019-20 |  | 4 | 4 | 4.25 | 3.5 | Yes | 3.94 |
| 2018-19 |  | 3.60 | 2.80 | 1.20 | 1.20 |  | 2.20 |

Comments:

|  |
| --- |
| It is clear that there is a lot of work being done here on multiple fronts. I appreciate the way you gather student artifacts from across the curriculum. The results section was a bit difficult to read with the different formatting and layouts. --- Try to consolidate all data in to similar formats when reporting it out. Also, carefully proofread your plan before submitting to make sure there are not mistakes. Here there was an empty section in the middle that was a bit confusing. --- Overall, great work though and major strides forward for this team. Nice job. |
| Outcomes could include additional details, esp. when it comes to distinguishing different elements of qual and quan research. |
| Recommend having a non-science, non- math faculty on the committee for a broader perspective; question for each assessment should be listed, Figures difficult to understand. Maybe a definition of research should be provided. |
| Looks good guys, love all the result work. |
| Great Job |
| Methods: Use the curriculum map to determine social science courses for outcome 3. ----Results: I’m confused by this section. Can it be simplified for better understanding? --- Recommendations: Are the questions answered as to how our graduates are doing for this SLO? That seems to be missing.--- Requests: Doesn’t align with findings. |

Turtle Mountain Community College Annual Assessment Plan

Name Kathryn Hall, Renee Aalund, Ace Charette, Jody DeLong, Dave Wibe

Area of Assessment SLO4: Research Academic Year 2020-2021 Submission Purpose: X Initial Assessment Plan Year-End Submission

Please provide the number of students involved in assessment:

###### Section 1: Prior Assessment Actions:

1. *List any recommendations from the previous year’s assessment report. For each recommendation, list any actions taken.*
2. *Explain the implementation of any new resources added as a result of the assessment-based requests.*
3. *Explain any changes you will make to the assessment process that weren’t discussed in the previous year’s recommendations*

Department-level coordination is necessary for data processing, sharing, and analysis. This was identified because the data which was collected yielded no meaningful results due to limited response rate. A method to improve response rate is identifying specific courses in which to collect data. The courses are identified in section 3.

An observation from the student learning committee is as follows:

“Only Outcomes 3 and 4 had sufficient data that could be used to make decisions about program improvement.” The SLO4 research assessment team anticipates improved data integrity with increased interdepartmental collaboration and awareness of collective responsibilities for all outcomes.

###### Section 2: Program Outcomes:

*List each outcome separately*

Student Learning Outcome 4: Research Skills

1. Students will be conversant in mathematical principles appropriate to their major
2. Students will apply quantitative research techniques to gather and synthesize complex information
3. Students will apply qualitative research techniques to gather and synthesize complex information.

###### Section 3: Assessment Methods:

*Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.*

1. *Students will be conversant mathematical principles appropriate to their major:*

Math 103 was identified as the course to use for assessment as it is required across all AS and AA degrees. The three instructors teaching Math 103 will coordinate to create a test that assesses the learning outcomes of the course.

1. *Students will apply quantitative research techniques to gather and synthesize complex information:*

Since there is not a single course that is required for all AA and AS degrees, it was suggested that assessment can be done by taking data from all the entry level sciences/social sciences courses.(Entry Science Courses: CHEM 115, BIOL 150, ASTR 110, GEOL 105, BIOL 111, BIOL 124, CHEM 121, SOCI 271, SOCI 222). A framework form to use across the science courses to collect data would be the preferable method for assessment. The assessment can take the form of a report, project, etc. to suit the needs for each course. See rubrics below.

Research Engagement Level Identified for Assignment:

|  |  |  |
| --- | --- | --- |
| 1  Introduced: Recall or recognize information, ideas, and principles in the approximate form in which they are learned | 2  Reinforced: Indicates the knowledge of the outcome is strengthened and students are afforded opportunities to practice | 3  Proficient: Indicates that students have had sufficient practice and can now demonstrate application |

Research Skills Demonstrated by Student Sample:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1: Emergent or insufficient** | **2: Satisfactory** | **3: Exemplary** | **N/A:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topic focus** | Focus is unclear or irrelevant to the research parameters. | Focus is clear and relevant to the assignment / research parameters. | Topic focus reflects critical thinking that exceeds the baseline expectations of the assignment. | Not Applicable to Assignment |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Data (quantitative or qualitative)** | Data appears manipulated or omitted to shape outcomes.  Interpretation of data is either incorrect or faulty resulting from flawed research methods.  Data collection is flawed enough to limit reasonable analysis of the data generated.  Application of data is limited, absent, or lacks significant meaning. | Data is appropriately depicted and is appropriate to the research project.  Interpretation of data is reasonable relative to assignment parameters.  Data appears appropriately collected.  Application of data is appropriate for the assignment parameters. | Sample demonstrates exceptional understanding and use of data throughout.  Interpretation of data is consistently reflective of strong critical thinking skills.  Data collection methodology is strongly articulated so as to assure full integrity and possible ethical considerations.  Application of data demonstrates high critical thinking of the research topic and/or exceed beyond the scope of the project / assignment. | Not Applicable to Assignment |

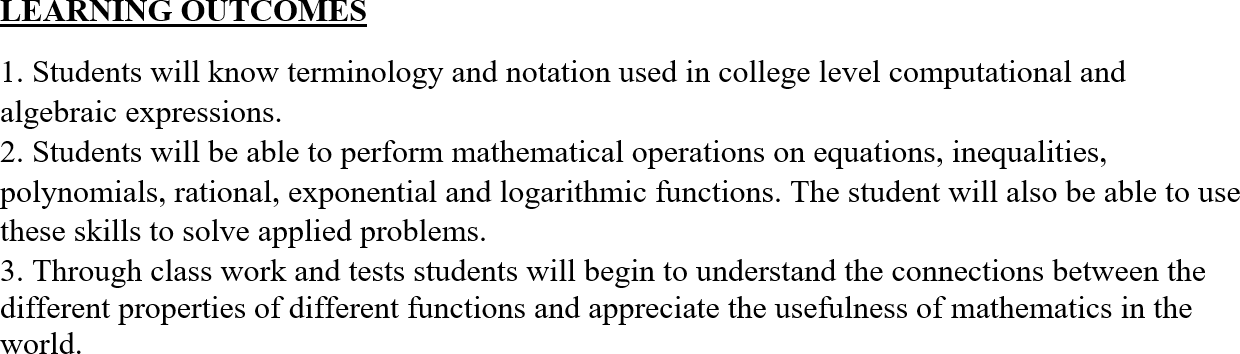
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Citations and conventions** | Data is used, but citations and conventions for referencing their origin are inconsistent or absent. | Citations clearly reference source material with minor, occasional flaws in conventions. | Citations and conventions are consistently evident with no errors. | Not Applicable to Assignment |
| **Clarity and cohesiveness** | Abstract, hypothesis, and/or conclusion are unclear, inconsistent, or inappropriate.  Sample misses critical elements of the assignment. | Abstract, hypothesis, and/or conclusion are clear and appropriate for the assignment. | Abstract, hypothesis, and/or conclusion show evidence of thinking that exceeds the scope of the assignment. | Not Applicable to Assignment |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Demonstration of subject knowledge / skills** | Sample work demonstrates a lack of understanding of fundamental subject knowledge and/or skills. | Sample work demonstrates adequate subject knowledge and/or skills throughout. | Subject knowledge and/or skills are evidenced in a sophisticated manner relative to the parameters of the assignment. | Not Applicable to Assignment |

