TURTLE MOUNTAIN COMMUNITY COLLEGE

REPORT ON INSTITUTIONAL EFFECTIVENESS

FOR

THE HIGHER LEARNING COMMISSION OF NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS

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Turtle Mountain Community College Profile

The Turtle Mountain Community College is a tribal community college with obligations of direct community service to the Turtle Mountain Band of Chippewa. 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.

The College is one of the original six tribal colleges established by various Indian tribes in the early 1970's. The Turtle Mountain Band of Chippewa chartered the College in 1972. In its brief history, the College was the first tribal college to be granted 10 years accreditation, and has been accredited since 1978 by North Central Association of Colleges and Schools. The College offers the Bachelor's Degree in Elementary Education, the Associate of Arts, Associate of Science, Associate of Applied Science in thirteen areas of study, and sixteen certificates. Since its beginning, the College has grown from an institution serving fewer than sixty students per year to its current full time equivalent enrollment of over 800. Approximately 250 pre-college adults complete the G.E.D. at the College in order to find employment or to seek further education.

In 1973-1974, three full-time and a few part-time faculty members offered twelve courses. Today, twenty-five full-time and over 40 part-time instructors offer over one hundred fifty courses each semester. Turtle Mountain Community College has demonstrated success in student enrollment and graduation. Since 1974, over 2,000 tribal members have graduated with two-year degrees, and in May 2002 the first group of students graduated with the Bachelor of Science Degree in Elementary Education from Turtle Mountain Community College.

Studies have shown that approximately forty percent of Turtle Mountain Community College graduates transfer to mainstream institutions and earn four-year degrees. Several have earned graduate degrees in professional fields such as education, law, and medicine.

Campus Sites

In May 1999, the College moved to a new campus and a new facility. This new facility is located three miles north of Belcourt. Trees and vegetation surround the new site which overlooks Belcourt Lake. The new main campus includes a 145,000 sq. ft. building on an approximately 123-acre site. The facility includes state-of-the-art technology, a fiscal office, general classrooms, science, mathematics, and engineering classrooms and labs, a library and archives, learning resource centers, faculty area, student services area, a 950-seat auditorium, a gymnasium, and mechanical systems.

The adult and community education program, building trades, as well as several special programs, have remained in the old campus facility. The college expanded its facilities and services in 2002 by purchasing a 100 acre site for agriculture and wellness initiatives.

Report on Institutional Effectiveness

The institutional effectiveness plan defines a process of commitment to continuous quality improvement stemming from the fulfillment of the college's mission. Turtle Mountain Community College's institutional effectiveness process is ongoing, broad-based, and embedded in the culture of the Turtle Mountain Band of Chippewa. The purpose of the plan is to integrate planning, evaluating, and reporting processes into a comprehensive program that supports teaching and learning and establishes the range of administrative and support services that sustain the core activities of Turtle Mountain Community College.

The college provides solid and verifiable evidence that substantiates its fulfilling of the mission and active engagement in an ongoing pursuit of student learning improvement. Each component within the college validates a planning and assessment process that uses the results for improvement of programs and services benefiting all areas of Turtle Mountain Community College.

The college has developed an institution-wide assessment process that promotes leadership within each department to plan, assess, and coordinate activities. Special attention is afforded the assessment program which addresses the Turtle Mountain Community College student learning outcomes. The institutional effectiveness plan coordinates and actively involves all areas of the institution.

Consultants were invited in on February of 2005, and met with the college boards, faculty, staff, students, and community members to explain the process and importance of institutional effectiveness and strategic planning. The process began by reviewing the institutional mission, philosophy, and goals. In this review, it was found that the goals could be consolidated into a manageable set of goals with clear objectives and tangible outcomes. The next step was a brainstorming activity involving all staff members of the college, students and several community members. Meeting dates and times were established.

On March 4, 2005, a meeting was held to address the goals of the institution through assigned teams. Each team was assigned a goal and answered the following questions:

- What does this goal mean?
- How does this goal relate to student learning?
- What are we doing to address this goal?

Through this process, the core committee recognized that not all areas of the institution were addressed. The committees were re-organized into strategic planning units. As a result, the process became a more efficient and resourceful path for assessing institutional effectiveness.

At the April 22, 2005 meeting, each unit head was given the task of developing a set of unit goals. These goals became the basis of the institutional strategic plan, resulting in

the institutional effectiveness plan. This proved to be a very beneficial process for all areas of the institution. This process required each strategic planning unit to examine its contributions to the improvement of student learning, the mission and goals of the institution, and the five NCA criteria for accreditation.

The May 16, 2005 meeting addressed each of the strategic unit plans. The Institutional Effectiveness Committee reviewed the documents and related them to the institutional assessment plan. Throughout this process, the Institutional Effectiveness Committee met after each scheduled strategic unit meeting to assure the process was moving effectively, was aligned with the mission of the institution, would meet the needs of the students, and would meet the criteria of The Higher Learning Commission. A draft institutional effectiveness calendar was created with a beginning date of July 1, 2005. This calendar assures that institutional effectiveness will be a continuous process at Turtle Mountain Community College

The college identified the following objectives for institutional effectiveness:

- Evaluate the mission, goals, values and purpose of the institution.
- Create a viable strategic plan that will foster student learning outcomes, shared governance, and communication within the college.
- Develop a meaningful application of assessment to achieve quality student learning.
- Sustain areas with effective outcomes and improve areas with ineffective outcomes.
- Develop a yearly budget.
- Design an institution-wide technology plan.
- Develop and implement a formal evaluation process for administration, faculty, and staff.
- Report to all constituents on the progress toward achieving the goals and objectives of the college.

The college boards of trustees and directors, administration, faculty, staff, and students support the plan and understand that this is a learning process for the institution. A process is developed to allow continual dialogue about institutional goals with the possibility of refining the action plans annually.

2005 REPORT ON ASSESSMENT OF STUDENT LEARNING OUTCOMES

Report Introduction

Intent and scope of this report

This report will demonstrate Turtle Mountain Community College's commitment to continuous academic improvement according to the college's mission and the five Higher Learning Commission's criteria for accreditation. It will outline the college's response to the Higher Learning Commission's concerns as stated in its team visit 2003 report, and includes a process for continuous improvement in student learning and effective teaching. The report is part of TMCC's planning for institutional effectiveness.

Conceptual Framework for Assessing Student Learning Outcomes

Student Learning Outcomes Assessment Process

Effective January 1, 2005, institutions holding accreditation through the North Central Association's Higher Learning Commission will adhere to five new criteria. Each of these criteria contains core components and examples of evidence which in some way relate to student learning and effective teaching. *The Handbook of Accreditation, Version 1:10/03 The Higher Learning Commission.*

1. Mission and integrity – The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

2. Preparing for the future – The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

3. Student learning and effective teaching – The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

4. Acquisition, discovery, and application of knowledge – The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

5. Engagement and Service – As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

In a climate of accountability, institutions of higher education are recognizing that assessment and evaluation of their missions and purposes is all important. Assessment of student learning outcomes is one way they can provide evidence of institutional effectiveness. As Ronald L Baker states,

Assessment and evaluation are intended as means to document educational quality and institutional effectiveness, foster institutional improvement, and demonstrate accountability. . . . If the results of assessment are not used to inform planning and decisions, colleges and universities often find themselves in positions of being data rich and information poor. (Keystones of Regional Accreditation: Intentions, Outcomes, and Sustainability in Outcomes Assessment in Higher Education: Views and Perspectives 2004. Ed. by P. Herndon and Robert E. Dugan.

Academic assessment is the institution's way of researching its effectiveness related to Criterion Three, and has a number of definitions. The definition developed by the College's regional accrediting agency, the North Central Association's Higher Learning Commission (NCA/HLC) reads:

Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education (AAHE Bulletin, November 1995, p. 7)

As of January 2005, the Higher Learning Commission's five new criteria for accreditation apply. Criterion Three, Teaching and Learning, contains the following core components*:

- The organization's goals for student learning outcomes are clearly stated for each education program and make effective assessment possible.
- The organization values and supports effective teaching.
- The organization creates effective learning environments.
- The organization's learning resources support student learning and effective teaching.

In short, the Commission believes that academic assessment is best understood as a strategy of inquiry into actions taken to improve student learning. Through assessment, colleges evaluate how they are achieving their commitments and act on the results in ways which advance student learning and improve educational quality. "Effective assessment of student learning is a matter of commitment, not a matter of compliance." HLC 2005

Fundamental questions for assessing student learning outcomes

As TMCC faculty and staff begin their renewed process of academic assessment, they are mindful of the following questions which promote our conversations. These questions are firmly rooted in the mission, commitments, goals, and distinct context of Turtle Mountain Community College.

1. How are our stated student learning outcomes appropriate to our mission, programs, and degrees?
2. What is the evidence that our students have achieved our stated learning goals?
3. In what ways do we analyze and use assessment data to improve teaching and learning?
4. How do we ensure shared responsibility for assessment of student learning?
5. How do we evaluate and improve the effectiveness of our assessment of student learning outcomes? *Student Learning, Assessment, and Accreditation. The Higher Learning Commission of NCA, 11/2/04*

In its 2003 team visit report to Turtle Mountain Community College, the Higher Learning Commission indicated the need for the college to improve how it responds on a practical basis to these and other questions. In 2004-2005, the faculty has joined all segments of the college in new conversations designed to improve academic assessment and thereby institutional effectiveness. A section report on faculty response to needs is included at the end of this report.

TMCC Background of Assessment and Institutional Effectiveness Studies

Since its beginning in 1973, Turtle Mountain Community College has engaged in forms of assessment and institutional effectiveness studies. The college has submitted to North Central many institutional effectiveness, strategic planning, and student learning assessment reports. In 2004, following an NCA Higher Learning Commission Report which pointed out the need for a strong institutional effectiveness report, including improvement in several areas of student learning outcomes assessment, the college began renewed efforts at developing processes for strategic planning and institutional effectiveness.

The college community recognizes that student learning outcomes assessment is a vital means to measure institutional effectiveness. When TMCC captured the new vision of assessment initiated by NCA in the 1990's, the college collected, analyzed, and used data for improvement of student learning. The current process has evolved from a focus on a single data collection instrument into multiple assessment tools, as recommended by the HLC. The faculty recognizes that academic assessment is a major component of the college's report on institutional effectiveness.

Analysis of Assessment Process Development at TMCC

During 2004-2005, the Assessment Committee of the faculty continued the work of previous years. Following the Higher Learning Commission's team visit report (2003) to the college, the faculty recognized they needed to revise and re-plan student learning outcomes assessment. In spring 2004, faculty focused their work on general education, and in light of the NCA report, they added five program goals to the existing four. This was later reduced to seven. The faculty recognized the need for much more work on general education assessment at both the program and course level.

Much of the Assessment Committee's work during 2004-2005 has been re-examining the general education goals, and aligning them with program objectives and course level assessment methods which the faculty has reported using over the last two years. In spring 2005, the Assessment Coordinator made available to faculty several instruments which can improve the assessment process. Faculty have already used the Student Learning Outcomes Assessment Activity Report to indicate how they are assessing learning in their courses, and have responded to the Faculty/staff Out-of-Classroom Activity Report. *(See Appendices for these report forms).*

Several resources on assessment are now available to faculty, including books and other materials placed in the assessment resource room. Resources are also given in the Appendices of this report which link TMCC faculty to other institutions and sources of information on assessment. This report will show faculty have used assessment data and resources to improve curricula and student learning outcomes.

2004-2005 Assessment Process

As the Turtle Mountain Community College faculty, staff, and administration began their renewed focus on student learning outcomes assessment, they recognized that an academic assessment plan, and indeed strategic planning and institutional effectiveness planning, must flow from an examination of the college's mission and goals.

Institutional 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.

Institutional Goals

On Feb. 4, 2005, the college held sessions on renewed efforts at strategic planning and institutional effectiveness planning. During this session, with the assistance of consultants, the faculty and staff began a discussion on the possibility of proposing changes to the college's goals to make them more clearly reflect the needs of the community and the times. According to the discussion, if the institutional goals are stated more clearly, it will be easier to conduct strategic and institutional effectiveness planning.

As the strategic planning and institutional effectiveness planning moves forward with participation from all segments of the college community, it appears likely that there will be a proposal to the college's board of directors to adopt a revised list of goals. Currently, nine institutional goals flow from the college's mission statement:

1. A learning environment stressing the application of academic concepts to concrete problems;
2. Academic preparation for learning as a life-long process of discovery of 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, needs and to serve as a contributing member toward its maintenance and betterment;
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. Baccalaureate, Associate of Arts, Associate of Science, Associate of Applied Science degrees and certificate programs of study;
7. Cooperation with locally Indian-owned business and stimulation of economic development of the service area;
8. Continued independent accreditation; and
9. Community service and leadership.

Turtle Mountain Community College has developed an assessment process appropriate to the institution by providing the systematic collection and analysis of information on student outcomes and a process for using the data in decision making to improve student learning, thereby supporting the continuing pursuit for educational excellence. The plan has been developed by the Assessment Committee in cooperation with the Strategic Planning and Institutional Effectiveness Committee and with faculty leadership and participation.

Assessment process structure

Course assessment

Major components of student learning assessment at TMCC:

1. General education program assessment process
2. Degree program assessment process

3. Certificate assessment process
4. Student placement and developmental education assessment process
5. E-learning
6. Technology
7. Service learning and leadership

Process Steps:
1. Identify outcomes
2. Identify specific objective(s)
3. Select assessment methods/ measures for each objective
4. Develop performance criterion(s) for each objective
5. Conduct assessment results of analysis
6. Use feedback channels and process for change. What actions will result from the assessment? What improvements in teaching and learning?
7. Evaluate whether or not the performance criteria were met and the outcomes and objectives were achieved.

