Turtle Mountain Community College

Faculty Academic Assessment Manual

Mission Statement

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

Belcourt, North Dakota

2011

Section 1: Introduction

A. Purpose

The purposes of this manual are to provide TMCC faculty with a clear understanding of their roles and responsibilities in the academic assessment process. The manual outlines the program and departmental guidelines for assessment at the program and classroom levels. It also serves to document the formation, functions, and the policies of the assessment committee. The manual is meant to serve as resource for faculty that hopefully will enable their efforts to perform assessment duties at both the program and classroom levels.

B. Definition

Simply put, *assessment* is the process of measuring something to determine its value. TMCC has made a commitment to establish a culture of assessment through academic assessment conducted by instructors at the classroom level and at the program and degree levels. The overall goal of assessment is to ensure the fulfillment of the institutional mission and to contribute to the strategic improvement of student learning. Both quantitative and qualitative evidence of the process will be used to ascertain the nature of progress and achievement, or the lack of it.

Assessment of student learning at Turtle Mountain Community College is an ongoing process of measuring student learning to generate feedback that is evaluated to determine the best way to modify educational practices. This review process enhances student learning and thus continuously improves the college's ability to fulfill its mission of service to the Turtle Mountain Band of Chippewa. The educational philosophy of the college flows from the institutional mission and goals to each programmatic goal and from there to each course objective. In this way student learning and the assessment of learning at TMCC are closely aligned with institutional mission and goals.

C. TMCC Institutional Goals

1. A learning environment stressing the application of academic concepts to concrete problems.
2. Academic preparation for learning as a life-long process for discovery of the knowledge embedded in the intellectual disciplines and the traditions of the tribe.
3. In and out of class opportunities to discover the nature of Indian society, its history, variation, current and future patterns, and needs; and to serve as a contributing member towards its maintenance and development.
4. A curriculum wherein Indian/tribal studies are an integral part of all courses offered as well as history, values, methods, and culture of Western society.
5. Continuous assessment of institutional programs and student academic achievement for the purpose of continuous improvement of student learning.
6. To establish degrees in baccalaureate, associate of arts, associate of science, associate of applied science, and various certificate programs of study.
7. Cooperation with locally Indian-owned businesses and stimulation of economic development for the service area.
8. Continued independent accreditation.
9. Community service and leadership.

D. The Assessment Committee

1. Purpose

An assessment committee oversees the faculty-driven assessment of student learning at the institutional level, receiving and analyzing data and reporting findings and recommendations to TMCC stakeholders.

2. Composition of Committee

The committee shall be comprised of a coordinator and department chairs representing the Nursing program, Career/Technical Education, Teacher Education, Arts & Humanities, Math & Science, and Social Science. Many programs function under the auspices of some of the above named areas, and it may be necessary to integrate some program heads from time to time. The committee make-up reaffirms the faculty-driven nature of assessment at Turtle Mountain Community College.

3. Functions of the Committee

The committee receives student assessment data at the departmental level and interprets data relative to the institutional and departmental goals. Through analysis of data, recognition of the need for change and improvement, if needed, occurs at the departmental level and will lead to requests and recommendations for fiscal and personnel resources from department heads to the committee and from the committee to the administrative council. The assessment coordinator, working with the committee, will prepare a report of the assessment conducted, complete with findings and recommendations.

The committee will assist and advise the coordinator in the compilation of an assessment calendar. Additionally, the committee will assist other department chairs and program heads in the assessment of programs and degrees under leadership of the coordinator. The committee shall have voice in the requests for the allocation of fiscal and personnel resources passed on to the academic dean and administrative council.

4. The Assessment Coordinator

The assessment coordinator is nominated and chosen by faculty to lead academic assessment efforts and to receive counsel and assistance from the committee. Department chairs will submit a report of assessment conducted in their respective areas to the coordinator, complete with recommendations and requests for fiscal and personnel resources. The coordinator, using these reports will draft an institutional academic assessment report that will be shared with administration, TMCC faculty,

staff, and community stakeholders. Purchase requests for expenditures should accompany the report to administrative council.

In exchange for his/her efforts, a temporary salary increase and/or reduction in teaching load shall be granted for the tenure of service as coordinator. In past years the salary adjustment has been $7,500 for the annual term and/or a reduction in teaching load to eight credits, at the discretion of the administration and approval by the board of directors. The coordinator, upon selection by the faculty, should form the assessment committee by appointment no later than thirty days after the designation of assessment coordinator.