1. *Students will apply qualitative research techniques to gather and synthesize complex information.*

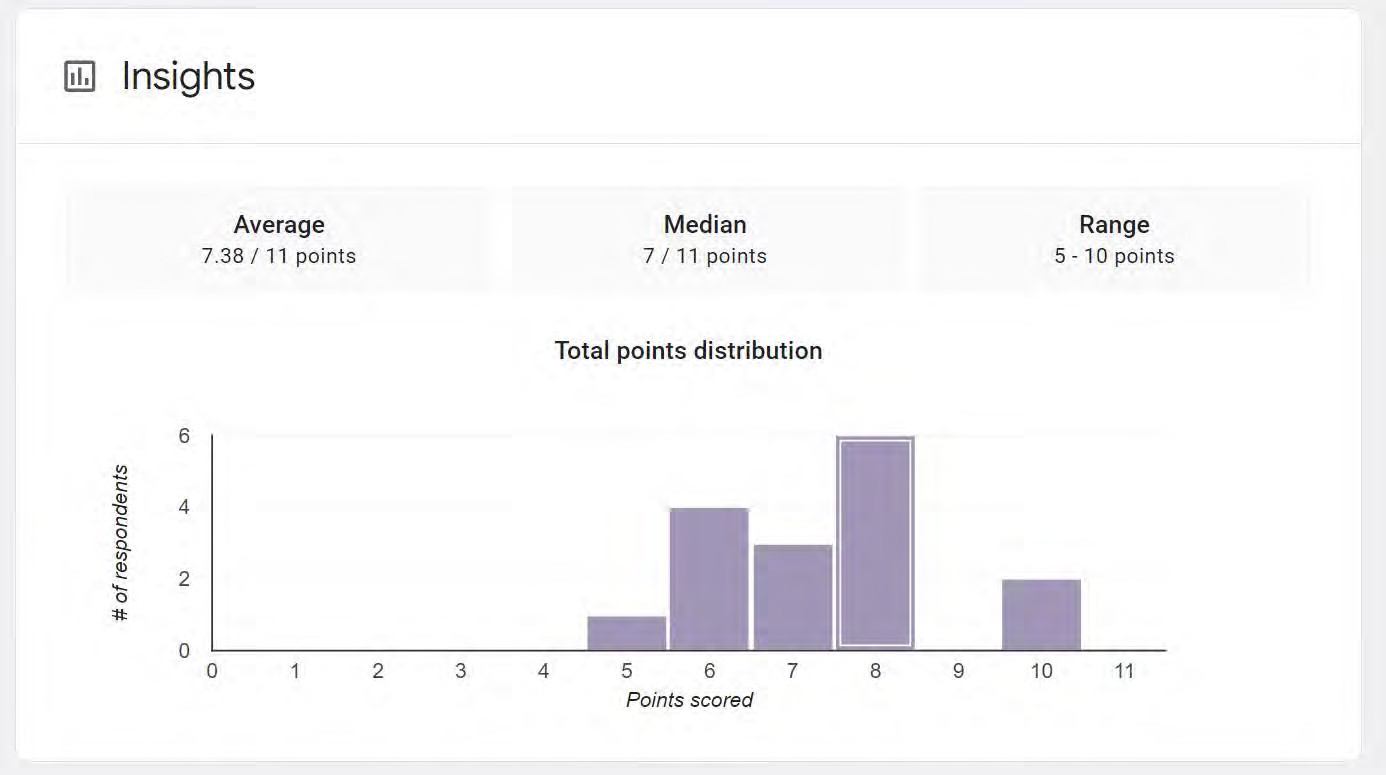
Engl 120 was identified as a course to use for assessment as it is required across all AS and AA degrees. Indian History Courses and SOCI 271 were also identified for assessment purposes. These courses will also use the rubric above.

For the Math Assessment, a form was created to address the learning outcomes of MATH 103. The learning outcomes are listed below. The learning outcomes were addressed the in form as follows: learning outcome 1 was embedded throughout the form, learning outcome 2 was addressed in questions 1-5 and learning outcome 3 was addressed in questions 6-10.