Coordination of the Assessment Process

Coordinator

The assessment coordinator chairs the assessment committee and directs the entire academic assessment process. S/he writes a yearly assessment report, presenting a summary of all assessment activities at TMCC that year and an analysis and an evaluation of all academic assessment activities reviewed by the committee that year. This includes the Assessment Committee's recommendations for modifications of the assessment process and educational practices. The reports are part of the assessment file.

The institution prepared an institutional effectiveness plan which includes a progress report on academic assessment. As part of the planning process, the Assessment Committee has met generally each week in 2004-2005.

The Board of Directors has approved compensation for the Assessment Coordinator. As compensation for his/her efforts, the assessment coordinator has the option of taking 1) a reduction in teaching load to 8 credits, or 2) a $7500.00 salary increase for the academic year of the appointment.

Levels of coordination

When the 2003-2004 plan was developed, the college did not yet have academic divisions which would allow for another level of coordination and communication. In fall 2004, the interim Academic Dean established tentative academic divisions or discipline areas. Chairpersons were assigned in each division. This arrangement will be reexamined in 2005-2006.

In 2005, the newly hired full-time Academic Dean is working with faculty and academic division chairs to help grow a climate of assessment. This additional level of assessment

contributes to the continuous improvement process of assessment, as well as strengthens institutional effectiveness. An effective academic assessment process must include a means whereby analyzed data impact decision making at all levels of the institution for the purpose of improved student learning.

The Academic Dean supports the assessment process, and sees that the assessment data reaches all areas of the institution. At the same time, faculty own and guide the process. They do the scholarly work about assessment, collect, analyze, and report the data, and evaluate the assessment process regularly to see that it contributes to improvement of student learning.

General Education Assessment

In November 2004, four members of the assessment committee attended a meeting on assessment sponsored by the American Association of Higher Education and the NCA Higher Learning Commission. At that time, our assigned mentor suggested that we consolidate our nine general education goals into seven. The assessment committee agreed to review the goals; faculty members were asked to suggest changes. Through this process, the faculty adopted seven student learning outcomes addressed in the following discipline and skill categories: Communications, Mathematics, Science, Humanities and Social Sciences, Culture/diversity, critical thinking, and technology. These outcomes are reflected in the assessment matrix below.

General Education Mission Statement and Matrix

The General Education curriculum at Turtle Mountain Community College aims to empower individuals, liberate minds for learning, and cultivate social responsibilities. Through work in multiple disciplines and ways of knowing, along with more in-depth study in at least one field or area of concentration, students develop their communication skills, critical thinking, and awareness of Anishinabe and other cultural values. By providing challenging encounters with important local and global issues, general education prepares graduates for socially valued work and civic leadership in their society.

In 2004-2005, the TMCC faculty adopted the list of learning outcomes below. The objectives and assessment methods are those the faculty reported using during the last two years. The faculty will continue to focus on the assessment matrix in 2005-2006 and beyond.

Student Learning Outcomes	Objectives	Assessment Methods	Timeline	Responsibilities	Use of results; process for documentation and decision-making
1. Communication: Students will have developed sufficient skills with the English language such that they can read, accurately interpret, critically analyze written material, express themselves effectively through narrative, explanatory, and investigative writing utilizing standard rhetorical techniques in the styles and formats, and at the level of complexity appropriate to their TMCC studies.	**1a.** Students will demonstrate the ability to formulate a thesis statement and use facts, statistics, anecdotes, and examples in written work. **1b**. Students will formulate a speech design with accuracy in writing mechanics and crediting supportive sources. **1c.** Students will complete at least one service learning and leadership project.	**1a.** Pre-tests Post-tests Course tests and quizzes **1a.** Written essays Evaluations of lab work **1a.** *CBASE **Grad. Assess. Survey **1b**. Evaluations of internet research and WebCT assignments -Group work **1c.** Evaluation of reports on service learning and leadership projects.	**1a.**Beginning of semesters End of semesters During semester courses **1a.** During semester courses **1a.** Fall and spring End of spring semester **1b.** During semesters **1c**. During all semesters	**1a.**Course instructors **1a.** Course instructors **1a.** Assessment Committee **1b**. Course instructors **1c.** Course instructors	**1a.** In 2003-2004, the English faculty and the Dean of Academic Programs collected and analyzed the student learning outcomes data generated by English courses and determined that the results demonstrated a need for improvement. Based on this data, the faculty recommended an additional English instructor be hired to teach developmental English. The Board of Directors approved the recommendation and the search for an instructor is underway. Using the research-based best practice book, *What Works*, the faculty initiated a mandatory placement of incoming freshmen students into appropriate level English courses based on their demonstrated writing skills.

2. 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.	**2a.** Students will simplify, factor, and perform operations on polynomials. **2b**. Students will solve equations and inequalities. **2c**. Students will draw and communicate conclusions generated from applying mathematical concepts. **2d.** Students will complete at least one service learning and leadership project.	**2a.** Pre-tests Post-tests Tests and quizzes **2b**. Pre-tests Post-tests Tests and quizzes **2c**. Pre-tests Post-tests **2c**. CBASE Grad. Assess. Survey **2d.** Evaluation of reports on service learning and leadership**.**	**2a**. Beginning of semesters End of semesters **2b.** Beginning of semesters End of semesters **2c.** Beginning/end of semesters **2c.** End of spring semesters **2d.** During all semesters	**2a.** Course instructors **2b.** Course instructors **2c.** Course instructors **2c**. Assessment Committee **2d.** Course instructors	**2a.** In 2003-2004, the math faculty and the Dean of Academic Programs collected and analyzed the student learning outcomes data generated by math courses and determined that the results demonstrated a need for improvement. Based on this data, the faculty recommended two additional math instructors be hired.—one to teach developmental math and the other to teach upper division math courses. The Board of Directors approved the recommendation and two math instructors were hired. Using the research-based best practice book, *What Works*, the faculty initiated a mandatory placement of incoming freshmen students into appropriate level math courses based on their demonstrated math skills. In addition, the math course schedule went from meeting two days per week to a four-day teaching arrangement.

3. Science: Students will be conversant with the general knowledge bases and the procedures and techniques by which knowledge is generated and accessed through the life, physical, and earth sciences, and they will be able to select and apply	**3a.** Students will use logic and mathematics in the scientific method. **3b.** Students will use lab skills such as measurement, safety, equipment use, and interpretation of data. **3c.** Students will complete at least one service learning and leadership project.	**3a.** Pre-tests Post-tests Tests and quizzes **3a.** CBASE Grad. Assess. Survey **3b.** Pre-tests Post-tests Tests and quizzes Skills tests – lab work **3c.** Evaluation of reports on service learning and leadership projects.	**3a.** Beginning/end of semesters **3a.** End of semesters Spring semesters **3b.** Beginning of semesters End of semesters During semesters **3c.** Fall and spring End of spring semesters **3c.** During all semesters	**3a.** Course instructor **3a.** Assessment Committee **3b**. Course instructor **3c**. Course instructors	**3a.** In spring 2005, the CHEM 116 instructor and several students, along with counterparts from six other tribal colleges and a professor from North Dakota State University, developed new experiments to improve student interest in chemistry. They conducted surveys which documented improved student interest in chemistry. **3a**. The new experiment centered on identification of plants indigenous to the Turtle Mountain Indian Reservation. This included student presentations on Native use of plants. **3a**. In General Biology 150, the instructor changed the course from a strictly online method to a hybrid delivery. Students reported improved learning facility with this arrangement.
4. Humanities and Social Science: Students will be conversant with the general knowledge bases and the procedures 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	**4a.** Students will describe the broad outlines of history and its connections to current personal, social, and political situations and developments at the community and global level. **4b.** Students will describe aspects of traditional and contemporary culture of The Turtle Mountain Band of Chippewa.	**4a.** CBASE Grad. Assess. Survey **4a**. Tests and quizzes **4a.** Evaluation of research papers **4b.**Evaluation of forums on tribal and global issues	**4a**. Fall and spring semesters **4a.** During semesters **4a.** During semesters **4b.** Spring semesters	**4a.** Curriculum Committee **4a**. Course instructors **4a.** Course instructors **4b.** Instructors participating in interdisciplinary projects	**4a.** According to data, students had a difficult time transitioning from theory to practice. To facilitate student learning the faculty established a performing arts committee composed of students, staff and community members. The goal of this committee is to offer one performance per month. Students now help plan, organize, and perform at these events. **4b., 4f., 6b.** According to data, students indicated a greater need for understanding tribal government and connection with tribal concerns as they relate to global issues. To address these issues, students engaged in problem-solving activities such as, tribal issues forums involving tribal candidates for

and procedures of these two areas at a level of complexity appropriate to their TMCC studies.	**4c.** Students will demonstrate skills and knowledge related to the fine arts.	**4c**. portfolios/projects concerts & performances reflection/research papers	**4c**. End of semesters End of semesters	**4c**.Course instructors	political office.
	4d. Students will interpret the process of human behavior and social interaction using social and behavioral science perspectives.	**4d.** Evaluation of group projects Evaluation of group discussions	**4d.** During semesters	**4d.** Course instructors	
	4e. Students will analyze the basic structures, procedures, rights, and responsibilities of governance.	**4e**. Evaluation of role-play and simulations **4e**. CBASE Grad. Assess. Survey	**4e**. During all semesters **4e.** Beginning of semesters End of semesters	**4e.** Course instructors **4e**. Assessment Committee	
	4f. Students will complete at least one service learning and leadership project.	**4f.** Evaluation of reports on service learning and leadership projects.	**4f.** End of semesters During semester courses	**4f**. Course instructors	
5.Culture/Diversity: Students will be able to consider a variety of perspectives based on differences such as those stemming from culture, class, gender, ethnicity, historical development, and community, and they will apply this awareness at a level of complexity	**5a.** Students will analyze the concepts of multiculturalism. **5b**. Students will demonstrate an understanding of the Ojibwe culture in	**5a.** Pre-tests/Post-tests **5a.** Evaluation of research **5a**. Reports; skills tests **5b**. Evaluation of group projects (powwows, etc.); lang. interviews	**5a**. Fall and spring End of spring semester **5a**. During all semesters	**5a.** Course instructors **5a.** Course instructors	**5a**. Faculty recognized a need for additional cultural resources pertaining to the Turtle Mountain Band of Chippewa. To address the issue, one of the faculty members created a CD Rom on the *Seven Teachings of the Chippewa.* This CD is available to faculty, students and community. **5a. , 5c.** The data revealed a need for greater cultural awareness among faculty and students. Faculty members wrote a successful grant proposal that made

appropriate to their TMCC studies	relation to the Seven Teachings. **5c**. Students will complete at least one service learning and leadership project.	 **5c.** CBASE Grad. Assess. Survey **5c.** Evaluation of service learning and leadership projects.		 **5c.** Assessment Committee **5c.** Course instructors	possible a community service experience. Every spring faculty, students and community plan, organize and participate in a powwow funded by this grant.
6. 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	**6a.** Students will solve problems in various content areas by applying an appropriate problem-solving model. **6b.** Students will analyze data, assumptions, arguments, and inferences **6c.** Students will participate in at least one service learning and leadership project.	**6a.** Pre-tests Post-tests **6a.** CBASE Grad. Assess. Survey **6b.** Pre/ Post-tests **6b.** Evaluation of interdisciplinary forums on tribal and global issues (pending) **6c.** Evaluation of reports on service learning and leadership projects**.**	**6a.** Beginning of semester End of semester **6a**. Beginning/end of semester./spring semester **6b**. Beginning/end of semesters **6b.** End of semester courses **6c**. During all semesters	**6a**. Course instructors **6a**. Assessment Committee **6b.** Course instructors **6b**. Instructors involved in interdisciplinary projects **6c**. Course instructors	**6b. (***See* 4b, 4f. above) **6b., 6c** According to Indian Health Service data, the Turtle Mountain Reservation has 1500 documented full-blown cases of diabetes. English composition students researched the effects of diabetes on the reservation. They used the research data to plan and present a diabetes awareness presentation that was delivered to their college peers, high school students and the tribal community.
7. Technology: Students will be conversant with the general knowledge bases and the procedures and	**7a.** Students will operate computer systems to use windows, dialog boxes, files, and folders.	**7a.** Pre-tests/Post-tests **7a.** Tests and quizzes **7a.** Evaluation of lab work	**7a.** Beginning /end of semesters **7a**. During semesters	**7a.** Course instructors **7a.** Course instructors	

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. .	**7b.** Students will use word processing, including formatting, creating, and storing text. **7c.** Students will use basic E-mail skills to set up E-mail accounts, create address folders, send attachments, and send and receive E-mail. **7d.** Students will participate in at least one service learning and leadership project**.**	**7b**. Pre/Post-tests **7b.** Tests and quizzes **7b**. Grad. Assess. Survey **7c.** Grad. Assess. Survey **7c.** Pre/Post-tests Evaluation of simulations, group work, internet research **7d.** Evaluation of reports on service learning and leadership projects**.**	**7b**. Beginning/ end of semesters **7b.** During semesters **7b**. End of spring semester **7c.** Beginning /end semesters **7c**. During semesters **7d.** During all semesters	**7b.** Course instructors **7b.** Assessment committee **7c.** Assessment committee **7c.** Course instructors **7c**. Course instructors **7d.** Course instructors	**7d.** Data showed that computer science students needed more hands-on experience. The Computer Science instructor and students, in collaboration with the Turtle Mountain Community High School, taught groups of high school students to build computers. The high school principal reported an increased student interest in computer science after the event. TMCC students reported stronger confidence in their computer skills.