E. Assessment Instruments

An assessment instrument shall be defined as any device by which student knowledge, skill, or course objective can be measured. Instruments commonly in use at TMCC include pre- and post-tests, portfolios, papers, recitals, presentations, exercises, learning-related products, etc.

Section 2: Cultural Assessment

Turtle Mountain Community College Graduate Cultural Assessment, 11-18-11

Dept. of Social Sciences: Leslie Peltier, Cecelia Myerion, Rollin Kekahbah,

Tasha Morin, Gene Lafromboise, Brian Bercier and JT Belgarde

Philosophy of Cultural Assessment

Culture heritage is of utmost importance to the students, community, and Turtle Mountain Community College. The college needs to be the center of philosophical debate, historical research and synthesis of cultural knowledge. We need to take

the lead in preservation of our culture heritage for present and future generations. The assessment will allow us to determine to what extent our community has knowledge of the cultural, political and social component of our society.

Traditional knowledge: Handed down through the generations, origin of clans, creation stories, encounters with other tribes, Europeans and forced removal to reservations. This will help reinforce values and beliefs. Continuing assessment will allow us to become purveyors of our knowledge involving the continuing evaluation of the past, present, and future.

We must provide the student with the best education that Turtle Mountain Community College has to offer with the necessary tools to move forward in this high tech world, but also to instill the Anishinabe values of yesterday so that each student will have a sense of place and know that they belong. Turtle Mountain Community College must move forward, continuing to teach and preserve the Turtle Mountain Band of Chippewa Indians tribal languages and cultures.

Procedures for Testing

In the fall semester all incoming freshmen will take the Graduate Cultural Assessment test and will be expected to take the same test two years later when they graduate. We recommend that the test be taken during orientation or on the

first day of the semester and before the last day of the semester. Social Science faculty will administer and score the test with the cooperation with the Student Services Department.

Student Learning Outcomes

Student will be able to show evidence of learning tribal languages, cultures, history, and cultural heritage.

Student will be able to show evidence of learning about the federal and tribal trust relationship that exists for the Turtle Mountain Band of Chippewa Indians as evident in the U.S. Constitution.

Student will be able to show evidence of learning about the relationship between the Turtle Mountain Band of Chippewa Indians and the State of ND.

TMCC Graduate Cultural Assessment Instrument

Developed by the Dept. of Social Sciences & Ojibway Language, 5-12-11

Instructions for the student: Please comment on those items that you have learned while a student at TMCC.

Ojibway, Michif Language –

Pow wows, songs, dances –

Ceremonies, Spiritual Healing –

Tribal History, Legends –

Michif Culture-

Foods, Hunting Traditions –

Chippewa Treaties –

Federal-Tribal Trust relationship, Sovereignty-

Tribal & State governments-

Cultural Social Behaviors –

Rubric:	
Slight knowledge	1-2
Some knowledge	3-4
Moderate knowledge	5-6
Significant knowledge	7-8
Advanced knowledge	9-10

These are acceptable answers. Did not count as correct if left blank.

Ojibway, Michif Language – Answers may range from knowing or speaking fluently to knowing and speaking no language other than English.

Pow wows, songs & dances- celebrations of the people, grand entries, veteran honor guards, eagle staffs, drum groups, outdoors and indoors types. Songs and dances for contests or traditional pow wows. Specific categories of dancers, explain giveaways, honoring songs, other ceremonial songs

Ceremonies, Spiritual Healing – Namings, initiations into special societies, fasting, vision quests, sweat lodges, Sun Dance, Midewiiwin. Uses of plants or herbs in physical healing

Tribal History & legends- Chippewa & Cree history, migration stories from Great Lakes to western MT and SK. Slaughter of the buffalo, US Calvary, coming of Jesuits and Catholic priests. Fort Totten Indian Agents/BIA control. Nanabozhoo or Wishchokayschok , Rugaroo, or nature and warrior deeds stories

Michif Culture- Pembina settlement history, New Year's Eve Mass and Day rounds of visiting eldest relatives. Bush dances, square dancing, jigs, playing guitars, fiddles, old time waltz, French songs and language and Catholic ceremonies. Metis Louis Riel Uprisings, Manitoba and Saskatchewan, Canada

Foods & Hunting traditions- Long ago buffalo hunts on foot and horseback, hunting techniques, tanning hides, gardening, berry picking, duck, geese hunting, fishing, spearing, food preservation, preparation, special occasion foods

Chippewa Treaties – Sweet Corn Treaty- Chief Wanatan and Flat Mouth – establishing Pembina Chippewa claim to buffalo hunting territories. The Old Crossing Treaty of 1863, for the Red River Valley, MN. The McCumber Agreement of 1892, 1904-05, or the "Ten Cent Treaty".