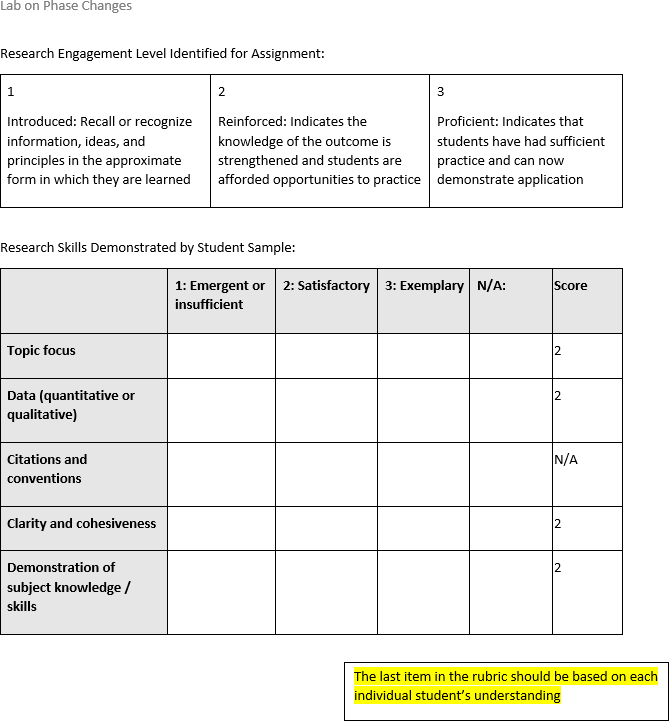


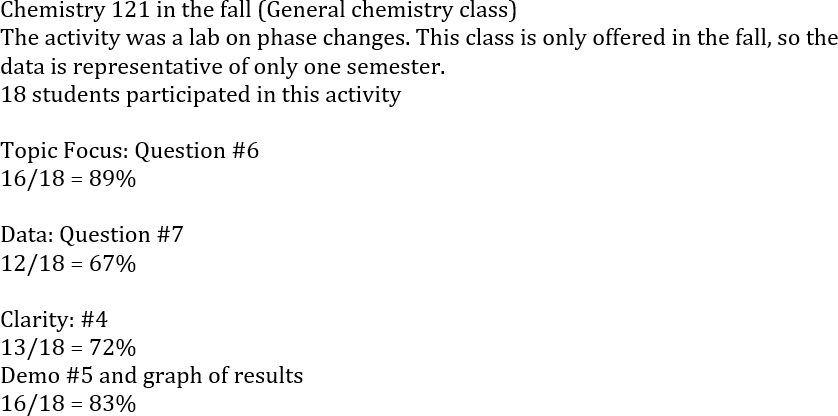
For qualitative and quantitative research assessment, student artifacts used were assignments from Renee Aalund’s chemistry and biology classes and research papers from Erik Kornkven’s English courses. All student artifacts were assessed using the rubric included in section 3.

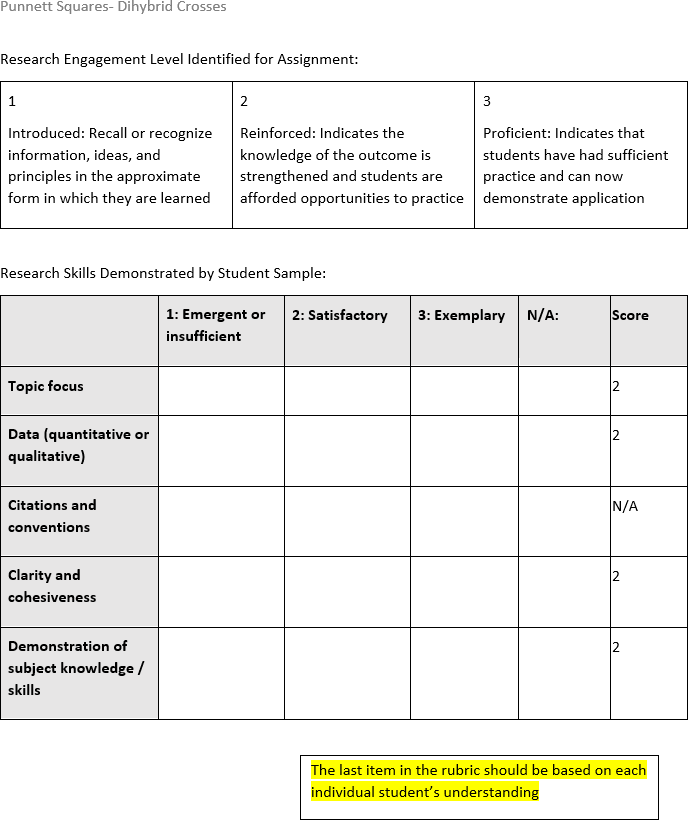
###### Section 4: Assessment Results

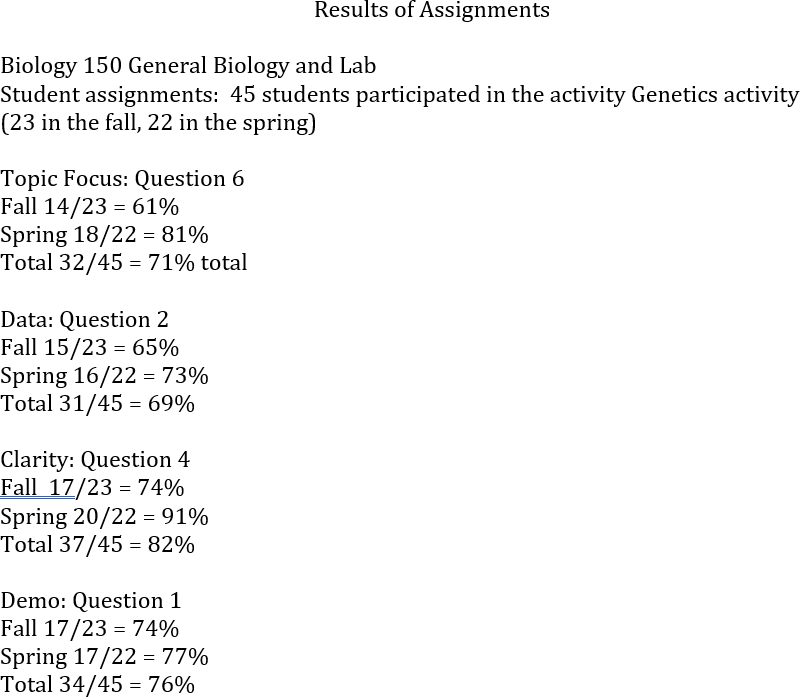


*Figure 1 Results from Math Assessment, due to time constraints this excludes dual credit TMCHS student data*