*CBASE

** Graduate Survey

Program Level:
The Assessment Committee gives a cohort of students the CBASE each year. They administer the Graduate Assessment Survey each spring to all college graduates.

The Assessment Committee collects the data from these and other program level assessment instruments, analyzes them, and compiles a report for the faculty. At the end of the academic year, the faculty meet with the Academic Dean and the Assessment Committee to discuss the data and decide how to best improve the general education curriculum and their course work based on the data. These in turn use the information to plan and budget for future academic needs.

Course level: Faculty examines data collected relating to their courses. They determine how they alter course content to improve teaching methods for improved student learning

The Academic Dean and the Assessment Coordinator report these decisions to the Strategic Planning and Institutional Effectiveness Committees.
By the end of 2010, all students will have had opportunities to participate in service learning and leadership.

Ten percent of the cohort students repeated the CBASE in 2005. The faculty recognized the need to increase the numbers of students who repeat the CBASE, and will address this issue in the fall semester 2005.

--Faculty complete the Student Learning Outcomes Assessment Report as they discern which courses need improvement.

College Basic Academic Subjects Examination (CBASE) is a standardized instrument designed for assessing knowledge and skills in general education. While it is only one assessment tool, when triangulated with other quantitative and qualitative assessments, it can be useful in evaluating the first year in college and in providing a baseline for later assessments. The Graduate Assessment Survey was developed at TMCC; the Assessment Committee recognizes that it may need revision.

Every TMCC degree program must have an assessment process which describes expected student learning outcomes for the degree program and the methods used to evaluate student achievement of those outcomes. A single assessment process may cover multiple degree curricula if they have a common mission statement and the same expected student learning outcomes. Adjunct faculty receive packets which include the general education goals, objectives, and assessment process information. They meet with the Academic Dean and the Assessment Coordinator at the beginning of the fall semester.

The Associate of Arts and Associate of Science degree curricula share common goals and objectives at Turtle Mountain Community College. These goals and objectives are concurrent with the general education goals and objectives, and therefore the means of assessment for these programs are integrated into the general education curriculum assessment.

Means of assessment

In developing the TMCC academic assessment process, the means of assessment will ensure that the results of data collection will be used to continue, modify, or reinforce aspects of the academic programs and to foster continuous improvement in student learning. Assessment focuses on academic programs rather than on individual faculty performance. In this context, assessment is not a faculty evaluation system. Assessment measures alone may not be used to impede student progress toward graduation. Below are some examples of means of assessment.

Pre/Post Testing --To determine what a student has learned, a test or assignment is given at the beginning of a course or program and a similar test or assignment is given at the end. Pre/post testing is effective for measuring both cognitive learning and attitudinal development

Standardized Examinations -- There are two types of tests: norm-referenced and criterion-referenced examinations. The former describes performance in comparison to others, while the latter describes student performance directly and judges that performance by some pre-set student standard or benchmark.

National Licensure, Certification or Professional Examinations -- These tests are developed to assess general knowledge in a discipline. Like other standardized tests, these examinations need to be supplemented by other measures of student learning. Some 2 + 2 programs will lead to this type of examination after the student has matriculated to a four-year institution.

End of academic program portfolio -- A portfolio consists of items specific to a degree program. The portfolio is student specific and allows for advisors and students to review academic achievement in concert.

Student Surveys and Interviews -- Surveys and interviews are used to gather students' opinions about their educational experiences and experts' opinions about the students' competence. Data gathered by these measures are considered as indirect assessment of student learning, since they measure satisfaction with an educational experience rather than knowledge and skills acquired. Nonetheless, information from these sources enhances the information gathered from the direct measures of a student's academic achievement.

Course level assessment

Student learning assessment at Turtle Mountain Community College is largely at the course level. The faculty, as well as Assessment Committee members, have adjusted and improved the course level assessment process.

As a result of these discussions, several tools and resources are now available to faculty. See Appendices for these tools.

Degree Program Assessment

Bachelor of Science in Elementary Education

In 1999, Turtle Mountain Community College initiated the Elementary Education Program to meet the needs of schools on the Turtle Mountain Chippewa Reservation. As a tribally controlled community college with obligations of direct community service to the Turtle Mountain Chippewa, the college seeks to maintain, seek out, and provide comprehensive higher education services in fields need for true Indian self-determination.

Mission of the Elementary Education Program:
The TMCC Teacher Education Department offers a Bachelor of Science degree in Elementary Education. The mission of the Elementary Education Program, which is consistent with that of Turtle Mountain Community College and of the Teacher Education Department, is to:

- prepare teachers who commit themselves to helping all students learn;
- Apply and adapt a multitude of teaching principles to the diverse needs of their students;
- Implement principles of multicultural education;
- Effectively integrate technology into their teaching; and
- Integrate holistic principles of Anishinabe culture into the entire curriculum.

At its beginning in 1999, the Elementary Education Program accepted the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC) as the program goals. At the same time, the Seven Teachings of the Anishinabe were accepted as guiding statements for the program. During the summer of 2004, when a new Teacher Education Department Chair was hired, the nine INTASC goals were consolidated into seven to coincide with the Seven Teachings of the Anishinabe. This was an effort to align the program's direction with the cultural values of the Turtle Mountain people.

The Seven Teachings are exemplified by candidate Educator Leaders prepared to teach in a balanced, inclusive, reflective, interconnected way within a global perspective. These teachings underlie the seven professional goals outlined in the Elementary Education Program Assessment matrix below.

Respect – to honor creation is to have Respect. As Educator Leaders, candidates respect the diverse attributes of students by employing knowledge of individual learning styles, stages of development, exceptionalities, and cultural backgrounds, and have skills in assessment and pedagogy which empower each student to reach her/his potential.

Wisdom – to cherish knowledge is to know Wisdom. As Educator Leaders, candidates possess a thorough knowledge of content areas. They serve as models related to the knowledge, skills, and dispositions they desire in their students.

Honesty – Honesty in facing situations is to be honorable. Candidates expect excellence and take responsibility for all students' learning, regardless of student background.

Bravery -- Bravery is to face the foe with integrity. Using best practices, candidate Educator Leaders are willing to challenge the status quo in schools and classrooms where students are not succeeding.

Love – To know love is to know peace. Candidates strive to become Educator Leaders who collaborate with peers to improve student learning and actively participate in professional organizations at local, state, national, and even international levels.

Humility – Humility is to know one's self as a sacred part of creation. Educator Leaders understand the importance of reflecting about the activity in which they are engaged. They must think about what they wish to accomplish in the classroom, why they have chosen these goals, and how they wish to achieve them. Educator Leaders adjust their teaching to the feedback they receive from their students.

Truth – Truth is knowing all these things. Educator Leaders build on the professional and pedagogical knowledge base gained through Turtle Mountain Community College coursework. As lifelong learners, they continually reflect upon teaching and learning, engage in action research, and seek new content knowledge and skills to improve student learning.

Bachelor of Science – Elementary Education (See Appendices for El. Ed. Assessment matrix of courses, goals, and standards).

GOALS	**Objectives**	**Educational experiences**	**Assessment Methods**	**Timeline**	**Responsibilities**	**Use of Results and Processes for Documentation & Decision-making:**
1. Students demonstrate instructional planning skills.	**1a**. Students plan lessons and units.	**1a.** All program courses and experiences	**1a.**Evaluation of unit and lesson plans	**1a**. Fall semester of junior year	**1a.** Instructors	**Program level:** Faculty communicate results in monthly department meetings. After consulting with the department's advisory group, the faculty and departmental administration make decisions on course or program changes based on the assessment data.
	1b. Students create effective learning environments.	**1b**. EDUC 310 Curriculum Planning and Evaluation **1b**. EDUC 415 Student Teaching	**1b.** Tests and quizzes **1b.** Evaluation of required reports from cooperating and supervising teachers, and candidate self-evaluations.	**1b.** Spring semester of senior year	**1b.** Cooperating and supervising teachers	
	1c. Students create portfolio entries	**1c.** All program courses	**1c.** Evaluation of portfolio entries	**1c.** Spring semester of senior year, before graduation	**1c**. Students	
2. Students demonstrate knowledge of human develop and learning.	**2a**. Students write reflective journal entries on human development and learning.	**2a**. EDUC 322 Human Growth and Development	**2a**.Evaluation of reflective journal entries	**2a.** Spring of junior year	**2a**. Course instructor	The program, instruction, and student learning outcomes are set by TMCC utilizing state and accreditation agency standards as a guide. E-portfolios contain artifacts from all courses. They are evaluated periodically and at the end of the
	2b. Students research topics on human development and learning.		**2b**.Evaluation of research topics **2b.** Tests and quizzes	**2b**. Spring of junior year	**2b.** Course instructor	
	2c. Students create portfolio entries		**2c.**Evaluation of portfolio entries			

3. Students demonstrate pedagogical skills to allow them to work successfully with diverse students.	**3a.** Students create inclusive and culturally sensitive lesson and units plans. **3b.** Students write reflective journal entries about student diversity and progress. **3c.** Students submit E-portfolio entries reflecting their awareness of students' progress.	**3a.** A program of field experiences **3b**. All program courses **3c.** EDUC 415 Semester of student teaching **3c.** All program courses	3a. of field experience reports and reflection papers. **3b**. Evaluation of reflective journals **3c.** Evaluation of lesson and unit plans **3c.** Evaluation of journal and E-portfolio entries **3c.** Evaluation of E-portfolios	3a. During all program courses **3b**. During all semesters **3c.** During spring senior year **3c.** During all program courses – all semesters **3c.** During spring senior year	3a. Instructors Students **3b**. Course instructors **3c.** Cooperating and supervising teachers **3c.** Students **3c.** Course instructors **3c.** Cooperating and supervising teachers	program. Course level: Instructors meet with the Teacher Education Department Chair after they have collected data from the semester's course work. Together they evaluate the assessment data and determine what change are needed in courses and teaching methods to positively impact student learning. This course level assessment data is collected and taken into account when handbook changes are decided.
4. Students demonstrate the ability to use multiple instructional strategies.	**4a**. Students create electronic portfolios containing professional artifacts. **4b.** Students choose appropriate educational technology to report on small group projects in coursework.	**4a**. All program courses **4b**. All program courses	**4a**. Evaluation of portfolio entries **4b.** Evaluation of student reports, cooperating teacher reports, supervising teacher reports	**4a**. During all semesters – all program courses **4b** During all semesters – all program courses	**4a**. Instructors/chair Students **4b** Cooperating teaching Supervising teachers	(See above.)

5.Candidates demonstrate classroom motivation Communication, and management skills	**5a.** Candidates work on group projects. **5b.** Candidates collaborate with peers, faculty, and students' families.	**5a.** All program courses **5b.** EDUC 415 Student teaching	**5a.** Evaluation of reflective journal entries **5b.** Evaluation of lessons plans, reports, class presentations **5b.** Evaluation of reports from coop. & supervising teachers, students, families	**5a.** During all semesters – all program courses **5b.** Spring Senior year **5b.** Spring Senior year	**5a.** Instructors **5a.** Students **5b.** Cooperating and supervising teachers **5b.** Cooperating and supervising teachers	(See above.)
6. Candidates demonstrate instructional planning skills.	**6a.** Students plan lessons and units **6b**. Students plan classroom Activities **6c.** Students create portfolio entries	**6a.** All program courses **6b** EDUC 310 Curriculum Planning and Evaluation **6c.**EDUC 415 Student Teaching	**6a.** Evaluation of lesson/unit plans **6b** Evaluation of lesson/unit plans **6c.** Evaluation of portfolio entries	**6a.** During all semesters – all program courses **6b** Fall junior year **6c.** Spring senior year	**6a.** Course instructors **6c.** Cooperating teachers Supervising teachers	(See above**)**
7. Students demonstrate the ability to assess student learning skills. **8.** Students demonstrate reflective skills to become lifelong learners committed to professional growth, eager and able to seek and use constantly changing	**7a.** Candidates demonstrate the ability to engage in reflection and research in coursework and field experiences. **8a**.Candidates demonstrate the ability to articulate short term and long term professional goals. **8b.** Candidates submit reflective journal entries to E-portfolios. **8b**. Students create lesson and unit plans which include	**7a.** All program courses **8a** All program courses **8b.**All program Courses **8b.**EDUC 415 Student teaching	**7a.** Evaluation of journal entries **7a.** Evaluation of portfolio entries **8a** Evaluation of reflective journal entries and papers **8b.**Evaluation of portfolio entries **8b.**Evaluation of reflective journal	**7a.** All semesters **8a** During all semesters **8b.**During all semesters **8b.**Spring semester	**7a.** Course instructors **8a** Course instructors **8b.**Course instructors **8b.**Cooperating and supervising teachers	**(**See above)

knowledge and technologies	reflection on teaching activity.		entries and papers Evaluation of unit and lesson plans	of senior year		
9. Students will demonstrate professional leadership skills to be change agents who will initiate improvements in their classrooms, schools, and communities.	**9a**. Candidates participate in faculty meetings at student teaching sites. **9b.** Students lead group projects in teacher training cohort **9c**. students create portfolio entries	**9a** EDUC 415 Student teaching **9b.** All program courses **9c.** All program courses	**9a** Evaluation of activity reports **9b.** Evaluation of group project reports **9c.** Evaluation of portfolio entries	**9a** Spring semester of senior year **9b.** All semesters **9c.** All semesters	**9a** Cooperating and supervising teachers **9b.** Course instructors **9c.** Course instructors	(See above)

Assessment of Elementary Education Portfolios

Portfolios are a major part of student learning outcomes assessment in the Elementary Education Program. They serve as a capstone experience for Cohort members. Throughout their college experience, but particularly during the final four semesters, students gather artifacts illustrating their preparation and competencies in professional skills, knowledge and dispositions.