Federal-Tribal Trust relationship, Sovereignty- Treaty rights, tribal government authority, the Indian Reorganization Act, Termination and Removal era. Distribution of treaty payments and current lawsuits - BIA/federal government

Tribal & State governments- Tribal Courts, Codes of law, Jurisdiction criminal & civil, authority over tribal lands, minerals, oil & economic development,

Cultural Social Behaviors – values and habits of Chippewa and French customs

Section 3: Assessment Calendar

Assessment Calendar 2011—2015

Assessment Schedule for Degrees and Programs

Fall/Spring 2011—2012	**Associate of Science Degree**
Spring 2012	**Teacher Education**
Fall/Spring 2012—2013	**Associate of Arts Degree**
Fall/Spring 2013—2014	**Associate of Applied Science**
Fall 2013	**Nursing Program**
Fall 2012—Spring 2014	**Cultural Assessment**
Fall/Spring 2014—2015	**General Education Program**

Section 4: Faculty Assessment of Student Learning

A. Faculty Responsibilities

1. Course Assessment

Instructors are responsible for providing a pre- and post-assessment of student learning in at least one class per academic term on a rotational basis. The cycle is complete when all classes have been assessed. Pre-assessment should determine skill/knowledge levels at the onset of the class in terms of the stated learning objectives. The assessment instruments include items for whatever content relevant to culture and heritage would normally be covered in the course. The process should establish a baseline that will be used to determine the extent of learning through post-assessment at the end of the class. The expectation is that faculty will administer pre-assessment by the end of the first week of class.

Post-assessment is meant to determine to what extent students met the course learning objectives stated in the class syllabi. The process should be scheduled as near the end of the course as is practical.

Faculty will be expected to report the findings from pre- and post-assessment by first inserting the data into a the Faculty Assessment Report Matrix (FARM) and by then writing a brief narrative of their findings, complete with plans for course modification, if any, and purchase requests that would enhance student learning without stressing the instructional budget. These two reports will be submitted separately to the department chairperson, who will draft a departmental assessment report to be included in an institutional academic assessment report to all college stakeholders.

2. Degree/Program Assessment

Program and/or degree assessment is defined as those assessment procedures designed to measure the student learning of the core knowledge/skill sets deemed requisite for successful completion of the degree/program. The goals and objectives of each degree and or program should correlate with the institutional goals as appropriate. Course goals and objectives as stated in syllabi should relate logically to the stated program outcomes.

Each degree/program is made up of core courses, the successful completion of which would fulfill the outcomes of the stated degree/program. Selection of these core courses for pre- and post-test assessment initiates the assessment. Following post-assessment procedures, the department and other selected faculty will determine to what extent the core curriculum fulfills the outcomes of the stated degree/program.

Recommendations for degree/program modification and requests for fiscal and/or personnel resources should be clearly stated, and, if possible, (for fiscal resources) placed on purchase requisition forms. The final report then will be submitted to the assessment coordinator who will draft the complete assessment report and advocate for needed resources and change with the academic dean and/or administrative council.

A. General Education Program

1. Philosophy

Turtle Mountain Community College's philosophy of general education is grounded in the belief that a multi-faceted array of concepts and experiences enhances and broadens students' abilities to contribute to a more vibrant, ethical, progressive , and responsible

society. The General Education program at TMCC will produce students who can think critically, use technology effectively, understand the culture of the Turtle Mountain Band of Chippewa Indians, as well as the Michif people and their culture and heritage. Students will learn to solve concrete problems and apply their skills and competencies to benefit themselves and their society, with an emphasis upon contributing to the culture and heritage of the Turtle Mountain Band of Chippewa and Michif people.

