TURTLE MOUNTAIN COLLEGE ASSESSMENT MANUAL

Mission Statement

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

THE SEVEN TEACHINGS OF THE ANISHINABE PEOPLE

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

Belcourt, ND

Revised May 2016, June 2021, October 2023, September 2025

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Section 1: Introduction

Institutional Philosophy

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

Purpose

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

Definition

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

The Student Learning Committee

Purpose

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

Composition of Committee

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

<center>Student Learning Committee Members</center>

- Department Chairs
- Vice President
- Dean of Academics

- Dean of Student Services
- Director of CTE

- IT Representative
- Director of Research, Assessment, and Planning

Functions of the Committee

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

a. Provide Support
   a. Compile an assessment calendar listing a date by which, or on which assessment procedures and instruments will be evaluated.
      i. Instructors and programs submit program assessment plans
      ii. The assessment committee reviews the plans
   b. Compile all assessment plans submitted by instructors and programs
   c. Provide Training/Mentoring services for faculty and staff to improve their assessment strategies

b. Evaluation
   a. Evaluate program-level assessment instruments and procedures using the criteria outlined on the program assessment plan including:
      i. Program Outcomes
      ii. Assessment Methods
      iii. Assessment Implementation
      iv. Assessment Findings
      v. Assessment Recommendations
   b. Summarize and critique the submitted program assessment plans

c. Request Resources
   a. Identify and compile requests resulting from the assessment process
   b. Send a list of requests for resources to the appropriate administrative representative on the committee.
   c. The appropriate administrative representative will respond in writing to each of the requests in their area, and compile a list of those responses for the Committee by the beginning of the next school year.
   d. Compile and distribute a report of all administrative responses to the needs identified in the Annual Assessment Report. This report will be sent out to all faculty and staff at the beginning of each school year.

Terms

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

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

Anishinaabe communities is Saulteaux, which is of French origin and the English version is Soto. Saulteaux/Soto are infrequently used at Turtle Mountain but they are common in Canada. Back

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

Committee Coordinator: A current faculty member of the Student Learning Committee fills this role. The Coordinator is voted into the position through an action of the committee. Back

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

Section 2: Course Level Assessment

Purpose

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

Procedure

All faculty, full-time and adjunct, are expected to conduct course level assessment throughout the institution. Best practices surrounding course level assessment include a mixture of both formative and summative assessment procedures that produce meaningful data to help instructors track student progress and improve student success. A common course-level assessment strategy is the use of pre and posttests.

Pre-assessment is meant to determine at what learning level students enter the course; in other words, it provides a baseline of information on what students know upon entry into the course. Pre-assessment can also be used to measure student learning objectives when designing course syllabi and materials. Pre-assessment devices should be offered during the first week of the course, or as soon as the student attends the course.

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

The SLC has provided a course-level assessment form to aid instructors in the compilation of pre/post test data for all of their courses. The form can be found on all instructor's TMCC Google Drive account or appendix A of this manual. This form is optional for instructors to use. Instructors are free to create their own assessment tools.

The reporting of course-level assessment is not required at the institutional level. Individual departments may decide on a case-by-case basis how they want to collect, compile, and review course assessment data. It is recommended that departments set a course-level assessment policy and communicate that to all faculty, both full-time and adjunct, in the department.

Terms

Assessment Instruments: An assessment instrument is defined as any device by which student knowledge, skill, or course objective can be measured. Examples include tests, portfolios, papers, recitals, presentations, exercises, or product. Back

Section 3: Program Level Assessment

Purpose

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

Procedure

The Annual Assessment Plan (Appendix B) is at the center of the program assessment process at TMCC. This standardized report will be the avenue by which each department, or program of study, shares its assessment plan with the Student Learning Committee (SLC). Each year programs will be responsible for submitting an initial version of their Annual Assessment Plan to the SLC no later than October 1st. The Committee will review the submitted plans and provide feedback to the programs on their assessment outcomes and methods.

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

- Prior Assessment Actions
- Program Outcomes
- Assessment Methods

- Assessment Results
- Assessment Recommendations
- Requests for Instructional Resources

General Education Learning Outcome Assessment

General Education Learning Outcomes are the knowledge, skills, and characteristics that all students passing general education classes from TMCC will possess. These outcomes represent the core educational values of the general education curricula, and it is the responsibility of all programs and departments to incorporate them into their curriculum where general education courses occur. The general education learning outcomes are: 1) History/Language, 2) Critical Thinking, 3) Communication, 4) Research Skills.

Each outcome will be assessed on an annual basis by Department Chair. General education faculty will choose at least one outcome to assess in each general education course. An annual assessment plan will be produced, accepted, and rated for each of the outcomes. The assessment methods for each outcome will be determined by the faculty in charge of the report for a given academic year. Teams will be led by a chairperson and will be supported by the assessment coordinator as well as the Dean of Academics.

Timeline

August -October

Assessment Kick-Off Meeting

Report on Administrative Response to Program Needs

Aug. – Oct 1st

Student Learning Committee members (Assessment Ambassadors) meet with faculty and staff across the institution to help programs develop their initial assessment plans.

October 1st

Assessment Plan Reports are due to the Student Learning Committee. Initial plans will be submitted to the assessment coordinator and compiled for the committee to review. The Student Learning Committee will review the initial assessment plans and provide any necessary feedback to the programs

Oct. – April

Student Learning Committee members (Assessment Ambassadors) perform follow-up meetings with faculty and staff across the institution to continue assistance with assessment procedures.

May

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

End of year assessment celebration

All degree/certificate programs will submit assessment Plan Reports on an annual basis. Assessment Plan Reports will also be submitted on an annual basis for each of the General Education Learning Outcomes and for any designated co-curricular programs on campus.