Elementary Education E-portfolio Assessment Criteria

The Elementary Education Program uses E-portfolios as an end-of-program means of assessment. The portfolios are evaluated each semester and at the end of the program, and provide formative as well as summative assessment. The program uses Bloom's Taxonomy as a classification of the knowledge by which to assess the professional E-portfolios. *See appendices for assessment of the E-portfolios*.

Associate of Arts

Purpose Statement: The discipline areas of Arts, Humanities, and Social Sciences offer curricula which encourage a broad perspective of the world of knowledge, while providing specific pre-professional curriculum sequences which may qualify students for admission as juniors at the colleges to which they will transfer. Courses in these departments offer specific knowledge of Native American peoples, particularly the Turtle Mountain Chippewa. An Associate of Arts degree is awarded upon completion of the basic curriculum.

The suggested course work for this degree provide the first two years of study in the following fields:

Art
Business Administration
Early Childhood Education
English
Journalism
Music
Pre-law
Social Science
History
Social Work

Associate of Science

Purpose Statement: The discipline areas of Science and Math include the general education curriculum, as well as particular emphasis on specific science, technology, math, computer science, and engineering courses. As with other discipline areas, localization and inclusion of Native American cultural concerns are the unique curricular thrusts of this degree.

The Science and Math courses offer specific pre-professional curriculum sequences which may qualify students for admission as juniors at the colleges to which they transfer. These suggested courses comprise the first two years of study for the following fields:

Biology	Mathematics	Pre-veterinary Medicine
Medical Technology	Wildlife Studies	Physical Therapy
Nursing	Pharmacy	Pre-dentistry
Computer Science	Education	Pre-medicine
Engineering Studies	Food and Nutrition	Pre-optometry
Environmental Science		

Courses specific these certificates and degrees follow national curriculum guidelines, as does assessment of student learning and performance.

Career and Technical Education

The Career and Technical Education Department offers programs designed to prepare students in skills and trades. Program offerings are designed to give students a solid foundation in career and trade skills which meet the economic needs of the Turtle Mountain Reservation and surrounding communities. Career and Technical Education includes curricula for single skill/competency based programs, nine-month certificates, and a two-year Associate of Applied Science Degree.

Associate of Applied Science

Students pursuing an Associate of Applied Science Degree must successfully complete an approved program of study of one year or less. This includes the following minimum General Education requirements:

- 6 credits in English Composition and/or Speech Communication
- 3 credits in Mathematics and/or Science
- 3 credits in Social and Behavioral Science, Humanities, History, and/or Computer
- 3 elective credits in General Education
- 2 Physical Education credits

General Education Assessment in the Associate of Applied Science Degree Programs.

The general education learning in the Associate of Applied Science Degree programs is assessed according to the process outlined above for the Associate of Arts and Associate of Science Degrees. Student learning in courses specific to the Applied Science Degree is generally assessed and evaluated according to state and agency guidelines. In many cases, this assessment and evaluation is conducted by outside assessors and evaluators, along with the course instructors.

The curricula resulting in an Associate of Applied Science are:

Early Childhood Education Professional
Building Construction Technology Management
Medical Billing & Coding Computer Support Spec.
Micro-computer Information Tech
Computer Support Specialist
Emergency Medical Service
Administrative Office Assistant
Management
Tribal Para-legal
General Agriculture

Nine-month Certificate

The curricula resulting in a Nine-month Certificate are:

Building Construction Technology
Child Day Care Provider
Casino Management
Computer Support Specialist Assistant
- Concentrations for CSS:
  - Computer & Network Systems
  - Computer Network Technology
  - Web Design

Entrepreneurship/Small Business
Information Technician
Legal studies
Medical Administrative Assistant
Electronic technician
Welding
Management

Certificate Program Assessment

Education Assessment – Certificate Program

Goals	Objectives	Assessment Process
The student will demonstrate a basic level of ability to locate, gather, and synthesize information.	The student will use print and on-line sources to conduct research. The student will compose a paper integrating research from multiple sources addressing a topic relevant to the degree area.	See General Education Assessment Process Evaluation faculty survey data Evaluation student survey data
The student will critically analyze written information. The student will develop increased levels of proficiency in written language.	The student will read documents and demonstrate an understanding of the written and quantitative content. The student will write clear, well-organized papers with proper grammar, spelling, and punctuation.	See General Education Assessment Process Evaluate pre-test Evaluate post-test
The student will demonstrate an understanding of Ojibwa and other Native American cultures. The student will demonstrate self-sufficiency through increase life skills.	The student will demonstrate an understanding of cultural issues, historical events, geographic locations, and ethical concerns involving Native American nations**.** In a classroom setting, the students will: • Be able to work independently and cooperatively to achieve goals; • Make rational decisions; • Be problem solvers/solution seekers; • Demonstrate an understanding of time and money management, work ethics, and wellness. The students will apply, in a classroom setting, the principles of conflict resolution**.**	See General Education Assessment Process
The student will demonstrate an understanding of elements of the communication process.		Evaluate assessment of conflict management role play (see general education assessment process)

Use of assessment data: Data collection, interpretation, and use follows the same sequence as indicated in the General Education Assessment matrix.

Technical and Industrial Diploma

Agricultural Science
Emergency Medical Technician
Fresh start/ Joli Program
Casino Management
Welding

Student Placement and Developmental Education

The Turtle Mountain College Catalog states the policy that "Students who lack basic skills based on pretests administered prior to registration will be required to enroll in developmental courses. Students may challenge the test results one time." This policy developed as a result of assessment of student learning outcomes in 2003-2004. In addition, evaluation of the assessment data resulted in the creation of an additional mathematics and English faculty position approved by the Board of Directors.

Writing Placement Test

Currently, English faculty members administer the writing test and evaluate the writing. Advisors, as well as Student Services, are given the results so that they know which students must take the Writing Basics course before they are admitted to English 110 Composition I. This will change the policy regarding student success in beginning writing courses, and greater emphasis on global issues and service learning. These improvements are discussed further in the Advancement section of this report.

Math Placement Test

Two years ago, the Math instructors wrote a new Math Placement Test. They wrote ten representative problems from each of the first four Math courses students take at TMCC. Any student not having taken the test is required to do so before enrolling in a math course. The math faculty are satisfied that this forty-question placement test serves the needs of the math discipline area.

The evaluation of student learning outcomes data in 2003-2004 resulted in two additional math faculty positions, four-day teaching schedule, tutors, and reduced class size.

Recruitment and Retention

TMCC instructors are keenly interested in student placement and development since these are closely linked to student success. Learning success in turn impacts student retention and recruitment. College level teaching and learning depend largely on student preparedness and placement. As in many colleges, students often arrive unprepared for collegiate level coursework.

In the spirit of a culture of assessment and strategic planning, a small group of faculty members recently discussed a plan by which they could improve recruitment, retention, and student learning. This plan would involve close collaboration between the college faculty and that of local schools. Elements of the plan are:

- Each semester, college faculty members would invite their counterparts from local high schools and middle schools for faculty mixers at the end of the spring semester. During these gatherings, the instructors would socialize and share ideas about teaching and learning improvement in their respective academic areas.

- TMCC faculty members would invite students from the area schools to come and interact with TMCC students and faculty to establish mentoring relationships. This would result in greater student involvement and could impact recruitment and retention.

- Students would visit college classrooms, hosted by the TMCC student government and college faculty.

This plan will require much more consideration, but it demonstrates that TMCC faculty members understand the importance of leading community engagement for instructional effectiveness. Faculty are expected to integrate service learning in their courses, and to exercise leadership in this area The idea will be discussed at the planned faculty assessment orientation session in August 2005.

Recently the staff and faculty in the science, technology, engineering, and math (STEM) conducted a student retention study. They recorded the daily attendance in all the STEM courses, and analyzed student attendance trends. The survey focused on students who were absent most of the time and students who withdrew from courses. According to the survey results, the majority of students were absent because of family, transportation, and day care problems. The college retention officer and the T-CUP director administered the survey. They determined that it will be important to plan a motivational talk by retention and educational experts in the fall. In addition, plans awards for students with good attendance.

A student satisfaction survey is now available to Student Support Services. This can be administered at the mid-term and end of each semester. This two step process will allow the college staff to make improvements in areas suggested by students. (This survey is found in the appendix section of this document.)

E-Learning (Distance Education)

The following are some of the initiatives that have been established in online instruction:

E-learning Committee-The e-learning director appointed a committee comprised of online faculty. Presently, there are 20 courses taught fully online or as a hybrid. During the summer 2005, the committee will establish an evaluation process and will review all courses taught

online or as hybrids to make certain they meet the standards spelled out in the manual and that the include assessment as designed by the faculty.

E-learning Manual- An online user manual has been designed and approved by the Board of Directors and is posted on the TMCC online webpage.

Webpage- the e-learning director created a webpage that is linked to the college's website.

Student Evaluation Survey- A Student Evaluation Survey was created for online students to give feedback on faculty performance and course structure. The survey will be administered to the students a week before midterms during the fall and spring semesters. The e-learning director along with the academic dean will collect the data and meet with faculty to review the information. The faculty will use the data to improve student learning.

Assessment

General education in distance learning courses is assessed according to the general education matrix in this report. This is purposeful because E-learning is not a separate academic program, but rather a teaching and learning strategy.

TECHNOLOGY

Mission Statement

The mission of the Information Technologies Department is to provide the technological infrastructure to support and enhance the goals of the Turtle Mountain Community College both in its overall operations and in the areas of instructional technologies and technology courses.

Department Goals

- Provide the technological infrastructure that supports the daily operations of TMCC, and to develop strategies and means to increase performance;
- Develop strategies and the capacity to support the college in achieving its future goals;
- Develop and improve technology curricula offered at TMCC;
- Support the integration of meaningful instructional technologies in all courses offered at the college
- Provide the infrastructure and personnel needed to assist the students in order to enhance their learning experiences
- Provide "best practices" training to staff and faculty to improve individual use of technology that heightens job performance and instruction
- Provide technical assistance and educational support to the reservation population and school systems

The Information Technology Department has formulated an organization and management process to address strategic planning. Through strategic planning, the technology unit used the strategic planning matrix that was designed by the Institutional Effectiveness Committee. The technology unit is one of the strategic planning units. They developed objectives and goals for the technology department and solicited input from the other nine strategic planning units. From this input, the technology unit incorporated additional goals and objectives into their strategic plan.

Service Learning and Leadership

During the spring 2003 faculty retreat, the faculty defined Service Learning and Leadership as follows:
Leadership and Service Learning at TMCC will foster civic responsibility through involvement that meets the needs of the Turtle Mountain Band of Chippewa, using respectful and ethical decision-making that allows for reflection and evaluation. By 2010, our goal is to have all TMCC degree-seeking students participate in a minimum of one service learning and leadership project prior to graduation.

TMCC is growing its culture of assessment. Recognizing that one of the criteria for accreditation is community engagement, an important part of the discussion has centered on how to integrate service learning into existing courses. Several faculty members are becoming deeply involved in transforming their courses so that students have practical experiences and can apply hands-on learning to theory in their particular fields of interest. In 2004-2005 academic year, one hundred thirty-six students participated in the following service learning projects.

- The English faculty members, for example, have attended workshops related to service learning. One has adapted a writing course so that students research the effects of diabetes in the local tribal community. Ten TMCC English students developed and created research-based Power Point presentations on the effects of diabetes that were shown to tribal high school students and community members.
- One of the Social Science instructors offers a course in gardening. She and six students planted gardens at the retirement home and involve tribal resident elders.
- Through the TMCC Technology Department, several computers have been installed in the retirement home and basic technology training has been offered to the elders.
- Through a faculty professional development grant, the Ojibwe language instructor and fifteen students planned and sponsored a reservation-wide spring powwow. All faculty participated in this function. One of the primary purposes was to increase faculty and student cultural literacy while providing community service.
- The TMCC Education Department faculty and twenty students engaged in training to become proficient as science fair mentors for tribal elementary students. They planned, organized and implemented the local science fair. Some students went to the national level science fair with their advisees and projects.
- The TMCC Education Department Early Childhood faculty and twelve students planned, organized and implemented the Day of the Young Child serving reservation pre-school and primary students. Over four hundred children were served.