2. General Education Student Learning Outcomes

a. **Communication:** Students will attain competencies in the design and delivery of public speeches. Students will also be able to accurately interpret and critically analyze written media and express themselves in writing, utilizing various expository writing strategies.
b. **Mathematics:** Students will be able to apply arithmetical, geometric, statistical, and algebraic principles of mathematics and problem solving at a level of complexity appropriate to their TMCC studies.
c. **Science:** Students will be conversant with the general knowledge bases and the procedures and techniques by which knowledge are generated and accessed through the life, physical and earth sciences, and they will be able to select and apply the techniques and procedures of the sciences at a level of complexity appropriate to their TMCC studies.
d. **Humanities and Social Science:** Students will be conversant with the general knowledge bases and the procedures and techniques by which knowledge and artistic expressions are generated and accessed in the two divisions of (1) the humanities and fine arts, and (2) the social and behavioral sciences, and they will be able to select and apply the techniques and procedures of these two areas at level of complexity appropriate to their TMCC studies.

e. **Culture/Diversity:** Students will be able to consider a variety of perspectives based on differences such as those stemming from culture, heritage, gender, ethnicity, historical development, community and leadership, and they will apply this awareness at a level of complexity appropriate to their TMCC studies.
f. **Critical Thinking:** Students will be able to raise vital questions and problems, gather and assess relevant information, come to well-reasoned conclusions and solutions, and test those solutions against relevant criteria, think open-mindedly about their assumptions, consider the practical consequences and communicate effectively to find solutions at a level of complexity appropriate to their TMCC studies.
g. **Technology:** Students will be conversant with the general knowledge bases and the procedures and techniques by which knowledge is generated and accessed through the use of technology, and they will be able to select and apply the techniques and procedures of technology at a level of complexity appropriate to their TMCC studies.

B. Associate of Arts Degree

1. Philosophy

Turtle Mountain Community College's associate program in arts and humanities teaches the concerns, beliefs, and ideas that pertain to the human condition through a study of art, communications, literature, language, music, history, and other areas of the humanities and social sciences. The program encourages students to not only think critically but also think creatively to address, evaluate, and solve concrete problems and issues. The program at TMCC will produce students with proficient written and oral communication skills; critically thinking abilities to address, evaluate, and synthesis ideas and information from different cultures; creatively express themselves through art, music, writing, and speaking; and understand the culture

of the Turtle Mountain Band of Chippewa Indians, as well as the Michif people and their culture and heritage.

3. Student Learning Outcomes

a. Communication: Students will attain competencies in the design and delivery of public speeches. Students will also be able to accurately interpret and critically analyze written media and express themselves in writing, utilizing various expository writing strategies.

b. **Arts & Humanities:** Students will be able to demonstrate an awareness of the different ways of "seeing" and interpreting a work of art; study and enjoy the thought and artistic expressions that contribute to our heritage and culture; recognize and reflect on Native Americans and their contributions to the humanities; understand how an artist creates a work of art; and use an increased vocabulary to discuss the disciplines within the humanities and their relation to the human condition.

c. **Social Science**: Students will study and research the history and sociology, including culture, traditions and government of the Turtle Mountain Band of Chippewa and apply critical thinking and problem solving techniques to community, national, and global problems.

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

e. Mathematics: Students will be able to apply arithmetical, geometric, statistical, and algebraic principles of mathematics and

problem solving at a level of complexity appropriate to their TMCC studies.

f. **Science:** Students will be conversant with the general knowledge bases and the procedures and techniques by which knowledge are generated and accessed through the life, physical and earth sciences, and they will be able to select and apply the techniques and procedures of the sciences at a level of complexity appropriate to their TMCC studies.

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

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

C. Associate of Science Degree

Philosophy

This degree program exists to give students a solid foundation in math and science with the incorporation of the Turtle Mountain cultures of Anishinabe and Michif ancestry. Completing the required math and science courses, along with courses in other areas, will acquaint the student with all major academic disciplines.

Outcomes

a. **Communications**: Students will be able to use the English language effectively, writing and speaking with clarity, coherence and persuasiveness.
b. **Math**: Students will apply arithmetical, geometric, statistical and algebraic principles.
c. **Laboratory Sciences**: Students will understand scientific terminology and demonstrate scientific concepts.
d. **Computer Literacy**: Students will demonstrate appropriate use of contemporary computing and information technology.
e. **History**: Students will describe and analyze the development of indigenous and western values, ethics, philosophies and worldviews through time.
f. **Culture**: Students will describe and analyze Anishinabe and Michif values, ethics, and worldviews and how these values, ethics, and worldviews continue to influence the lives of the Turtle Mountain Band of Chippewa.
g. **Social sciences**: Students will apply their knowledge of the influence of social, cultural, economic, and political institutions in shaping human thought, values, and behavior.