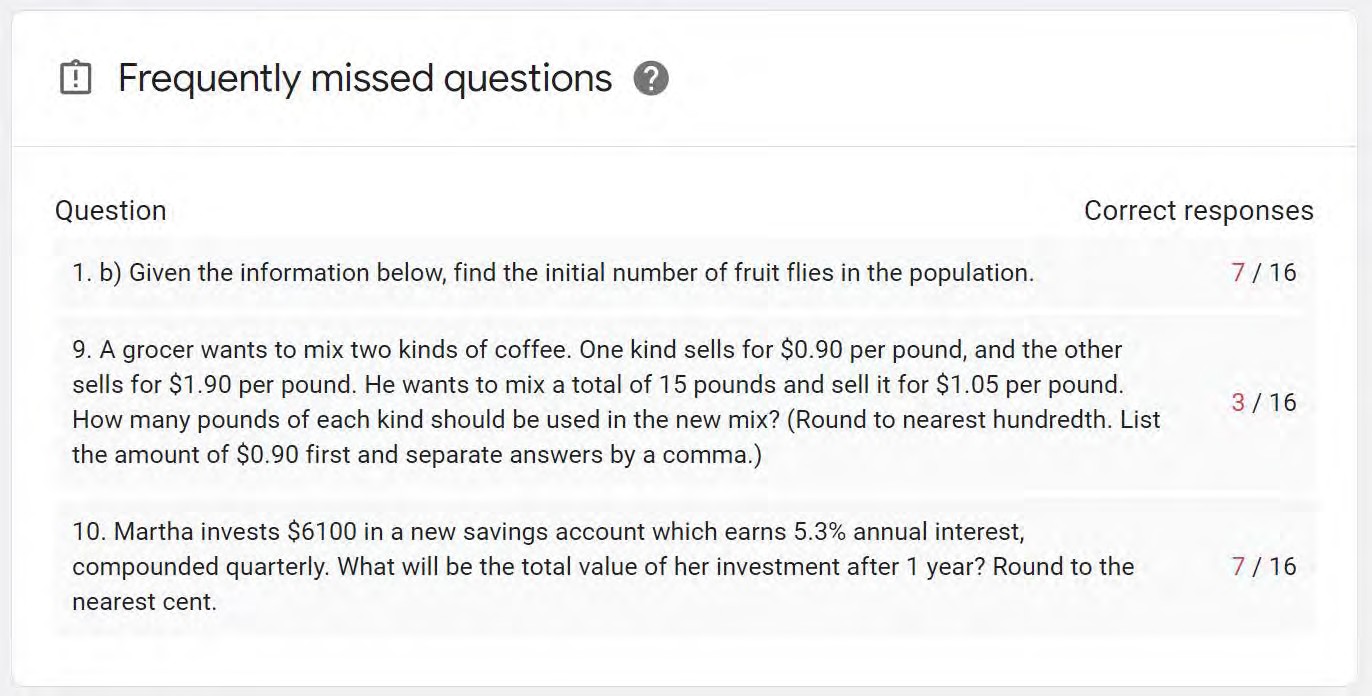
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Research Data: Composition II Commentary Papers | | | | | |
|  | Topic Focus | Data | Citations | Clarity and Cohesiveness | Demonstration of Subject Knowledge |
| Student 1 | 2 | 1 | 1 | 2 | 2 |
| Student 2 | 2 | 1 | 2 | 1 | 1 |
| Student 3 | 3 | 3 | 3 | 3 | 3 |
| Student 4 | 3 | 2 | 2 | 2 | 3 |
| Student 5 | 2 | 2 | 2 | 2 | 2 |
| Student 6 | 3 | 2 | 2 | 2 | 3 |
| Student 7 | 3 | 2 | 2 | 3 | 2 |
| Student 8 | 3 | 2 | 2 | 3 | 3 |
| Student 9 | 3 | 3 | 3 | 3 | 3 |
| Student 10 | 3 | 3 | 3 | 3 | 3 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student 11 | 1 | 2 | 2 | 1 | 2 |
| Student 12 | 3 | 3 | 3 | 3 | 3 |
| Averages | 2.58 | 2.17 | 2.25 | 2.33 | 2.50 |

###### Section 5: Assessment Analysis and Recommendations

*Math Assessment*

The following questions below were frequently missed by students. Questions 1 and 10 were probably due to phrasing that was used in the question. Question 9, the students may have missed the method of using two equations to find the two unknowns. In addition, question 9 covers a topic that is covered at the conclusion of the course. Changes to assessment form can be made to clarify the wording so that better results can be obtained in future academic years. To address the issues that came from question 9, instructors will confer on timing of topic coverage and teaching methods.



*Figure 2 Frequently Missed Questions, due to time constraints this excludes data collected from TMCHS dual credit students*

*Biology Assessment*

One major thing I learned from this data as an instructor is my students did much better in the spring session then they did in the fall session. Looking at my lectures, I realize that I spent more time explaining the topic in the spring than I did in the fall. I looked at the results of this activity and realized I needed to change my method of instruction on this topic. I feel this is one of the most important things we can learn from our results-used our data to improve our instruction.

*Chemistry Assessment*

I didn’t get as much information from this activity because I didn’t have as many students. Additionally, it was only from one semester. I will however, focus on more data analysis this fall, when I teach this class again, and I will look at the results to see if the percentages in that area improve. I feel that I need to use this information to change the way I present the material to ensure my students understand how to interpret data they collect.

*English Assessment*

The data from this initial batch of student papers suggests a student population who are knowledgeable about their topics and are able to focus in on their thesis, but who struggle with the incorporation of data and the use of citations in their work. This flows logically from the fact that these documents are gathered from first-year writing courses where students still have room for improvement in these areas. By examining these student artifacts it is clear that TMCC students are being asked to conduct research to use as evidence to support their claims and are practicing the skill of integrating those sources with their own ideas following common academic discourse conventions.

Emphasis can be placed in ensuring that students are conducting research throughout the curriculum. Continued use of the curriculum mapping process will be vital in this effort to identify where certain elements of the research process are being taught throughout the curriculum identifying any gaps in coverage.

*Overall Recommendations*

A discussion of best practices and a sharing of resources when it comes to the teaching of research methods could also be the subject of future professional development available to all faculty.

**Section 6: Assessment-Based Requests**

The math instructors request continued use of the Hawkes Learning Software, because it utilizes different forms of media to address different student learning types (visual, audio, etc.). Instructors noticed a pattern of students who completed their Hawkes assignments on time tended to succeed in the course. This request is based on the fact that the assessment form was created from questions that were assigned to students using the Hawkes Learning Software.

**Future Work**

The checklist below is a proposed list to be used as standards for research methods that can be used for all classes in the future. Checklist of Research Components to Meet Research Standards

Research integrity

* Maintain high standards in own work.
* Conclusions are based on doing accurate research procedures even if the results do not agree with predicted models.
* Understand policies.
* Raise questions and problems promptly and professionally.
* Strive to be a generous and collegial colleague. data handling
* Develop data management and sharing plan at the outset of a project.
* Incorporate appropriate data management expertise in the project team.
* Understand and follow data collection, management, and sharing standards, policies, and regulations of the discipline, institution, funder, journal, and relevant government agencies.

authorship and communication

* Ensure that general and disciplinary standards are followed for research publications.
* Acknowledge the roles and contributions of authors.
* Be transparent when communicating with all audiences. mentoring and supervision
* Model and instruct on research best practices.
* Regularly check work of subordinates and ensure adherence to best practices.
* Clarify expectations. peer review
* Provide complete and timely review.
* Maintain confidentiality.
* Disclose conflicts, and eliminate or manage them as appropriate. research compliance
* Protect human subjects and laboratory animals.
* Follow environmental and other safety regulations.
* Do not engage in misuse.
* Disclose and manage conflicts of interest.
* Follow the Tribal Nationals research policies (Turtle Mountain Research review board)

# Co-Curricular Assessment

Co-Curricular programs are those programs that extend the learning of the Institutional Learning Outcomes beyond the classroom environment. These opportunities allow students to develop the skills, concepts, and knowledge that are at the heart of the TMCC mission. Like curricular programs, it is vital that co-curricular programs seek continuous improvement through regular assessment of their stated outcomes. Co-Curricular programs are assessed based on how well they help students gain knowledge and skills in connection to the Institutional Student Learning Outcomes.