- The TMCC math instructors planned, organize and implement a seven-session Sunday Academy and Summer Camp program for reservation high school students. This national standards-based program involves three college faculty, two college students, high school teachers, and sixty tribal high school students.
- The TMCC math instructors, in collaboration with the North Dakota State University Engineering Department, planned, organized, and implemented a pre-engineering college–level program on the campus of NDSU for ten TMCC students.
- The TMCC biology faculty and five students, in collaboration with the North Dakota State Department of Health, planned, organized, and implemented a mosquito research project. The purpose is to collect, analyze, and evaluate data related to the West Nile Virus.
- The TMCC bio-medical faculty and five students planned, organized, and implemented a tribal DNA study of pre-eclampsia, a condition related to the onset of diabetes in pregnant women.
- The Medical Coding faculty and four students worked with Uniband, a tribal industry, to diversify their staff enabling them to qualify for Indian Health Service contracts.
- The TMCC Land Grant faculty and six students, in collaboration with other community groups, planned, organized, and implemented the annual Turtle Mountain Community Wellness Conference.
- The TMCC faculty and staff, led by the Career and Technical Education faculty and twenty students, planned, organized and implemented the annual College Awareness and Business EXPO.
- The TMCC Native American Studies instructor and ten students conducted regular community forums on tribal issues.
- A Multicultural Education course will soon include an interdisciplinary forum on global issues. Each of these modification increases students' opportunities for critical thinking and problem solving.
- The Computer Science instructor and five students, in collaboration with the Turtle Mountain Community High School, taught groups of high school students to build computers.
- The Project Peacemaker faculty and five students planned, organized and will implement a national symposium on tribal law in August 2005.

Service Learning and Leadership is assessed using the Faculty/Staff Out-of-Classroom Activity Report.

ADVANCEMENT

The Assessment Committee and the entire faculty at TMCC are intent on responding to the NCA concerns regarding assessment, recognizing that this is an on-going process. The NCA team visit report outlines the following concerns:

<u>Shared Governance and Decision-making</u>

HLC: *Shared governance obligates those closest to the heart of the issues to provide information and helpful ideas that the person or persons making the decision may not be*

aware of. It increases buy-in by those affected and reduces both unproductive criticism and second-guessing. . . . it is imperative that TMCC develop a formal shared governance process to aid in decision-making.

TMCC: All units of strategic planning at TMCC are involved in decision-making. The faculty, through forms provided in this report regarding syllabus evaluation, provides information about financial and other resources they need to improve student learning and teaching.

Creation of a Faculty Senate has been discussed at all levels of the institution. Such an organization would provide a formal structure whereby faculty would have a voice in decision-making, especially about issues related to teaching and learning. This discussion will likely continue during 2005-2006.

Library and Learning Support Services

HLC: *The team suggests that faculty offices not be housed in the library, since it should be a place for quiet study.*

TMCC: Faculty offices are no longer housed in the library.

HLC: *The team suggests that the college may find it more economical to consolidate all tutoring efforts in one area, making the best usage of the computers and providing quiet areas for one-on-one or small group tutoring sessions.*

TMCC: Students' privacy during tutoring is a concern to faculty and students. Not all tutoring is technology-based. Faculty believe the present system works best for their students.

Assessment: Levels of implementation

HLC: *At the time of the NCA site visit in 2003, colleges were measuring their assessment process by levels of implementation. The team visitors found that TMCC showed little evidence of a culture or history of assessment. In addition, they found little evidence that assessment results have informed and provided direction to improve student learning.*

TMCC: Since its beginning, Turtle Mountain Community College faculty and staff have been engaged in assessment. The understanding of assessment among institutions of higher education has changed over the years. At one time, assessment was mainly teacher focused, and success was measured by the types of courses offered and numbers of students in courses. Often one means of assessment was sufficient.

Since the 1990's, NCA initiated a new approach to assessment by focusing on student learning outcomes. As TMCC engaged in this new approach, faculty collected, analyzed, and used general education course-level assessment data to determine student learning

improvement within disciplines. The current process has evolved from a focus on a single data collection instrument, the Graduate Assessment Survey, to multiple assessment tools as recommended by the Higher Learning Commission.

During 2003-2004, faculty focused primarily on general education course level assessment. This report, however, shows evidence that assessment was occurring in all areas. The faculty recognized the need to revise plans for student learning outcomes assessment. In light of the NCA site visit report, they added five general education outcomes resulting in nine. In November 2004, four assessment committee members attended an American Association of Higher Education assessment workshop where the college was assigned an AAHE mentor. At his suggestion, the resulting nine outcomes were reduced to seven. Faculty have used data to evaluate these outcomes, as well as assessment methods best suited to measure student learning.

Assessment: Faculty ownership and institutional commitment

HLC: *Faculty teaching load is too heavy to allow for effective participation in assessment. The Assessment Coordinator is expected to analyze and evaluate all programmatic and course assessment activity reviewed by the Assessment Committee that year, leaving out faculty groups who should be doing that work.*

TMCC: At the time of the 2003 HLC site visit, the maximum teaching load per faculty member was 18 credits. In response to the visit report, the Administrative Council, in collaboration with faculty, recommended a reduced maximum teaching load of fifteen credit hours. This was approved by the Board of Directors. The reduced credit hours make it possible for faculty members to engage in assessment activities. The Vice-president no longer serves as the Co-chair of the Assessment Committee. Faculty assess student learning, analyze the data, and alter their syllabi to improve student learning. They complete assessment forms relating to their courses, and discuss issues together in their discipline areas before forwarding information to the academic dean. The dean supports the assessment process, making sure that it moves forward and that faculty input is transferred to the strategic planning committee and the institutional effectiveness committee.

In fall 2004, an interim academic dean, with concurrence of the faculty, designated discipline area leaders. This was a tentative arrangement designed to test the feasibility of establishing department with the general education area. Another purpose was to enable faculty to engage in assessment in their area with greater integration and effectiveness. The arrangement needs further study, and likely will be discussed at the beginning of the 2005-2006 academic year.

The assessment process has been part of developing strategic planning. Faculty own the assessment process, and thereby share in governance. Strategic planning has helped clarify lines of communication which carry assessment results from the course level to the broader general education and program levels. (See appendix, Student Learning Outcomes Assessment Report). At the course level, faculty complete forms by which they suggest curriculum changes and resources needed for improving teaching and learning.

In the strategic planning process, the college budget committee takes into consideration the assessment information forwarded by the academic dean. By contributing their ideas and needs to planning for the college's future, faculty members share in institutional governance.

Human resources include teachers. The college is revising its hiring procedures. As currently proposed, the hiring committees will be composed predominantly of individuals from the area. This means that the committees selecting new faculty members are mainly other faculty members, with representation from the discipline area in question.

A new Human Resources Director position is being advertised. The director will manage hiring and employee matters in a systematic manner according to TMCC policy and procedures. This will improve the hiring process at TMCC. Previously, this function was carried out by the business office personnel.

TMCC commits several resources to assessment. A lessened faculty course load indicates a commitment to assessment, since it provides more time for faculty to participate in assessment activities. Faculty members are encouraged to attend assessment workshops such as those sponsored by the American Association of Higher Education and the Higher Learning Commission. Instructors are provided release time to pursue higher degrees in their academic fields as well. A core of engaged and informed faculty members is emerging who are advancing and implementing a system of assessment which meets the expectations of the college's stakeholders and the Higher Learning Commission.

Extremely helpful to the coordination of assessment in a course-embedded model is the ability to plan and track assessment activities. TMCC has kept up to date with computer and network access for all faculty members. Programs installed provide customized assessment forms seamlessly from the network. Redesigning existing forms allows mail merge printing of scanned forms with automated tabulation possible after completion. This allows greater ease of data collection by faculty and quick turnaround of initial results. By distributing these forms throughout the semester, assessment is potentially on-going and formative as well as summative.

Faculty professional development is vital if the college is to advance in academic excellence. In addressing faculty evaluation and the need for student learning improvement, in fall 2004 faculty agreed to develop Individual Professional Development Plans. These plans contain action strategies whereby faculty focus on areas in which they need professional development. This in turn will lead to better teaching which will lead to improved student learning and institutional effectiveness. They have submitted plans for one year, and will soon develop five year plans. In doing so, instructors study ways in which they can improve in the four responsibility areas for faculty at TMCC: teaching, academic advisement, community engagement, and scholarship.

Intellectual advancement is vital in an institution of higher education. So that faculty and staff can become more familiar with the literature and scholarship of assessment, the college allocated a large room where faculty can find materials, books, and other resources on

assessment, strategic planning, and institutional effectiveness. The small library is growing, and holdings include books such as Classroom Assessment Techniques: A Handbook for College Teachers by Angelo and Cross, Outcomes Assessment in Higher Education: Views and Perspectives edited by Herndon and Dugan, and Peggy Maki's Assessing for Learning: Building a Sustainable Commitment across the Institution. As the culture of assessment grows, faculty members may well contribute their own favorites to the collection for all to use.

Assessment: Capstone Courses

HLC: *The TMCC usage of the capstone label to foundational courses and general education goals creates confusion in the context of the purposes of a capstone course in higher education. Overall, this usage may indicate a need to research and become more familiar with the literature and scholarship of assessment.*

TMCC: TMCC faculty have grown in their understanding of the capstone label. They have researched and discussed the meaning of the term, and now appreciate that it refers to an advanced course that integrates previous knowledge and experiences into a higher level of knowledge as presented in Bloom's Taxonomy.

Faculty members recognize that while there is no capstone course at TMCC, they have been offering students capstone experiences. An example is the tribal issues forums which are part of a Native American Studies course. The instructor for that course also works with students who attend the American Indian Higher Education Consortium (AIHEC) student conference each spring. In preparation for this capstone event, they discuss and study Native American interdisciplinary issues and participate in what are called knowledge bowls.

A small group of faculty is planning a similar capstone experience devoted to global issues from an indigenous perspective. The Multicultural Education, Leadership, and Community Engagement course will be the vehicle for an interdisciplinary global issues seminar to be held each spring. While the course is part of the teacher education curriculum, the seminar will be open to all TMCC students.

Courses in the performing arts also offer capstone experiences. At the end of semesters, students take part in musical productions and art exhibits which demonstrate their accumulated knowledge and skills, and are assessed according to a course-based rubric.

The Elementary Education Program requires students to develop professional portfolios over their teacher training semesters at TMCC. These portfolios are assessed regularly and at the end of the program according to a rubric based on TMCC, state, and accreditation standards. *(See Elementary Education Program Assessment in the Appendices).*

General Education outcomes, objectives, and assessment instruments

HLC: *At issue are the assessment instruments and their corresponding goals (outcomes), and whether or not these goals and instruments reflect values of collegiate learning at the level of the general education core. The four general education goals do not correlate with the much broader curriculum.*

TMCC: Following the 2003 Higher Learning Commission team site visit, the faculty re-examined the general education goals, adding five. The resulting nine goals have since been consolidated into seven with corresponding objectives. These goals/outcomes are designed to correspond to the general education curriculum as evidenced in the matrix given in the general education assessment section of this document.

General Education Outcome: Students will demonstrate technological literacy.

HLC: *The six tasks outlined in the technological literacy rubric do not address an outcome expected of general education. The instrument appears to be more of an input measure, not an outcome measure.*

TMCC: Several courses in the general education curriculum require students to write research papers. Many of these projects involve conducting Internet research, requiring students to engage in critical thinking as they analyze and interpret information. Students who take courses on-line are required to understand and use WebCT, which is a web-based teaching platform. The college provides students many opportunities for educational technology training, and faculty will continue to consider more sophisticated assessment instruments that can indicate future curricular interventions to assure technological literacy. See the technology section in this report.

General Education Outcome: Students will demonstrate cultural literacy and contribute to the community.

HLC: *Focus groups provide indirect measures of assessment of this goal's objectives. A concern is that traditional Ojibwa culture discourages individuals from self-promotion at the expense of their peers. The rubric is subjective . . . training may be needed to assure that results from focus groups are consistent from group to group. A final exam question might be given and scored to assess this goal's objectives.*

TMCC: General education assessment at TMCC is largely course-embedded, and exams and quizzes are used often. A final exam question which addresses cultural literacy is highly feasible. While some TMCC students may hesitate to participate in a focus group because they are asked to put forward what they do for the community, many do participate in tribal issues forums and American Indian Higher Education Consortium knowledge bowls.

General Education Outcome: Students will cultivate critical thinking skills.

HLC: *Accuplacer is the placement instrument of choice at many community colleges to place students into introductory courses according to student performance measures. It is unclear*

if this instrument assesses critical thinking beyond the pre-entry level. A faculty committee should review and select an appropriate instrument to measure critical thinking skills as part of an exit/graduation assessment strategy.

Before the focus visit, the faculty need to examine and revise the general education goals to be more congruent with the general education curriculum. The goals should reflect the collegiate nature of the curriculum in its breadth and depth. Assessment instruments chosen should be piloted in order to evaluate their utility in providing meaning data to improve student learning.

TMCC: As evidenced in the general education matrix, the goals have been revised to be congruent with the general education curriculum. These goals flow from the various disciplines, and require students to gain skill in critical thinking and problem solving, both characteristic values of higher education.

TMCC faculty no longer use Accuplacer as a placement instrument. In 2004-2005, the Assessment Committee selected the College Basic Academic Subjects Examination which assesses general education knowledge and skills. The faculty believe this standardized test is adequate, and the Assessment Committee plans to administer it again in 2005-2006. They will continue to research other instruments as well over the next year.

Assessment: Program Outcome Assessment

HLC: *Assessment is limited to degrees and not the actual programs completed by the student. Faculty should take advantage of the commonalities among related programs to identify program outcomes. Advanced courses in the program could serve as actual "capstone" experiences with a course-embedded, authentic assessment activity or set of activities or assignments.*

TMCC: The global issues seminar being planned in the Multicultural Education, Leadership, and Community Engagement course may be considered as a "capstone" experience for the Elementary Education Program. The portfolio review is also a "capstone" experience which assesses the Elementary Education Program. The Assessment Committee will initiate assessment of the various other programs in the near future.

The AAS degree programs are being studied to determine how the college can best serve the needs of the community. The college catalog is being revised so that there is clear definition of terms regarding programs and outcomes.