D. The Department of Teacher Education

Bachelor of Science in Elementary Education and Secondary Science

Philosophy:

The Teacher Education Department offers two Bachelor of Science Degrees: Elementary Education and Secondary Science. Upon graduations, the elementary graduates will be licensed to teach grades one through eight. The Secondary Science degree graduates will be licensed to teach physics, biology, earth science, and chemistry. In fall 2007, both degree programs will be evaluated for accreditation.

The academic programs are rigorous academically in order to prepare outstanding candidates for the teaching profession. Integral to this academic excellence is an understanding of the Native culture, which will be woven throughout the curriculum. It is expected that the values and principles of the Native culture will be embraced and modeled through dispositions reflective of the seven teachings. In addition, dedication, scholarship, and commitment to the ideals of a constructivist teaching philosophy are the trademark of this department. It's our conviction that preparing teachers for our future generations is an exciting and wonderful journey to undertake collaboratively. Both degree programs are designed around a cohort model, highlighting the importance of collaboration and teamwork as necessary preludes to being change agents who will gradually transform the educational systems on the Turtle Mountain Reservation.

Assessment:

North Dakota licensure requires successful completion of Praxis One and Praxis Two examinations. Successful passage of Praxis One is required after the first semester of admittance to the programs, and successful passage of Praxis Two is required before student teaching.

1. Bachelor of Science (B.S.) in Elementary Education

The elementary teacher education program is committed to helping all students learn. The teacher candidates will get the opportunity to apply and adapt a multitude of teacher principles to meet the needs of diverse student populations. Multicultural education is taken to heart wherein inclusiveness is seen as an essential component of this program. In addition, technology is explored in its many formats in order to provide the teacher candidate with as many tools as possible in the pursuit of teaching excellence.

Most of the courses will be on campus during late afternoons and weekends to accommodate the diverse schedules of our candidates. Teacher candidates will also have the option to take extra courses if their schedules permit. Two practicum experiences are required, each lasting one continuous week. Candidates will be expected to teach different lessons during these field experiences.

The elementary teacher education program prepares the candidates for licensure to teach first through eighth grade.

Admittance to this program of study requires completion of all general education requirements with a GPA of 2.5. After

successful admittance to the program, the candidates begin their course of study as juniors in college.

Assessment:

After successful completion of the first semester of courses, the teacher candidates are required to take and pass the Praxis One exam. If this exam is successfully completed, the candidate continues his/her course of study, completing all methods course requirements. Prior to the final semester, when student teaching is scheduled, the candidates must successfully pass the Praxis Two examination.

Native Ways of Knowing Teacher Education Program

1. Bachelor of Science (B.S.) in Science Secondary Education Program Description

The main objective of the Native Ways of Knowing teacher education program is to define and implement a significant change in how science is understood and how science is taught in high schools on the Turtle Mountain Reservation. What has to unfold in the process of unraveling this new "wayof knowing" (or epistemology) is the heart of the indigenous (original) cultures as they exist today.

The Native Ways of Knowing curriculum takes to heart this epistemology that requires us to embrace our identity as Native Peoples and to also explore the full meaning of this identity in contemporary times. Consequently, there is dedication to pursue this vision by adopting and fully implementing best teaching practices that encompass the latest models of inquiry-based instruction and brain-based instructional strategies.

Integral to these best teaching practices is the exploratory and hands-on methodologies that emphasize engagement, learning as a process, the need to begin with students' own ideas and concrete experiences in creating new and deepened understandings of scientific concepts. Subsequently, students are provided with laboratory and other "hands-on" experiences, more opportunity to pursue their own questions, and more opportunity for deeper focus on understanding larger, scientific concepts rather disconnected facts.

The Native Ways Teacher Education Program prepares the candidates for licensure to teach grades seven through twelve in physics, biology, chemistry, and earth science. Admittance to this program of study requires completion of all general education requirements with a GPA of 2.5. After successful admittance to the program, the candidates begin their course of study as juniors in college.

2. Assessment:

After successful completion of the first semester of courses, the teacher candidates are required to take and pass the Praxis One examination. If this exam is successfully completed, the candidate continues his/her course of study, completing all methods course requirements. Prior to the final semester, when student teaching is scheduled, the candidates must successfully pass the Praxis Two examination.