Annishinaabe Campus Library

Student Senate

Language and Culture Conference (Developing)

Office of Academic Success (Tutoring/First Year Experience)

## Annishinaabe Campus

Assessor: Mark Hamley, Michelle Short-Azure

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** | **2** | **3.56** | **3.5** | **3.33** | **3.57** | **N/A** | **3.19** |

Comments:

|  |
| --- |
| Additional tools may be needed to accurately assess dimensions mission attainment. Considering a rubric for this plan is highly advisable. --- How will the public be encouraged to take the survey? How will survey questions help to inform your work? |
| This is a marvelous first assessment plan in the Co-Curricular area. Clear and relevant outcomes, feasible and repeatable methods that will generate meaningful data. Even with Covid shutting down the campus, it is clear how your assessment played out and what it will look like in the future. Excellent work! |
| Student Learning Committee  4 Student Learning Outcomes? Results for 25 community members who received seeds? Section 5 is good |

Turtle Mountain Community College Annual Assessment Plan

Name Anishinabe Campus: Mark Hamley & Michelle Short-Azure

Area of Assessment Co-curricular Academic Year 2020/2021 Submission Purpose: Initial Assessment Plan \_X 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*

Outcome 1: All CEU participants will demonstrate learning in alignment with the institutional Student Learning Outcomes. Outcome 2: The Anishinabe campus will demonstrate mission impact for all operations.

Outcome 3: Visitors to Anishinabe campus will demonstrate learning related to plant and ecological systems.

###### Section 3: Assessment Methods:

*Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.*

Outcome 1: All participants will be given an opportunity to fill out a survey that rates their learning with the student learning outcomes. Surveys will be analyzed for learning outcomes engagement and overall quality.

Outcome 2: The number of all community members engaging in community-service activities will be logged by the Anishinabe campus.

Outcome 3: All visitors will be given the opportunity to do an online survey accessible through the TMCC website pertaining to what they have learned while visiting the walking trails at the Anishinabe Campus. Surveys will be analyzed for learning outcomes engagement and overall quality.

###### Section 4: Assessment Results

*Give an overview of the results of your assessment. Make sure to provide separate results for each of your assessment methods.*

Outcome 1: We did not get a chance to offer any workshops due to the strict Covid Protocols set in place by TMCC so there is nothing to report. Surveys were not distributed. Initial findings result in participants are not enrolled students but rather community members.

Outcome 2: Anishinabe Campus tilled 65 individual gardens for community members as shown by our completed applications. We also distributed free seeds & seedlings to 25 community members as recorded in our sign-in sheets. No other community service activities were recorded due to the strict Covid protocols put in place by TMCC and campus closing. Majoring of our community service activities are face to face type workshops which include farm to table cooking demonstrations, food preservation workshops, wild game processing demonstrations, etc. We plan to continue those activities as we see the Covid restrictions lifting at TMCC. Community members comprise the participants of these offerings, not students enrolled at TMCC. Data will be available next year.

Outcome 3: Nothing to report as survey is still in development and campus was closed to the general public due to Covid protocols set in place by TMCC.

*Section 4b: Longitudinal Results*

*Compare current assessment results to data from the last three assessment reports. Only include data that is the same from year to year. If you change your methods do not compare the results to prior years.*

*Example:*

|  |  |  |  |
| --- | --- | --- | --- |
| *Outcome* | *Academic Year 20/21* | *Academic Year* | *Academic Year* |
| *Outcome #1* |  |  |  |
| *Outcome #2* |  |  |  |
| *Outcome #3* |  |  |  |

###### Section 5: Assessment Recommendations:

*Explain how you will use the assessment results to improve your program. Make sure to connect recommendations to specific assessment results.*

Once we are able to conduct workshops again safely, we plan to provide each participant with the survey for outcome#1. With help, we will use that information to improve on our student learning outcomes. We will continue to offer CEU’s, use sign-in sheets, applications and photos to document our community service activities offered. This year’s number of garden applicants is a little lower than prior years. It is something we did expect while facing a global pandemic. We also were not able to provide the Intro to Basic Home Gardening workshops than bring in more applicants. We expect our numbers to increase next season. Distribution of seeds and seedlings was also low. Again, we feel it was due to the pandemic and the need for social distancing. Our online survey will be completed in the summer of 2021 and placed on the TMCC Anishinabe Campus website. That data will be analyzed to ensure we are in alignment with Student Learning Outcome #1 to include questions regarding how their use of the facilities increased their knowledge of the TMBCI history, culture and language.

###### Section 6: Assessment-Based Requests:

*Describe the resources, support, or professional development your program needs to act on the findings of your assessment. Requests must be specific, and clearly connected to assessment results and recommendations. Administrators will respond to approved requests and these responses will be recorded in the Assessment-Based Request form and publicized at the Assessment Kick-Off meeting the following academic year.*

## Language and Culture Conference (Developing)

Assessor: Alixena Patinaude

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** |  | **3.57** | **3.71** |  |  |  |  |

Comments:

|  |
| --- |
| I think this plan makes a lot of sense for the future. Capturing data through a survey of participants is the logical choice for this type of co-curricular activity. I like that the surveys will be categorized by group. Excellent start here! |
| Mention COVID19 pandemic prevented the last two conferences from occuring |

Turtle Mountain Community College Annual Assessment Plan

Name- Annual Native American Language Conference

Area of Assessment- Co-curricular Academic Year- 2020-2021

Submission Purpose: Initial Assessment Plan Revised Assessment Plan \_X\_Year-End Submission

Please provide the number of students involved in assessment: 0

###### 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.*

N/A

###### Section 2: Program Outcomes:

*List each outcome separately*

Participants in the conference will be exposed to the following throughout the conference:

* 1. The Ojibwe and Michif languages.
  2. The importance of Native language revitalization.
  3. Native culture, in particular Ojibwe and Michif culture.

###### Section 3: Assessment Methods:

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

Exit surveys will be given to participants each day. Surveys will be categorized by group; TMCC Student, Community Member, TMCC Staff, and a separate survey will be given to TMCC Faculty that will add an additional question regarding the conference and if/how it supplements TMCC courses being taught that semester. Although names will not be collected, demographic information will be solicited on the survey to improve outreach efforts.