INSTITUTIONAL EFFECTIVENESS
CONTINUOUS IMPROVEMENT PLAN

Faculty are participating in the strategic planning and institutional effectiveness process. During 2004-2005, they selected goals which will contribute to continuous improvement of academic assessment. These goals are presented at the beginning of the Institutional Effectiveness Report.

A continuous improvement plan can be thought of as more and less than a strategic plan. When developed, it will contain strategic visions of how to move toward greater excellence in institutional effectiveness, visions which give meaning and importance to the college's goals and implementation strategies.

TMCC is beginning a new strategic planning initiative; while it has stated goals, it has not yet determined objectives and action plans. The college is culturally based and committed to leadership for the Turtle Mountain Band of Chippewa. This requires decisions corresponding to the needs and input of the tribal community, its stakeholders. The college must act in the community's best interest and in its own best interest as an academic institution while upholding its accreditation standards through the Higher Learning Commission of the North Central Association of Colleges and Schools.

When developed, the Continuous Improvement Plan will serve as a guide the college's administrative council for the planning and decision-making processes in setting goals, implementing activities, allocating resources, and recommending policy to the TMCC Board of Directors. As trends and opportunities arise in education and the Turtle Mountain community, the college must be able to evolve by realizing its strengths and weaknesses, and adapt accordingly to community and global needs. This is critical for the college to move toward institutional effectiveness in fulfilling its mission. Consequently, the Continuous Improvement Plan will evolve and change with yearly reviews of its content and relevancy in today's diversifying and global society

APPENDICES

FORMS AND RESOURCES AND SURVEYS

TURTLE MOUNTAIN COMMUNITY COLLEGE

ADJUNCT INSTRUCTOR PACKET

Welcome, new adjunct instructors, and welcome back to our continuing adjunct instructors! We have prepared this packet to help you develop your syllabi and incorporate essential components regarding assessment of student learning.

TMCC's assessment of student learning is grounded in the course objectives that often include our general education objectives and eventually, our program level objectives and outcomes. Assessment in higher education is not standardized exams as in K-12. As instructors at the collegiate level, you have greater latitude in designing assessment activities, such as research and Internet papers, projects, final exam, or oral presentations. Bloom's Taxonomy is an important classification of the kinds of learning essential for collegiate teaching and learning.

As we move toward implementing and improving our program to assess student academic achievement, know that you are important to the process. Please review all pages included in this packet.

- Instructions for general education objectives
- TMCC Student Learning Outcomes
- Writing Course Objectives and Program Objectives
- Sample Action Verbs for Stating Learning Objectives
- Using Bloom's Taxonomy in Assessment of Student Learning
- TMCC Course Syllabus Guidelines

As you update and revise your syllabi for this semester, please remember that your course syllabus is one of the most important documents that sets out the process of course-embedded assessment of student learning. It's like the JC Penny jingle, "It's all inside." By current practices in higher education, your course syllabus must go beyond a schedule of chapters and topics and a grading scale. In other words, what used to be sufficient in days gone by is no longer considered "best practice." Learning objectives are perhaps the most important component of a syllabus. More than course titles and descriptions, the articulation of what you as an instructor want students to know and be able to do is the focus of why we teach, that is, student learning.

Take a look at your course objectives. Many syllabi describe instructional intent, but the key focus of goals and objectives in course syllabi has changed. **The focus is on learning**, **not teaching**. This is our purpose, student learning: what students should know and be able to do as a consequence of taking your course and completing the activities you assign. The pages in this packet will guide and assist you in the review of your syllabi and revision of your course objectives. For each objective, you need to articulate the assessment activities which flow from them.

General education requirements and your syllabus

If you teach a course that meets any of the general education requirements, you are required to include the corresponding general education objectives provided in this packet. This is important to document that your course is aligned with the college's general education requirements as they were written by your colleagues at TMCC. .

If a course is supposed to meet the science and math knowledge required in the general education outcomes, then you should state the goals and objectives. For example:

Goal 4: The student will utilize intellectual inquiry and concepts in the physical and/or natural sciences.

> Objective 1: The student will demonstrate an understanding of concepts, processes, and applications related to problem solving and critical thinking using the scientific method.
>
> Objective 2: The student will describe the interrelationships between humanity and the rest of the natural world.

Because this course is a general education course, and we as an institution must assess student learning in general, the syllabus will also need to state specifically how the fulfillment of this objective will be measured through assessment in your courses. Using multiple measures, that is, different ways the student can demonstrate learning, allows for different learning styles and ways of knowing.

The Higher Learning Commission has articulated what is a shared value in higher education: that our programs should have a core of general education that all students. A general education program should include depth and breadth of learning at the collegiate level. TMCC's general education program meets that expectation, but we need to continue to document student learning with the general education courses in a formalized way. To this end, please deliver me a copy of each syllabus so that I can begin to organize data collection for assessment of student learning.

TMCC Student Learning Outcomes

1. **Communication**: Students will have developed sufficient skills with the English language such that they can read, accurately interpret, critically analyze written material, express themselves effectively through narrative, explanatory, and investigative writing utilizing standard rhetorical techniques in the styles and formats, and at the level of complexity, appropriate to their TMCC studies.

2. **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.

3. **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.

4. **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 a level of complexity appropriate to their TMCC studies.

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

6. **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.

7. **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.

Writing Course Objectives and Program Objectives

As you examine the above learning objectives, please keep in mind the following characteristics of a good instructional objective:

It is related to intended outcomes, rather than the process for achieving those outcomes.
It is specific and measurable, rather than broad and intangible.
It is concerned with students more than with teachers.

Measurable vs. Immeasurable: An objective is considered measurable when it describes a tangible outcome. For example, objectives that describe intended outcomes that you can see or hear are measurable.

For example, an objective that says, "Be able to tie a knot," is measurable, because we can see knot-tying behavior and therefore assess whether it meets our expectations.

On the other hand, a statement that says, "Be able to internalize a growing awareness of confidence," is not only immeasurable; it can not be called an objective. What would you measure? What would you watch a student do to decide whether or not the internalizing had occurred to your satisfaction? The statement doesn't say.

Classroom Assessment Techniques (Angelo and Cross 1993)

Characteristics of the Classroom Assessment Techniques (CAT) approach:

1. *Learner-centered*, not teacher centered. Prompts students to take responsibility for their own learning.
2. *Teacher-directed*. Respects autonomy and academic freedom. Requires professionalism to respond appropriately.
3. *Mutually beneficial*: Asks students to reinforce their grasp of the course content and to strengthen their skills of self-assessment. Informs faculty regarding student learning and how to improve it if problems should appear.
4. *Formative*: Never graded, can be anonymous, and instills confidence in students as they become better learners.
5. *Context-specific*: Responds to needs and characteristics of the class. Not one size is good for everything.
6. *Ongoing:* Creating and maintaining a feedback loop. Also helps students get involved in ongoing learning, instead of cramming for the exam by opening the book for the first time the day before.
7. *Rooted in good teaching practice:* Get a clearer idea of where the students are. Reinforces content that has been taught and learned and helps identify gaps in understanding. Students learn to develop self-assessment skills which help them become independent learners.

Teaching Goals Inventory: TGI, a tool to help instructors become more self-aware of what they want to accomplish, to help instructors locate a suitable CAT, to stimulate discussion among instructors.

Angelo and Cross (p. 109) give an alphabetical list of CAT's. On pp. 110-112, they are listed according to discipline. On pages 113-114, they are listed according to TGI Cluster. These pages will be photocopied and available in the Assessment Office for your use.

Suggestions for cognitive area classroom assessment:

CAT #1: Background Knowledge Probe. You may use this as a pre-test, but this technique does more than pre-test. It informs you of the range of preparation of your students so that you can adjust the course accordingly. You can use a multiple-choice instrument, a short essay, or a skill assessment instrument, such as a math pretest in chemistry.

CAT #3: Misconception/Preconception. This will help discover prior knowledge or beliefs which hinder or block learning. From experience, the instructor may already know the misconceptions students may have about biology, math, or themselves.

CAT #6: Minute Paper. Most frequently use, this technique allow instant feedback to the instructor about the class that day. Students answer the questions: What was the most important thing you learned today? What was the most important question you have which remains unanswered?

CAT #7: Muddiest Point. This can reveal student responses about how the instructor may have "lost" the students. It can refer not only to the day's class, but also to an assignment, exam, or other activity.

TURTLE MOUNTAIN COMMUNITY COLLEGE
STUDENT LEARNING ASSESSMENT

Sample Action Verbs for Stating Learning Objectives
(from Leno, 1999)

Creative Behaviors

alter	**ask**	**create**	**design**	**develop**
generalize	**listen**	**modify**	**paraphrase**	**predict**
question	**rearrange**	**recombine**	**reconstruct**	**regroup**
rename	**reorganize**	**reorder**	**rephrase**	**restate**
restructure	**retell**	**revise**	**rephrase**	**simplify**
Synthesize	**systematize**	**vary**		

Problem Solving Behaviors

contrast	**criticize**	**decide**	**deduce**	**derive**
analyze	**appraise**	**combine**	**compare**	**conclude**
determine	**diagnose**	**evaluate**	**explain**	**formulate**
generalize	**generate**	**induce**	**infer**	**interpret**
plan	**relate**	**structure**	**substitute**	**translate**

General Discerning Behaviors

choose	**collect**	**define**	**describe**	**detect**
differentiate	**discern**	**distinguish**	**estimate**	**identify**
indicate	**isolate**	**list**	**locate**	**match**
omit	**order**	**pick**	**place**	**point**
recognize	**select**	**separate**		

Laboratory and Clinical Behaviors

apply	**calibrate**	**compute**	**calculate**	**conduct**
connect	**convert**	**decrease**	**demonstrate**	**dissect**
feed	**grow**	**increase**	**insert**	**keep**
lengthen	**limit**	**manipulate**	**operate**	**plant**
prepare	**remove**	**replace**	**report**	**reset**
set	**specify**	**straighten**	**report**	**transfer**
use	**weigh**			

TURTLE MOUNTAIN COMMUNITY COLLEGE

Using Bloom's Taxonomy in Assessment of Student Learning

Bloom's Taxonomy is a classification of levels of intellectual behavior important in learning. Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the **highest order** which is classified as **evaluation.** College teachers expect learning at the highest level whenever possible.

Here are six questions categories which represent intellectual activity on each level, along with sample student performance assessment prompts.

1. Knowledge: remembering of previously learned material; recall facts or whole theories; bring to mind.
    a. Teaching tools: records, films, videos, models, events, media, diagrams, books
    b. Observable (assessable) behavior: ask, match, discover, locate, observe, listen, define, describe, identify, list, match, name.

2. Comprehension: grasping the meaning of material; interpreting (explaining or summarizing
    a. Teaching tools: trends, consequences, tables, and cartoons.
    b. Observable (assessable) behavior: chart, associate, contrast, interpret, compare, convert, defend, distinguish, estimate, explain, generalize, rewrite

3. Application: making use of knowledge
    a. Teaching tools: collections, diaries, photographs, sculptures, illustrations
    b. Observable (assessable) behavior: list, construct, teach, paint, manipulate, report, change, compute, demonstrate, operate, show, use, solve

4. Analysis: taking apart the known
    a. Teaching tools: graphs, surveys, diagrams, charts, questionnaires, reports
    b. Observable (assessable) behavior: classify, categorize, dissect, advertise, survey, demonstrate, show, diagram, outline, relate, break down, discriminate between or among, subdivide

5. Synthesis: putting things together in another or creative way
    a. Teaching tools: articles, radio shows, videos, puppet shows, inventions, poetry, short stories
    b. Observable (assessable) behavior: combine, invent, compose, hypothesize, create, produce, write, compile, design, rearrange

6. Evaluation: Judging outcomes
    a. Teaching tools: letters, groups in panel discussions, mock court trials, surveys, self-evaluations, value statements, allusions
    b. Observable (assessable) behavior: judge, debate, evaluate, editorialize, recommend, change, appraise, criticize, compare, support, conclude, discriminate, contrast, summarize, explain

Adapted by Regina Ann Brummel
Student Learning Outcomes Assessment
June 21, 2005

TURTLE MOUNTAIN COMMUNITY COLLEGE

Course Syllabus Guidelines

(Turtle Mountain Community College Policy and Procedures Manual-Faculty Section VI-8)

Title page

The title page should include the following information:

1. Instructor's name
2. Name of the Community College
3. Catalog number and title of course
4. Credit hours (hours of lecture, recitation, hours of lab)
5. Prerequisites/co-requisites
6. Office room number/office phone number
7. Office hours of instructor
8. Date the syllabus was prepared
9. Course meeting times
10. Brief citation of text, approximate reading level (Fry Readability)

Catalog description

Copy the course description exactly as written in the current college catalog.

Rationale

This section explains why the student should take the course and also for whom the course is intended.

Course goals

This section is designed to inform the student on broad general terms what the student and the instruction is expected to accomplish. The course goals define the general outcome desired. The goal statement should be broken into three areas: (1) knowledge; (2) skills (if appropriate); and (3) attitudes.

The knowledge section should include those concepts, definitions, facts, and information that the students should recall or recognize. The skills sections include activities that a student should be able to perform at the end of the course. The attitude section should list desired attitudes that the student should acquire.

Materials of instruction

This section of the syllabus includes a list of required texts and manuals. The texts and manuals should list the author, title, publisher, date, and where the student may obtain it. A bibliography of library materials and a list of audio-visuals should also be included.