Two practicum experiences are required, each lasting one continuous week. Candidates will be expected to teach different during these field experiences.

3. Faculty Responsibilities:

In addition to the assessment data that the department must gather for accreditation, faculty will complete the Faculty Assessment Report Form Matrix (FARM) as part of TMCC's ongoing assessment of academic achievement. Faculty will also attend assessment meetings, vote, and make recommendations to the committee.

E. DEPARTMENT OF CAREER AND TECHNICAL EDUCATION

PHILOSOPHY:

The Turtle Mountain Community College's (TMCC) Career and Technical Education (CTE) department was established in 1976 as a culturally based local program. Currently the CTE program focuses on a Career based program to address the Employment needs of the Tribal membership. This program is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and is certified by the North Dakota Board for Career and Technical Education.

The Turtle Mountain Career and Technical Education department is committed to developing curriculum standards to ensure that each program area offers courses in English, Technological Literacy, Math, Science and Culture as well as

competency based educational opportunities that include not only technical skills but knowledge for students to succeed in the workplace. In areas of teamwork, problem solving and critical thinking, thus providing enhanced educational goals.

GOALS:

- Provide competency based technical courses that provide the student with marketable employment skills.
- Provide general education courses that give balance to the students' education.
- Provide tools to develop positive attitudes, practical applications in human relations, and culture awareness, as required to succeed in today's workforce to attain promotion.
- Meet the employment, labor market and economic needs on the Turtle Mountain Reservation and surrounding communities.

GENERAL EDUCATION REQUIRMENTS

Students who are seeking degrees, diplomas or certificates from the Turtle Mountain Community College Career and Technical Education Department must satisfy the general education requirements mandated by these areas for graduation.

Associate of Applied Science Degree (AAS)

The Associate of Applied Science Degree combines Career and Technical Courses with General Education Courses, preparing the students for employment in the Career field of their choice.

Diploma Programs

The diploma programs represent completion of a prescribed educational program of two years or less in Career-Technical fields with some program required general education course work.

Certificate Programs

The certificate programs require completion of a one-year academic/core curriculum based on the requirements as specified by the particular Technical Program.

ASSESSMENT:

Assessing the competency of our students evaluates the effectiveness of instruction and the quality of the Career and Technical program Area. To accomplish assessment, instructors will follow the **Standards of Quality** for all Approved programs at the Postsecondary Level.

Standards of Quality

Standard One - Instructional Planning and Organization

The instructional program is designed to develop knowledge and skills that are essential for success in the career field. The course of study for the instructional program includes both theoretical and practical activities and is based on standards in the related industry or cluster of industries. Instruction is organized and implemented in a sequential manner and, where appropriate, provides opportunity for secondary students to transition easily into a related postsecondary program through a formal articulation agreement or to earn advanced standing through opportunities such as dual credit.

Standard Two - Instructional Materials Utilization

Adequate amounts of current instructional materials and other resources are provided to support the instructional plan. Selection and use of these resources addresses the individual needs of students. Resources are inventoried and stored for easy access and are updated as needed.

Standard Three - Instructional Personnel

Instructors meet or exceed state licensure/credential requirements in their teaching field and have recent work experience that enables them to relate their instruction to all aspects of business or industry. Instructors regularly upgrade their knowledge and skills by participating in professional development conferences and workshops and/or by obtaining additional work experience in business and industry.

Standard Four - Enrollment and Student-Teacher Ratio

Minimum enrollment requirements for a funded program, as specified by the Department of Career and Technical Education, are met. Maximum enrollment in the program is related to the number and kinds of students served, the specific skills taught, the size of the facility, and the method of instruction used. The

number of students in a class is no more than can be taught in an efficient, effective, and safe manner.

Standard Five - Equipment and Supplies

Equipment and supplies support the instructional plan at a level to assure quality education. Equipment is representative of the grade and type used by business and industry and meets or exceeds all appropriate safety standards. Equipment is inventoried and records are updated regularly.

Standard Six - Instructional Facilities

Physical facilities include adequate space and utilities to provide for safe and orderly instruction that meets the program's objectives. Both instructional and non-instructional areas are adequate for the number of students and staff using these areas, and meet the needs of students with disabilities as well as providing for the special needs of co-educational classes. The Americans with Disabilities Act is the guide for meeting needs of persons with disabilities.