* + 1. The Ojibwe and Michif languages.
       1. Exposure to Ojibwe and Michif language will be captured not only by the agenda but also through exit survey questions.
       2. The importance of Native language revitalization.
          1. Exposure to Ojibwe and Michif language will be captured not only by the agenda but also through exit survey questions.
       3. Native culture, in particular Ojibwe and Michif culture.
          1. Exposure to Ojibwe and Michif language will be captured not only by the agenda but also through exit survey questions.

## Library

Assessor: Laisee Allery

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** | **3.2** | **3.8** | **3.6** | **2** | **2** | **N/A** | **2.92** |
| 2019-20 | 2.00 | 3.29 | 3.14 | 3.20 | 3.00 |  | 2.93 |

Comments:

|  |
| --- |
| Disaggregating users by student/community members is great. An additional dimension of impact to consider is how the “public” nature of the library is realized for the TMBCI community on a broader level – and finding a suitable assessment method for this. --- Was the data element forgotten? Perhaps sharing this with the committee in the fall is advisable. |
| Nice outcomes and clear and logical sources of data to reveal those numbers. --A bit unsure where the information in the prior assessment actions fits into the methods and results. -- Overall, good start here! |
| No assessment results provided. |
| Is it possible to assess onsite, hardcopy reference materials that cannot be checked out. |
| Some items listed in section 3 would probably fit in section 4. |
| Nice job! |

Turtle Mountain Community College Annual Assessment Plan

Name Laisee Allery

Area of Assessment Library Academic Year 2020/2021 Submission Purpose: Initial Assessment Plan \_X Year-End Submission

Please provide the number of students involved in assessment:

###### Section 1: Prior Assessment Actions:

1. *Recommendation*
   1. *S*ection 3: It is not necessary to use an online database to develop research skills and gather information. Sometimes it is to walk a section to determine what is available in a certain area. Doing a library treasure hunt will provide students with knowledge of what is in the library, but not if the library is used. What type of books do students check out - novels, documentary books, etc? Beyond online databases is the library being used to it maximum level of information?
   2. Action Taken: Changed assessment to understand what types of materials are checked out and from what section.
   3. Action Taken: Improvised the orientation process to include more information on how to utilize the library resources and more explanation of each section (such as fiction, Native American, etc.)

###### Section 2: Program Outcomes:

*List each outcome separately*

1. Students can access collections for educational and research needs from all user locations. [Student learning outcome 4: Research Skills]
2. Students use library collections for both curricular and co-curricular information needs. [Student learning outcome 4: Research Skills]
3. 3. The library will demonstrate alignment to TMCC mission (“providing service” to the community) in the form of the public’s active use of the library.

###### Section 3: Assessment Methods:

*Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.*

1. Measurable data reports from online databases. The databases currently used are EBSCO, Credo, News bank, Chronicle of Higher Education and Jove which are only accessible by TMCC students.
2. Measurable data reports from library catalog that will include: most type of items checked out i.e., books, DVD’s, etc., area of items most checked out i.e., fiction, Native American, non-fiction, etc.
3. Measurable data from sign-in sheets and online catalog reports that are disaggregated by public use and not TMCC students.

###### Section 4: Assessment Results

*Give an overview of the results of your assessment. Make sure to provide separate results for each of your assessment methods.*

*Section 4b: Longitudinal Results*

*Compare current assessment results to data from the last three assessment reports. Only include data that is the same from year to year. If you change your methods do not compare the results to prior years.*

*Example:*

|  |  |  |  |
| --- | --- | --- | --- |
| *Outcome* | *Academic Year 16/17* | *Academic Year 17/18* | *Academic Year 18/19* |
| *Outcome #1* | *25% average increase* | *28% average increase* | *34% average increase* |
| *Outcome #2* | *7/10 student completed* | *8/10 students completed* | *12/12 students completed* |
| *Outcome #3* | *2.58 average score* | *2.70 average score* | *2.99 average score* |

###### Section 5: Assessment Analysis and Recommendations:

*Explain the significance of the results and describe how you will use the assessment results to improve your program and/or your assessment process. Make sure to connect recommendations to specific assessment results.*

Student usage of library research databases and online resources will be discussed with faculty and the academic dean to improve the amount the libraries resources are utilized.

###### Section 6: Assessment-Based Requests:

*Describe the resources, support, or professional development your program needs to act on the findings of your assessment. Requests must be specific, and clearly connected to assessment results and recommendations. Administrators will respond to approved requests and these responses will be recorded in the Assessment-Based Request form and publicized at the Assessment Kick-Off meeting the following academic year.*

###### Section 7: Adjustments due to Covid-19 Disruptions

*Describe here any changes you had to make to your assessment plan due to the covid-19 move to online instruction. This might include any assessment methods that were not able to take place, changes to your methods, or any other impacts the social distancing methods caused for your assessment plan.*

Due to the Covid pandemic disruptions, the amount of physical access to the library was significantly impaired. In the future I would like to increase access and usage of online databases, although, with the unique circumstances of this past year, the data will not be precise.

This is a section where you will outline resources needed to follow up on the recommendations you’ve made as a result of your assessment. Requests must be directly tied to specific results of your assessment. Requests will be reviewed by the committee. If the

committee determines that the requests are directly supported with evidence from your assessment they will be approved and sent on to your supervisor.

Note that just because a request was not approved does not mean you still cannot make the request to your supervisor on your own. It just means that your request will not appear on the report generated from this section of the assessment process.

## Office of Academic Success

Assessors: Brenda Slater and Jenna Parisien

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** | **2** | **3** | **3** | **4** | **2** | **N/A** | **2.8** |
| 2019-20 | 4.00 | 3.25 | 3.00 | 3.00 | 3.67 | Yes | 3.38 |

Comments:

Prior assessment actions appear unclear from past assessment results. The rubric provided helps clarify how assessment occurs and how students are measured. Further exploration of how this ties to the SLO process is encouraged, as two rubrics provide different sets of data. Assessment needs of the program need to be weighed against those of the institution. Data is clearly aligned to the rubric provided. Analysis of recommendations to the data provided is largely unclear.

Turtle Mountain Community College Annual Assessment Plan

Name Academic Success/First Year Experience

Area of Assessment Co-curricular Assessment Academic Year 2020-2021 Submission Purpose: \_X Initial 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.*

With the development of Outcomes 1-3, which have since been revised since the initial program assessment, Spiceworks help ticket has been introduced to the program for a trial period/soft introduction for student usage to request tutoring services and set specific tutor times with preferred Learning Assistant. Academic Success also participated in the Co-curricular Assessment Training which took place earlier this semester.

#### Section 2: Program Outcomes:

*List each outcome separately*

Outcome #1: First Year Experience will develop and refine a First-Year-Experience course that introduces students to critical thinking in an academic context and cultural expectations of TMCC.

