

TMCC

Assessment Coordinator's Spring 2009 Report

This report is prepared for the Turtle Mountain Community College, its relevant constituents, and the Turtle Mountain Band of Chippewa Indians by TMCC faculty to update our progress on the annual agenda, show ongoing faculty-driven assessment of student-learning, and to make institutional, budget and strategic planning recommendations based on the collection of quantitative and qualitative data from Fall Semester 2008, gathered by internal and external agencies on the needs, competencies, and abilities of our students.

2008-09 Annual Assessment Agenda

- 1) NCA Visit: Committee Assignments.
 - 2) Train faculty in completing Faculty Assessment Matrix.
 - 3) Follow through on last year's recommendations.
 - 4) Determine means of assessing the cultural component of general education.
 - 5) Administer CAAP.
 - 6) Strategic Plan for Assessment.
- 1) On October 21, 2008, we successfully achieved our goal of 5-year accreditation without further visits or sanctions by Higher Learning Commission.
 - 2) On November 14, 2008, faculty received training in the new matrix and to date approximately two-thirds of the faculty has completed it from the fall semester. Nevertheless, some/all faculty from each department has completed these, and so we have proceeded with departmental meetings and their recommendations are included below.
 - 3) Those recommendations that still require attention are re-submitted below and on every report I write. I will keep submitting until conditions change. As faculty, we have acted on the departmental evaluations and meetings that we implemented last year and the year before respectively. Department heads have been conducting meetings, evaluations, and submitting reports to the Assessment Coordinator or Academic Dean as required.
 - 4 & 5) These items have been tabled by the Coordinator until he can meet with representatives from all the educational and testing services industries at the NCA conference in April, 2009. At that time, he will convene with faculty and make specific recommendations for faculty to enact. Please read Ron's NCA Chicago report in April for further discussion of these items.
 - 6) I am still working on this from my side, while preparing to fit it with the institutional effectiveness and strategic plan as composed by TMCC President. It will revolve around reshaping General Education Goals, curriculum, courses, online delivery and the assessment of each to meet the needs of our students in the twenty-first century.

Recommendations:

1. It is essential that we need a Reading Faculty given recent Praxis scores, local AYP high school reports, and general faculty observation. Dr. Robbins has crunched numbers on the TED cohorts, for example, and many of our best graduating seniors are testing in the 16% percentile (median average) in Reading (see Dr. Robbins for full details). We require additional diagnostic tools as well, instruments about which presumably the Reading Faculty could inform and advise faculty.
2. It is essential that we need more Technology/Computer Personnel in order to address Jenzabar and support the student learning of General Education outcomes. Many of faculty's concerns revolve around the computer systems and students' information literacy needs. Within Jenzabar, attendance, and advisees are also issues that need more facilitation and updating. The technological components of the assessment infrastructure that is currently in place (Jenzabar) is insufficient to monitor student learning, attendance records, etc., to advise students, or for faculty/students to make strategic use of these haphazard records. While TMCC may eventually have all the courses online for a student to receive a two-year degree, the management and current capabilities of delivering and assessing such a degree are extremely inadequate and substandard. We have also, through faculty rep., requested that Technology sub-committee establish a means for Anita to assess online courses—require students to complete a modified version of the faculty- approved Student Evaluation of Course before they are allowed to see their grades.
3. It is essential that we hire a full-time Art instructor, Music instructor, and a Humanities/Psychology instructor to ensure student recruitment and course availability. Students are finding core classes closed because we do not have enough sections offered. Many courses listed in catalog have not been taught in this area for years. The Humanities Department has had faculty resign in these areas, and the positions have been filled temporarily by adjunct instructors (see the recent *Chronicle of Higher Ed* article for reasons why this practice is ineffective over the long run for the institution, faculty, and students). The Department of Arts and Humanities has to be more than Native Literature, Children's Lit., Intro to Speech, Writing courses, Intro to Humanities, Fiddling and Painting. Currently however, that is about all 4 full-time and 2 part-time faculty can teach. And one instructor will be teaching at a reduced load next year. Student Tuition funds need to be directed towards faculty pay and increasing faculty to improve student learning and manage our technology systems, not for repaying building loans for the new student union/library.
4. There needs to be a more systematic student orientation to Jenzabar, more thorough and developed and taught by faculty or a trained work study, rather than the tech personnel. In one online course, for instance, more than half of students have NEVER submitted work, and several students have indicated confidentially their misunderstanding of the training session. This is not to blame the over-worked tech department, but rather to point out the need for a more improved infrastructure for online delivery of materials to students.
5. Ron reworked some of the writing rubrics in general circulation to devise a specific one for TMCC faculty to utilize throughout the college. Delivered to dept. faculty only: 3/6/09. The goal is to have faculty throughout the campus evaluating all written student work according to clear

and consistent criteria. We will train faculty in this, next fall, so that faculty can present a unified front when it comes to what constitutes college-level writing and documentation.

6. A note to Curriculum/Gen.Ed. committee: Please remember to include Criminal Justice curriculum and new courses in the next College Catalog. Tasha has/will submit these to Ron, Larry, and Leslie.
7. Regarding the new Assessment Matrix, the Science/Math/Engineering Department has noticed that there is no column to record the difference between the pretest and posttest averages. Ron will add such a column for Spring 09 semester's form and put in hard copy manual next year.
8. Faculty would respectfully request anonymous comparisons of the Student Evaluation of Courses, (gathered by Anita) data by departments. This chart would allow faculty to view better their role in the larger context, and specific areas for department heads to recommend changes.