Standard Seven - Safety and Sanitation Training and Practices

A safe and healthy learning environment is provided. The Occupational Safety and Health Administration (OSHA) standards are the guide for implementing environmental health and safety features. Appropriate safety and sanitation training is incorporated into the instructional content of the program and implemented in instructional activities.

Standard Eight - Program Advisory Committee and Community Relations

The program shall have an active advisory committee that is broadly representative of the school, community, business/industry and clients served in the program. Close working relationships between school and community promote understanding of the program's purposes, needs and accomplishments. Community and business/industry input is obtained for the development, updating and implementation of programs that meet identified needs.

Standard Nine – Leadership Development Opportunities/Career and Technical Student Organization (CTSO)

Each student is afforded leadership development opportunities that are integrated into the CTE curriculum. Leadership development activities take place within the classroom environment and, optimally, through active membership in a Career and

Technical Student Organization (CTSO). The CTSO is directed and supervised by the local teacher/advisor with guidance from the local school administration and the local advisory committee.

Standard Ten – Workplace Experience/Cooperative Learning Experience

Each student participates in workplace learning activities as part of the CTE curriculum. Career awareness and other workplace learning activities take place within the classroom environment and, where appropriate, through a supervised cooperative learning experience. Cooperative learning experiences are related to the career and technical program and to the individual student's occupational goals and are documented with written training agreements and training plans. Where the placement involves working for pay, all legal requirements have been met.

Standard Eleven - Special Populations

Services are provided to members of special populations as necessary to enable those persons to succeed in the program. These services may include academic, social and emotional supports, and may involve service providers in the school and the community. Special populations are those identified in the Carl Perkins Career and Technical Education Act of 2006: individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals

preparing for nontraditional fields; single parents, including single pregnant women; displaced homemakers and individuals with limited English proficiency.

Standard Twelve - Educational Equity

A school climate is established in which all learners can succeed to the best of their abilities, without regard to gender, race, color, national origin, religion, age, or disability. The Carl Perkins Career and Technical Education Act of 2006 defines nontraditional training and employment as occupations or fields of work including careers in computer science, technology, and other current and emerging high skill occupations for which individuals of one gender comprise less than 25% of the individuals employed in each such occupation or field of work

FACULTY RESPONSIBILITIES

As part of Turtle Mountain Community College's ongoing assessment of academic achievement, Instructors will compile their assessment data in accordance with the Faculty Assessment Report Matrix (FARM). Faculty will also attend assessment meetings with the Assessment Coordinator and other Faculty members to receive updated assessment information and give input into the overall assessment process.

Section 5: Assessment Reporting Responsibilities

Near the close of each academic term, faculty will do their post-testing and compare results with the pre-testing. The results of the two tests should reveal whether or not course modification of course content and/or teaching practice should be considered in the interest of improving the learning and retention of knowledge/skill sets for students.

The reporting of the process and outcomes for the assessment is two-fold: the Faculty Assessment Report Matrix (FARM), submitted electronically, and a written narrative (separate, electronic file) which provides a brief, but comprehensive report of the assessment activity and results, along with any plans for modifying content and/ or teaching practice.

Both forms should be submitted electronically to your department chair, who will archive your assessment. Later, in a department meeting, a discussion of assessment activities completed during the term should consider whether there is a need for materials expenditures and/or additional personnel to increase learning effectiveness. If the department is in agreement that this needs to be done, then the department chair should forward proposed expenditures in forms of purchase order requisitions to the assessment coordinator, along with the rationale and correlation to the assessment that took place that term. If there is a need for additional

personnel, that should be included in the department assessment report for that academic term to the assessment coordinator, who will take responsibility for passing the perceived needs on to the administrative council for action.

In the event that material expenditure requests have been approved or additional staff needs met, the department should later consider whether the changes have actually improved learning and retention for students and include their findings in the next year-end assessment report.

Appendix A

APPENDIX A:

Faculty Assessment Reporting Matrix (09)

Instructor's Name

Course Number/Title: Semester/Year:

CTE or Teacher Education Learning Outcomes	General Education Learning Outcomes	Course Goals	Course Objectives	Assessment Instrument	Date Instrument Implemented	Results (i.e. Statistical Analysis)	Student successes/non-successes	Possible strategies for improvement if needed or Instructional changes made based on results
				Pre-Assessment				
				Post-Assessment				

What is the Statistical Difference in your pre and post assessment results?

Recommendations for institutional changes based on findings:

Attach Copies of your course syllabus and pre-post assessment instruments and rubrics.