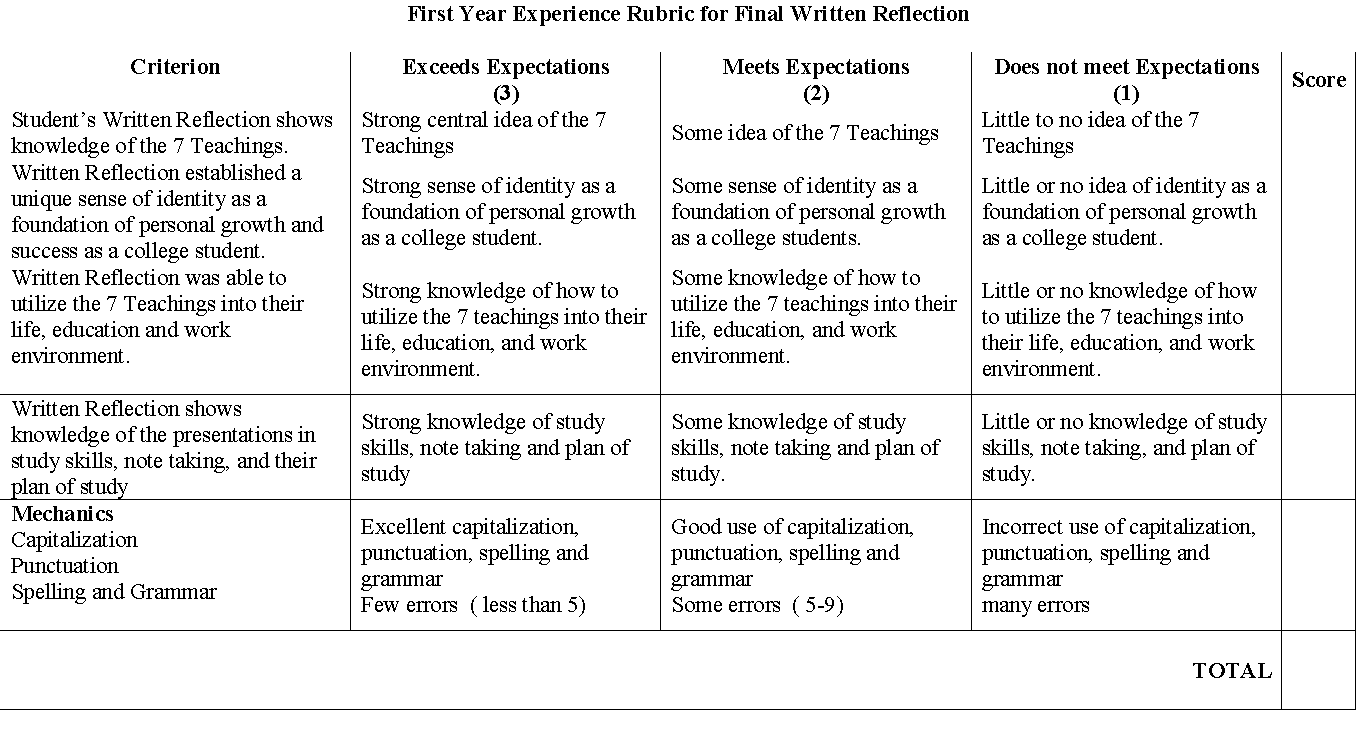
Outcome #2: Tutoring services will provide direct and supplemental academic support for all TMCC students that helps facilitate ongoing student success.

#### Section 3: Assessment Methods:

*Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.*

Outcome #1: First Year Experience will develop and refine a First-Year-Experience course that introduces students to critical thinking in an academic context and cultural expectations of TMCC.

*In the First Year Experience each week is an introduction to the 7 Teachings of the 7 Grandfathers. The order that the teachings are introduced are as follows. (Wisdom, Love, Respect, Bravery, Honesty, Humility, and Truth) The students are taught each of the teachings and they read handouts that pertain to each of these teachings. They are required to write a reflection which includes ways that they could implement the teaching into their daily lives, education and future employment. The 8th week students are to reflect on each of the teachings and write a final reflection that wraps all of the teachings together as a final reflection.*



This rubric was not implemented until the spring semester of AY2020, so data from the fall is not available.

Outcome #2: Tutoring services will provide direct and supplemental academic support for all TMCC students that helps facilitate ongoing student success.

*The Spiceworks software captures basic student data in terms of broad usage, including the number of sessions recorded over time, the subject of study associated with each session, and the period of time that each session occurred. These details are provided in the next section*.

#### Section 4: Assessment Results

*Give an overview of the results of your assessment. Make sure to provide separate results for each of your assessment methods.*

*Using the aforementioned First Year Experience Rubric for Final Written Reflection, students were graded on their final reflection and final teaching Truth, which encompasses all of the teachings. There were 21 students who remained enrolled in First Year Experience for the Spring 2021 session. 14 of those students are included in the Average Score AY2020, 7 students did not turn in a final reflection paper therefore they were not included in the data, see assessment recommendations.*

*Section 4b: Longitudinal Results*

*Compare current assessment results to data from the last three assessment reports. Only include data that is the same from year to year. If you change your methods do not compare the results to prior years.*

Outcome 1:

|  |  |
| --- | --- |
| **Criterion** | **Average Score AY2020:** |
| Student’s Written Reflection shows knowledge of the 7 Teachings. | 2.57 |
| Written Reflection established a unique sense of identity as a foundation of personal growth and success as a college student. | 2.79 |
| Written Reflection was able to utilize the 7 Teachings into their life, education and work environment. | 2.79 |
| Written Reflection shows knowledge of the presentations in study skills, note taking, and their plan of study | 2.21 |
| **Mechanics** Capitalization Punctuation  Spelling and Grammar | 2.64 |

Outcome 2:

Total Sessions Held:

|  |  |  |
| --- | --- | --- |
|  | AY2019 | AY2020 |
| Number of Tutoring Sessions | 215 | 257 |

Sessions by Subject (as Indicated by Student):

|  |  |  |
| --- | --- | --- |
| Math Sessions | 164 | 23 |
| Science Sessions | 29 | 29 |
| English Sessions | 14 | 0 |
| Other | 8 | 205 |

GPA Dynamics:

|  |  |
| --- | --- |
|  | AY2020: |
| Average GPA of entire student body: | 1.88 |
| Average of students recorded in tutoring data\*: | 2.81 |

\*Note from IRAA director: Students exhibit a wide range of factors that influence GPA throughout a semester or academic year. Isolating tutoring as a singular influence on GPA without considering a wide variety of other factors (socieconomic status, first- generation status, previous attempts at taking courses, familiarization with technology, etc.) is not advisable.