Requirements

This section indicates what the student must do in the course to receive a specific grade. Method of evaluation is of great concern to most students. The instructor states exactly what the student is expected to do to receive a specific grade. Whatever the method of evaluation, the instructor should explain the method in detail so the student understands how the final grade will be determined.

Method of instruction
This section indicates the type or types of instructional methods that will be available to the student to assist him/her in meeting specific objectives of the course. The syllabus should state if the course is to be self-paced, lecture, competency-based, or some other method. Will there be tutors, audio-visual, study labs, field trips, or some other assistance? These questions should be answered here.

Attendance and participation
In this section the instructor may wish to refer the student to the attendance policy of the college. If the instructor has a different policy on attendance, it should be stated in this section.

Class procedures
Many instructors desire students to follow specified procedures and policies regarding the style of written assignments, retention of corrected papers, acceptance of late assignments, methods of contacting the instructor out of the class, and other procedures.

Course units
An outline of the content of the course is beneficial to all those who use the syllabus. The outline need be no more than a series of descriptive phrases in chronological order. If the instructor wishes, a tentative outline of the course may be included.

Statement on cultural content or methods in course

Statement on academic honesty
Students are expected to maintain scholastic honesty. Scholastic dishonesty includes but is not limited to cheating on a test, plagiarism, and collusion. When an infraction occurs, instructors have the authority to act personally. Instructors will report action to the Dean of Academic Programs. A student has the right to appeal the instructor's action in accordance with the student appeal policy.

Assessment
If this is a capstone course included in the assessment plan, include the assessment of learning objectives that students will be required to demonstrate.

TURTLE MOUNTAIN COMMUNITY COLLEGE

Student Learning Outcomes Assessment Report

DEGREE PROGRAM_____
COURSE_____
INSTRUCTOR_____
SEMESTER and YEAR_____
NUMBER of STUDENTS REGISTERED_____DROPPED_____COMPLETED_____ASSESSED_____

Write in your course objectives, and place a check in the appropriate columns to report assessment activity.

Metric	1. Course Objective	2. Course Objective	3. Course Objective	4. Course Objective	5. Course Objective	6. Course Objective
Test						
Quiz						
Written Report						
Surveys						
Interviews-						
Portfolios						
Group Work						
Internet						
Skill Tests						
Assignments						
Lab Work						
Simulation						
Capstone Exper.						
Other						

An instructional objective is a collection of words and/or pictures and diagrams intended to let others know what you intend for your students to achieve.

1. It is related to outcomes, rather than the process for achieving those outcomes.
2. It is specific and measurable, rather than broad and intangible.
3. It is concerned with students, not with teachers.

An assessment metric is a tool for assessing *student learning.*

1. a. List in order the top three assessment metrics which most help to assess student learning. Did you obtain useful results? Please describe.

   b. Did you collect quantitative data (e.g. how *many* students showed learning)?

2. Did you discover something new about your students' learning? If so, what? Based on the data you have collected, which course-level objective presented the greatest challenge to your students?

3. What changes will you make in the delivery of this course, the material, or your teaching *which are based on your findings using these assessment metrics?*

4. What support would you need to help you make the changes in this course such as indicated by your classroom assessment results?

   a. Professional development_____

   b. Funding _____

   c. Other resources_____

The questions above related to funding provide faculty with an opportunity to give input about budget needs and thus be part of the budgeting process.

TURTLE MOUNTAIN COMMUNITY COLLEGE
Student Learning Assessment

CHOOSING THE MOST APPROPRIATE METHODS OF ASSESSMENT

There are many different types and styles of assessment methods, yet most of the assessment conducted in colleges is comprised of essays, reports, and time constrained written exams. Assessment that is fit for the purpose uses the best methods of assessment appropriate to the context, the students, the level, the subject, and the institution. How do you choose the most appropriate methods of assessment for your needs? Ask yourself the following questions:

Question?	**Suggestion:**
If you choose to use a written element to assess your students, which of these should you choose?	• Essays • Reviews • Summaries • Case studies • Journal articles • Presentations • Exams • reports
Should the method be time constrained?	• Exams • In-class activities
Is it important that the method you choose include cooperative activity? If yes, choose from these:	• Group activities • Group projects • Poster displays • Presentations
Is a visual component important? If yes, choose from these:	• Portfolios • Poster displays • Critique sessions with rubric analysis format pre-established • Exhibitions
Is it important that students use information technology? If yes, choose from these:	• Computer-based assessments using multiple choice questions • Student-written computer programs • Prepare databases • Develop information stacks for hypertext • Web site development

Do you want to assess innovation or creativity?	• Performances • Exhibitions • Poster displays • Portfolios • Juried panel led by students and/or faculty • Simulations
Do you want to encourage students to develop oral communication skills?	• Presentations • Recorded elements of student-produced audio or video tapes • Discussions • Seminars • Interviews • Simulations
Do you want to assess the way students interact together? If yes, you might choose one of these:	• Negotiations • Debates • Role playing • Interviews • Selection panels • Case studies
Is the assessment of learning undertaken away from the institution important? If yes, you might choose one of these:	• Assess work logs • Reflective journals • Field studies • Case studies • Portfolios • Interviews
Is your aim to establish what students are able to do already? It is important to develop this type of baseline data to know where to begin your work. You might choose one of these for initial assessment:	Diagnostic tests Technology based diagnostic tests Records of achievement Portfolios Interviews

TURTLE MOUNTAIN COMMUNITY COLLEGE

COURSE INFORMATION AND ASSESSMENT STRATEGIES

Please complete one form for each course you teach.
Fall 2005

Name:_____

Course No:_____ Course Title:_____

Check the blanks for all that apply:

___Base course (General Education) (Note: see the catalog for General Education courses)

___Knowledge course (Gen. Ed.)

___Required course in a degree program

___Required course in a certificate/program

This course has
___No prerequisites
___Placement score cutoffs
___Prerequisites:_____
___Permission of instructor required

Assessment Strategies being considered: (Page numbers from Angelo & Cross)
___Pre-test/post-test
___Note cards with contact information, major, interest, etc.
___Background knowledge probe (p.121)
___Misconception/Preconception Check (p. 132)
___Minute Paper (p. 148)
___Muddiest Point (p. 154)
___One sentence summary (p.183)
___Concept maps (p. 197)
___Invented dialogues (p. 203)
___Student generated test questions (p. 240)
___Paper or Project Prospectus/Proposals (p. 248)
___Interest/Knowledge/Skills checklists (p. 285)
___Self-assessment of ways of learning (p. 295)
___Feedback forms and strategies (e-mail: p. 327, teacher-designed: p. 330)
___Primary Trait Analysis (rubric keyed to assignments, etc.)
___Paper, project, presentation with rubrics
___Other: (list)

PLANNING CLASSROOM ASSESSMENT
(www.lco-college.edu/facstaff/asmnt/CAT.htm)

Teachers can use simple Classroom Assessment Techniques (CAT), developed by Thomas A. Angelo and K. Patricia Cross in Classroom Assessment Techniques: A Handbook for College Teachers, Jossey-Bass Publishers, San Francisco, 1993. CAT's provide feedback devices for teachers to ascertain how well their students are learning the course material. Teachers have always used a variety of traditional methods to determine if their students were learning, such as quizzes, tests, papers, and other assignments.

Classroom Assessment is a systematic approach to formative evaluation, and Classroom Assessment Techniques (CATs) are simple tools for collecting data on student learning in order to improve it. CATs are 'feed-back device' instruments that faculty can use to find out how much, how well, and even in what way students are learning what they are trying to teach. Each Classroom Assessment Technique is a specific procedure or activity designed to help faculty get immediate and useful answers to very focused questions about student learning (Angelo & Cross, 25).

The application of any of the CATs would not only improve student feedback and teacher effectiveness, but they would also provide baseline data and evaluation needed for the continual self-assessment study the college conducts. The following pages are excerpts from the Angelo & Cross handbook to introduce faculty to the concept of using CATs, and take the first steps to using them.

Because of the enormous variation in faculty goals and interests, we expect that a given college teacher will find certain of the Classroom Assessment Techniques included here germane and useful, while another instructor will reject the same techniques as inappropriate and irrelevant. Our hope is that each reader will find at least one or two simple Classroom Assessment Techniques which can be successfully used "off the shelf," and several more that can be adapted or recast to fit that faculty member's particular requirements.

<u>The Value of Starting Small: A Three-Step Process</u>

If you are not already familiar with Classroom Assessment, we recommend that you "get your feet wet" by trying out one or two of the simplest Classroom Assessment Techniques in one of your course. By starting with CATs which require very little planning or preparation, you risk very little of your own - and your students' – time and energy. In most cases, trying out a simple Classroom Assessment Technique will require only five to ten minutes of class time and less than an hour of your time out of class. After trying one or two quick assessments, you can decide whether this approach is worth further investments of time and energy.

CAT Step 1: Planning

Start by selecting one, and only one, of your courses in which to try the Classroom Assessment. We recommend focusing your first assessments on a course which you know well and with which you are comfortable. Your focus course should also be one which you are confident is going well, one in which most students are succeeding and relatively satisfied. Although this may seem an odd suggestion, it is best not to use Classroom Assessment to gather data on a problematic or difficult situation until you become experienced in the approach. In other words, it is best to minimize risks while you develop confidence and skill.

One you have chosen the focus course, decide on the class meeting during which you will use the Classroom Assessment Technique. Make sure to reserve a few minutes of that class session for the

assessment. At this point, you need to select a CAT. The five techniques listed below are all flexible and easily adaptable to many situations, and simple and quick to apply. They also generate data which are easy to analyze. For those reasons, they make excellent introductory CATs, and have been widely used by faculty from many disciplines.

The Minute Paper (CAT 6)
The Muddiest Point (CAT 7)
The One-sentence Summary (CAT 13)
Directed Paraphrasing (CAT 23)
Applications Cards (CAT) 24

Although each of these CATs is described in detail in Chapter Seven of Angelo and Cross, they can be quickly summarized here. **The Minute Paper** asks students to respond to two questions: (1) What was the most important thing you learned today? (2) What questions remain uppermost in your mind as we conclude this class session? **The Muddiest Point** is an adaptation of the Minute Paper and is used to find out about what students are unclear. At the end of a lecture or class session, students are asked to write brief answers to the following questions: What was the muddiest point in my lecture today?

The **One-Sentence Summary** assesses students' skill at summarizing a large amount of information within a highly structured, compact format. Given a topic, students respond to the following prompt: "Who did what to, for whom, when where, how, and why?" In a course on U.S. Government or American History, for example, this CAT could be used to assess students' understanding of the Constitutional Convention.

In the study of Native American Indian history, this could be a very subjective and illuminating process to determine the depth of perception and knowledge of individuals.

Directed Paraphrasing assesses students' understanding of a concept of procedure by asking them to paraphrase it in two or three sentences for a specific audience. For example, if you were in a class at this moment, you might be asked to paraphrase "Classroom Assessment" in a way that would be meaningful to your colleagues.

Applications Cards *assess the learners' skill at transference by eliciting possible applications of lessons learned in class to real life or to other specific areas. In an economics course, for instance, the instructor might ask students to come up with applications of "satisfying" in everyday, non-textbook settings.*

CAT Step 2: Implementing

Once you have chosen a focus course and selected a simple CAT to use in it, let students know beforehand (at the beginning of the class period or at the prior class meeting) what you are going to do. Whenever you announce your plans, be sure to tell the students why you are asking them for information. Assure them that you will be assessing their learning in order to help them improve, and not to grade them. In most cases, it is best to ask for anonymous responses.

When it comes time to use the Classroom Assessment Techniques, make sure that the students clearly understand the procedure. You may need to write directions for the CAT on the chalkboard or project them using an overhead projector. Let students know how much time they will have to complete the assessment. The first time you use a particular CAT, it is helpful to allow a little extra time for responses.

After the students have finished, collect their responses and read through them quickly as soon as you can. If you have time to read and analyze the responses fully immediately after class, so much the better. However, if you must put the CAT responses aside for a while, this fast read-through will help you recall exactly to what students were responding when you later read their answers more carefully.

As a rough technique for estimating time required, you can expect to spend one or two minutes per response analyzing the feedback. For example, if you were to use the Muddiest Point technique in a class of thirty students, you would need to budget at least thirty minutes, one minute per response of your out-of-class time to analyze the feedback; for the Minute Paper, which poses two questions, you would estimate sixty minutes; for the One-Sentence Summary, which requires more complex feedback from students, you would probably need slightly more than an hour. The good news is that, with practice, teachers get faster at processing the data from Classroom Assessments.

Even a cursory reading of the five CATs can provide useful information. I analyzing feedback from the Muddiest Point technique, for example, you can simply note how many and which "muddy points" are mentioned and how many times the same "muddy points" come up. The same method can be used to analyze feedback from the Minute Paper or any other CAT which elicits student opinions or questions. Other techniques, such as Directed Paraphrasing, the One-Sentence Summary, or Application Cards, prompt responses that can be judged more or less correct, or more of less complete. Student responses to this type of CAT can be quickly sorted into three piles: Correct, complete or "on-target" responses, somewhat correct, complete or "close" responses, and incorrect, incomplete "off-target responses. Then the number of responses in each pile can be counted, and the approximate percentage of the total class each represents can be calculated. Teachers also can look for particularly revealing or thoughtful responses among the on and off target groups.