Terms

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

Section 4: Institutional Assessment

Purpose

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

Procedure

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

Pre-Entry Level Assessment

Student Placement:

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

Student Orientation Survey:

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

Graduate Cultural Assessment:

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

Course Level Assessment

Student Evaluation of Teaching/Instruction Survey:

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

General Education Learning Outcomes:

The General Education Learning Outcomes are "the knowledge, skills, and characteristics that all students graduating from TMCC will possess." All outcomes are assessed on an annual basis.

Program Outcomes:

Program outcomes are measured on an annual basis to determine the extent that students per each declared program of study are learning the stated goals of General Education Learning Outcomes.

Institution-Wide Assessment

Integrated Postsecondary Education Data System (IPEDS):

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

American Indian Measures of Success (AIMS):

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

Ruffalo Noel-Levitz Student Satisfaction Inventory:

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

Student Withdrawal Survey:

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

Graduate Exit Survey:

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

Post-Graduate Employer Survey:

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

TMCC Employee Satisfaction Survey:

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

Section 5: Appendices

Appendix A: Course Level Assessment Report

Turtle Mountain College Course Level
Assessment Report

Course	Aligned General Education Learning Outcomes *History/Language, Critical Thinking, Communication, Research*	Assessment Instrument *What kind of assessment did you do? Quiz, survey, test etc.*	Target Outcome *What is your goal for post-test results?*	Results *Provide numerical results from pre and post test*

Appendix B: Annual Assessment Plan

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Turtle Mountain College Annual
Assessment Plan

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Name _____

Area of Assessment _____ Academic Year _____

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

Please provide the number of students involved in assessment: _____

Section 1: Prior Assessment Actions:

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

Section 2: Program Outcomes:
List and number each outcome separately

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.

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.

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.

Instructions:

1. Complete the sections 1-3 "Prior Assessment Actions", "Program Outcomes", and "Assessment Methods" sections and email to your department chair/supervisor no later than October 1st. Each plan will be reviewed by the Student Learning Committee. Suggested changes will be shared with the by the department chair or supervisor of the assessor. Academic certificates and degrees should send their plan to their department chairs. Co-Curricular programs will send their completed initial plans to their supervisor. Institutional General Education Learning Outcome teams will send their plans to the Dean of Academics.

2. Faculty members of 1) History/Language, 2) Critical Thinking, 3) Communication, 4) Research Skills, departments will be responsible for assessing the General Education Learning Outcomes at the institution. All other departments/programs will develop a plan according to their program outcomes. If this is the first year you will assess your program, you will take the year to develop outcomes and methods for your assessment plan.

3. At the end of spring semester, the issuer of the plan will complete sections 4, 5 and 6 and bring the completed plan to a conference with the Student Learning Committee where the committee will review and rate the assessment plan.

4. Remember, your department chair, administrative supervisor, and assessment coordinator are always willing to help you complete any portion of your assessment plan.

If you have any questions or comments, please contact Michael Poitra at mpoitra2@tm.edu in Office #210H, or at x. 1023 or Ace Charette at extension 2069.

Appendix C: Assessment Frequently Asked Questions

Frequently Asked Questions:

1. *Who needs to participate in assessment?*
   a. All faculty are required to participate in assessment.

2. *Do I need to report out my course level assessment results?*
   a. You do not need to report your course level assessment results to the Student Learning Committee. Reporting of course-level assessment is at the discretion of each individual department. Talk to your department chair to find out if there are any requirements for you to share your course-level assessment data at the department level.

3. *Where can I find the assessment plan and other resources to help me with assessment?*
   a. There is a shared drive open to all faculty on the TMCC Google client. To access the shared drive: **Open your google drive** → click on **Shared Drives**→, and then click on **TMCC Assessment Information**. From there you will be able to access the following resources:
      i. The blank assessment form
      ii. Past and present assessment plans from all departments
      iii. Past and present year-end assessment reports
      iv. Examples of different assessment instruments
      v. The assessment roadmap

4. *I have never had to do program-level assessment before, whom can I go to for help with this?*
   a. The Student Learning Committee knows that not everyone is familiar with assessment practices. There are a number of avenues you can pursue for support.
      i. Your department chair
      ii. Your administrative supervisor
         1. CTE – CTE Director
         2. Academic Faculty – Dean of Academics
         3. Co-Curricular – Director of the Office of Institutional Research, Accreditation, and Assessment
      iii. The assessment coordinator

5. *I'm concerned about my assessment results containing identifiable information about my students. Will my assessment results be made public?*
   Programs with fewer than 10 active students participating in assessment will not have their results publicly shared in the year-end report. The results will be kept on file, and will be reviewed by the Student Learning Committee, but they will not be available to the public.

Appendix D: Department Chair Checklist

- Semesterly:
  - Review last year's assessment feedback together as a department and discuss any plans for changes in the next year.
    - Document assessment goals for each program together.
  - Review documents on the website.
  - Discuss Canvas dynamics (e.g., the "target" icon needs to be there for GELOs and ILOs).
    - Verify that this is occurring.
  - Discuss GELOs and ILOs and their integration into coursework, as appropriate for the department.
  - Discuss any ongoing assessment training together (e.g., Canvas module training).
  - Share classroom strategies, successes and challenges
  - Discuss culturally responsive teaching and practices being used with Assessment
  - Discuss with all faculty the methodology for tracking program-level data.
  - Verify diagnostic (pre-test) and summative (post-test) assessment throughout the department to verify that students are learning new content. Encourage formative assessment
- Spring semester (between mid-terms and due date of assessment plans):
  - Demonstrate how you are planning your assessment report. Show an example for each section as timeliness allows.
  - Review plans made in the fall based on assessment feedback.
  - Support writing each report, as relevant to department needs and as bandwidth allows