*Example:*

|  |  |  |  |
| --- | --- | --- | --- |
| *Outcome* | *Academic Year 16/17* | *Academic Year 17/18* | *Academic Year 18/19* |
| *Outcome #1* | *25% average increase* | *28% average increase* | *34% average increase* |
| *Outcome #2* | *7/10 student completed* | *8/10 students completed* | *12/12 students completed* |

|  |  |  |  |
| --- | --- | --- | --- |
| *Outcome #3* | *2.58 average score* | *2.70 average score* | *2.99 average score* |

#### Section 5: Assessment Recommendations:

*Explain how you will use the assessment results to improve your program. Make sure to connect recommendations to specific assessment results.*

*Spring 2021 Session was the first semester using the rubric for the final exam as it was drafted Fall 2020 after recommendations made from the committee. 7 students did not turn in the reflection paper, the program will plan to continue to alert the registrar of students who do not participate in class prior to drop dates, continue reaching out to students via Canvas, email, and what phone number is on record, and will make it a point to submit an early alert. It was also recommended to consider using a pre and post test for AY2021. Academic Success will be implementing both in the upcoming school year.*

#### Section 6: Assessment-Based Requests:

*Describe the resources, support, or professional development your program needs to act on the findings of your assessment. Requests must be specific, and clearly connected to assessment results and recommendations. Administrators will respond to approved requests and these responses will be recorded in the Assessment-Based Request form and publicized at the Assessment Kick-Off meeting the following academic year.*

## Student Senate

Assessor: Wanda Laducer

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Section 1: Prior Assessment  Actions | Section 2: Program Outcomes | Section 3: Assessment Methods | Section 4: Assessment Results | Section 5: Assessment Recommendations | Section 6: Assessment- Based  Requests | Composite Average |
| **2020-21** | **4** | **3.4** | **4** | **3.6** | **3.25** | **N/A** | **3.65** |
| 2019-20 |  | 2.75 | 2.25 |  | 3 |  | 2.67 |

Comments:

|  |
| --- |
| Explaining in further detail how the data results informed the recommendations in section 5 helps to ensure that a healthy linkage between data and action exists. |
| Interesting approach here to a difficult thing to assess. I like the idea of keeping track of certain events that the senate does as they connect to the community. I think that’s a natural fit for this co-curricular area. -- It was a bit unclear the process by which the rubric was employed. Was it completed per student senate member, or for the group as a whole? |
| Section 1 could included in Section 2. Section 2 – (As defined by the SLO #2 Committee). 3 goals – 3 different assessment results in section 4 |

Turtle Mountain Community College Annual Assessment Plan

Name Wanda Laducer

Area of Assessment Student Senate Academic Year 2020 Submission Purpose: Initial Assessment Plan X\_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.*

The student senate advisor identified critical thinking as a suitable assessment for this student organization.

###### Section 2: Program Outcomes:

*List each outcome separately*

* Student learning outcome 2: critical thinking (as defined by the institution)

###### Section 3: Assessment Methods:

*Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.*

The advisor for the student senate observed student senate meetings and sessions to identify opportunities for evidence of critical thinking. Specific among these is a discussion held by the student senate reflecting on their initial goals for the year and how those were developed and enacted over time.

To assess this, the advisor observed this discussion, and applied the following rubric provided by the student learning outcome 2 team:

**Critical Thinking Outcome No.2 Assessment Tool: Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Factors and Ratings** | **High Level of Proficiency (3)** | **Moderate Level of Proficiency (2)** | **Low Level of Proficiency (1)** | **No Level of Proficiency (0)** | **Not Applicable (NA)** |
| **PI 1: Students will identify ongoing challenges and issues facing the community\*** | Student artifact demonstrates a high level of creativity and, to a high extent, addresses the implications and consequences of issues facing the community. | Student artifact demonstrates a moderate level of creativity and, to a moderate extent, addresses the implications and consequences of issues facing the community. | Student artifact demonstrates a low level of creativity and, to a low extent, addresses the implications and consequences of issues facing the community. | Student artifact demonstrates no level of creativity nor addresses the implications and consequences of issues facing the community. | Performance indicator does not apply to student artifact. |
| **PI 2: Students will use data to develop solutions to challenges** | Student artifact demonstrates a high level of quantitative and or qualitative knowledge for solutions to societal challenges. | Student artifact demonstrates a moderate level of quantitative and or qualitative knowledge for solutions to societal challenges. | Student artifact demonstrates a low level of quantitative and or qualitative knowledge for solutions to societal challenges. | Student artifact demonstrates no level of quantitative and or qualitative knowledge for solutions to societal challenges. | Performance indicator does not apply to student artifact. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PI 3: Students will acknowledge multiple perspectives surrounding societal and global issues.** | Student artifact demonstrates a high level of analysis from multiple perspectives addressing societal and global issue. | Student artifact demonstrates a moderate level of analysis from multiple perspectives addressing societal and global issues. | Student artifact demonstrates a low level of analysis from multiple perspectives addressing societal and global issues. | Student artifact demonstrates no level of analysis from multiple perspectives addressing societal and global issues. | Performance indicator does not apply to student artifact. |

Student Learning Outcome #2: Critical Thinking

* Students will develop critical thinking skills and apply them to challenges facing the community. Performance Indicators
  + Students will identify ongoing challenges and issues facing the community
  + Students will use data to develop solutions to challenges
  + Students will acknowledge multiple perspectives surrounding societal issue

The following events/activities were assessed during the academic year for the student senate:

**Goals identified from the student senate**

The students identified goals to guide their activities for the school year that they are elected student senate representatives. Though the students’ goals were limited by the pandemic, they devised clear, reasonable goals that reflected the student population.

**Tribal forum**

The student senate supported the tribal form for the local tribal elections this year, as they do for each of the election cycles (every two years). In coordination with TMCC faculty, staff, administration, and external entities (such as the local radio station), the student senate played a pivotal role in delivering a successful forum for the community. This provided an opportunity to examine critical thinking skills in supporting the community in this way.

**Environmental/sustainable committee funding consideration**

Late in the spring semester, a staff member attended a student senate meeting and proposed an student-led environmental/sustainability committee model that required student input. The student senate deliberated for some time in session, and considered what this might mean for the student, and they made determinations for next steps ahead stretching in to the next academic year.

**Data review of student success**

During another student senate meeting, the student senate reviewed institutional student performance data from the fall semester (and from previous years), and they provided insight from the student perspective on how the TMCC might consider improving things in various courses. Consideration was offered on student experiences over many years, and they also weighed in on how the pandemic and distance delivery affected student performance, from their viewpoints.