CAT Step 3: Responding

To capitalize on time spent assessing, and to motivate students to become actively involved, you will need to close the feedback loop by letting them know what you learned from the CAT exercise and what difference that information will make. Take a few moments to think through what, how, and when you will tell your students about their responses. Responding can take the form of simply telling the class, "Forty percent of you thought the X was the "muddiest" point, and about one-third each mentioned Y or Z. Let's go over all three points in that order." In other cases, a handout may allow for a more effective and complete response. However you respond, let the class know what adjustments, if any, you are making in your teaching as a result of the information they have provided. Equally important, inform students of adjustments they could make in their behavior, in response to the CAT feedback, in order to improve learning. In other words, let students know that their participation in the Classroom Assessment can make a difference in your teaching and their learning.

The previous paragraphs detailing three simple steps for using CATs was an excerpt from the Classroom Assessment Techniques: A Handbook for College Teachers, by Thomas A. Angelo and K. Patricia Cross, Jossey-Bass, San Francisco, 1993, pp. 28-30.

TURTLE MOUNTAIN COMMUNITY COLLEGE
Teacher Education Department

Elementary Education Program Assessment – E-portfolio Assessment Matrix

All Elementary Education program course work is represented in the professional E-portfolio. Throughout their tenure in the program, students are required to create artifacts based on their studies and field experiences, including student teaching. These are placed in their individual E-portfolios to be reviewed periodically and at the end of their Elementary Education program of studies.

As evidenced in the professional portfolios, TMCC Elementary Education program graduates meet the National Council for Accreditation of Teacher Education (NCATE) standards shared by the state of North Dakota. These standards are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) principles.

The TMCC Elementary Education Program believes that in order for its program graduates to impact schools, candidates must possess the following:

- Knowledge, skills, and dispositions appropriate to their content areas'
- Knowledge of human development and learning;
- Pedagogical skills to allow them to successfully work with diverse students;
- Ability to use multiple instructional strategies;
- Instructional planning skills;
- Assessment of student learning skills;
- Reflective skills to become lifelong learners committed to professional growth, eager and able to seek and use constantly changing knowledge and technologies;
- Professional leadership skills to be change agents who will initiate improvements in their classrooms, schools, and communities.

The table below illustrates how the North Dakota (NCATE) standards and INTASC principles are correlated with the various courses in the Elementary Education curriculum.

COURSE ND (NCATE) STANDARD	INTASC PRINCIPLE	
EDUC 320: Native Issues in Education (3 credits)	#3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	#7.1.6: Two semester/three credit course in North Dakota Native American Studies. #8.9.8: Social Studies #7.3.6: Foundations
EDUC 301: Introduction to Teaching and Learning (3 credits) EDUC 210: Introduction to Teacher Education (3 credits)	#2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development. #1: The teacher understands the central concepts, tools, and inquiry, and structures of the discipline(s) s/he teaches, and can create learning experiences that make these aspects of subject matter meaningful for students.	#8.9.11 and 8.9.12: Critical thinking and decision-making. #7.3.6 Foundations #8.9.3: Observe, record, and assess children's behavior. #7.3.9: Professional experience prior to student teaching
EDUC 330: Community, Culture, and Service Learning	#5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. #10: The teacher fosters relationships with school, colleagues, parents, and agencies in the larger community to support students' learning and well-being.	#8.9.14: Ability to work with parents, home, school, and community. #8.9.8: Social Studies #8.9.11 and 8.8.12: Critical thinking and decision-making
EDUC 321: Human Relations and Multicultural Education (3 credits)	#3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	#8.9.2: Self-concept, group responsibility, and relationships. #8.9.13.: Study different learning environments appropriate for children from infancy through early adolescence. #7.2.5: Study of historical and cultural values, customs, and social institution of both western and non-western cultures. #8.8.11: Critical thinking and decision-making. #7.3.6: Foundations

EDUC 310: Introduction to Exceptional Children (3 credits)	#3: The teacher understands how students differ in their approaches to learning, and creates instructional opportunities that are adapted to diverse learners.	#8.9.15: Teach methods and techniques #7.3.5: Plan for children in least restrictive environment #8.9.3: Observe, record, and assess children's behavior
EDUC 322: Human Growth and Development (3 credits)	#2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development. #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	#8.9.1: Birth to adolescence #8.9.2: Psychology, group responsibility, relationships #8.9.3: Observe, record, and assess children's behavior #8.9.7: Health and Physical Education #8.9.11 &8.9.12: Critical thinking and decision-making #7.3.2: Human growth and development, mind/body/heart connection
EDUC 323: Curriculum Planning and Evaluation (3 credits)	#7: The teacher plans instruction based upon knowledge of subject matter, students, and curriculum goals. #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	#8.9.15: Teaching methods and techniques #7.3.4: Curriculum planning and evaluation #7.3.8: Skills and strategies to be used in classrooms, management of individuals, small and large groups under varying conditions.
EDUC 401: Literacy in the Elementary School (6 credits) (includes Children's Lit.)	#1,3,4,5,6,7,8, 10	#8.9.4: Listening, speaking, reading, and writing #8.9.15: Teaching methods and techniques #8.9.3: Observe, record, and assess children's behavior. #7.3.9: Professional experience prior to student teaching #8.9.11 & 8.9.12: Critical thinking and decision-making
EDUC 340: Storytelling and Drama (3 credits)	#1,3,4,5,& 6	#8.9.4: Listening, speaking, reading, and writing #8.9.15: Teaching methods and techniques #7.2.5: Study of cultural values, customs of non-western cultures
EDUC 407: Art and Music for Elementary Teachers (3 credits)	#1,4,7, 8:	#8.9.10: Art and Music education #8.9.15: Teaching methods and techniques
EDUC 403: Social Studies for El. Teachers	#2,4: The teacher understands how children learn	#8.9.8: Social studies

EDUC 405: Math for Elementary Teachers (3 credits) EDUC 406: Science for Elementary Teachers (3 credits)	#1,4,7,8	#8.9.15: Teaching methods and techniques #8.9.15: Teaching methods and techniques #7.2.3: Math properties and symbols #8.9.6: Three sciences: biological, earth, and physical science
EDUC 415: Seminar: Classroom Teaching for Elementary Teachers (1 credit) EDUC 416: Seminar: Analysis of Teaching and Learning (1 credit)	#3,4,9	#8.9.14: Ability to work with parents, home, school, and community. #8.9.11 & 8.9.12: Critical thinking and decision-making
EDUC 414: Student Teaching in the Elementary School (12 credits)	#1,4,7,8,9	#7.3.1: The professional education component of the program is based on research evidence and clinical practice. #7.3.3: Study of research about teacher characteristics and behaviors as they affect the learner. #7.3.10: 12 weeks of student teaching

Elementary Education Program
Rubric for Professional Portfolio Assessment

E-portfolio development guidelines
(Under revision to accommodate technological considerations)

Target Rating -- Portfolio contains at least eight of the ten descriptors below)

- All personal data is prepared thoroughly (letter of introduction, resume, and philosophy);
- Each standard has two or more documents;
- Documents are appropriate for chosen standards;
- Rationales describe the documents clearly and concisely in terms that can be understood by the general public;
- Rationales are convincing and clearly explain why the documents meet the standards;
- Self-reflection in specific terms is evident in the document as well as in the cover sheet/slide;
- There are no mechanical errors throughout the portfolio;
- All necessary revisions have been made;
- The portfolio makes a visual impact, with use of photos, graphics, illustrations, and artwork;
- The portfolio is professional in overall appearance;

Acceptable Rating -- Portfolio contains at least eight of the ten descriptors below:

- Personal data is prepared to meet basic requirements;
- Several standards have two documents; all have at least one document;
- Documents are appropriate for chosen standards;
- Rationales describe the document clearly and concisely in terms that can be understood by the general public;
- Rationales adequately explain the value of the document to the student's professional growth;
- Rationales show self-reflection in specific terms;
- Documents and rational are well edited;
- The portfolio includes a few visuals, e.g., photo, illustration, or artwork;
- The portfolio has an overall professional appearance.

Unacceptable Rating -- Portfolio contains five or more of the descriptors below:

- Personal data is incomplete or incorrect, e.g., no letter of introduction, incomplete resume, etc.;
- Fewer than half the standards have two documents;
- Not all standards have a documents;
- Documents are misfiled;
- Rationales inadequately describe documents;
- Rationales give limited insight into the student's professional growth;
- Mechanical errors interfere with the student's purpose;
- Further errors interfere with the student's purpose;
- Further revisions are required on documents;
- The portfolio exhibits inadequate organization;
- The portfolio lacks professional appearance.

TURTLE MOUNTAIN COMMUNITY COLLEGE
Student Learning Outcomes Assessment
Faculty/Staff Out-of-Classroom Activity Report 2004-2005

Faculty/Staff Member Name _____
Professional category: (Circle One) Instructor Administrator Staff

The Student Learning Outcomes Assessment Committee is collecting data to assist the college in assessing institutional effectiveness related to the mission of higher education.
An important aspect of teaching and learning is **out-of-classroom activity** which is related to community service or service learning. As you know, community service is one of the five NCA criteria for accreditation. Assessment of student learning is critical to our accreditation, and your cooperation is vital.

Please report your **out-of-classroom activity** for each of the following measures. Report only what you accomplished in each area during the **2004-2005** academic year. Be sure to review the definitions provided in the items before responding. Some areas may not apply to you; please denote any not-applicable data as "N/A", and any data element that is truly zero as "0".

We will aggregate all faculty and staff responses and include the data in the Student Learning Outcomes Assessment Report to NCA. The data will help us profile what we are doing in service learning. Feel free to include this assessment data in your Individual Professional Development Plan and E-portfolio**. Please return the report by May 12, 2005 to the Assessment Coordinator**, **Dr. Regina Ann Brummel.**

ACTIVITIES RELATED TO TEACHING

1. Number of existing courses or curricula which you have redesigned under the auspices of a grant or course-release time.

   _____

2. Number of new courses you have created and delivered. _____

   _____

3. Number of courses indicated in the previous item which you deliver fully or primarily online.

   _____

4. Number of capstone experiences (art shows, recitals, forums, competitions, portfolio reviews) you have advised.

   _____

5. Total number of students you have taught individually in officially approved independent or directed studies (e.g., one-on-one student faculty interaction for credit directed as satisfying a degree requirement)

   _____

6. Number of clinical (e.g., student nurses), practicum students (e.g., student teachers), internship students, and students in

cooperative and distinct service learning programs who are formally assigned to you.

_____

7. Number of students who have co-authored a journal article or book chapter with you.

_____

8. Number of students who have co-presented a paper at a state, regional, national, or international professional meeting with you. _____

9. Number of students under your supervision who have received awards or recognition.

_____

10. Number of assessment projects or separate assignments for purposes of program evaluation (as distinct from individual courses) you have undertaken.

_____

11. Number of institution-sanctioned professional development activities related to teaching efforts (e.g., workshops, training sessions, conferences) you have attended.

_____

ACTIVITIES RELATED TO ACADEMIC ADVISING

12. Unduplicated headcount of academic advisees formally assigned to you.

_____

13. Number of workshops, career days, and other opportunities you have made available to your advisees.

_____

14. Number of student retention initiatives your program or the institution has adopted based on your initiative or suggestion.

_____

15. Number of students you have referred to student support services for assistance.

_____

15. Number of students you have referred to community or other support services.

_____

16. Number of tutoring sessions you have designed for your advisees. _____

ACTIVITIES RELATED TO SCHOLARSHIP

17. Number of advanced degree programs for which you have applied. _____

18. Number of print or electronic refereed journal articles, book chapters, and creative works you have published. _____

19. Number of print or electronic non-refereed journal articles, book chapters, and creative works you have published. _____

20. Number of manuscripts (e.g., journal articles, books) you have submitted to publishers.

_____

21. Number of books, journal articles, and manuscripts you have reviewed and formally submitted. _____

22. Number of juried shows, commissioned performances, creative readings, and exhibitions in which you have participated. _____

23. Number of non-juried shows, performances, creative readings, and exhibitions in which you have participated. _____

24. Number of digital programs or applications (e.g., software development, web-based learning modules) you have designed related to your field of expertise.

_____

25. Number of your works in progress (e.g., journal articles, paintings, musical compositions).

_____

26. Number of formal presentations you have made at state, regional, and international professional meetings. _____

27. Number of external and institutionally-designated grant, contract, and scholarly fellowship proposals you have submitted. _____

28. Number of **new** externally funded grants, contracts, and scholarly fellowships which have been formally awarded to you or your institution on your behalf.

_____

29. Total dollar value of the **new** externally funded grants, contracts, and scholarly fellowships which you reported in item 24. _____

30. Number of continuing external and institutionally-designated grants, contracts, and scholarly fellowships which have been awarded to you or which you help administer. _____

31. Number of institution-sanctioned professional development activities related to scholarship in which you have participated.

_____

ACTIVITIES RELATED TO SERVICE

32. Number of activities related to service to the college (e.g.. faculty governance, faculty committees, hiring committees, peer mentoring, academic programs in residence, recruiting efforts, student activity advising, other student activity involvement) in which you have engaged. _____

33. Number of extension and outreach activities related to your field of expertise (e.g., civic service, K-12 service, community workshops, invited talks to community groups, seminars, lectures, demonstrations) in which you have engaged.

_____

34. Number of activities related to recognized or visible service to your profession (e.g., service on a regional or national committee, service on a self-study visitation team for another institution, serving as a volunteer juror for a show, performance, or exhibition) in which you have engaged.

_____

35. Number of grant proposals you have reviewed related to your field of expertise. _____

36. Number of positions in professional associations where you held a leadership role (e.g., elected officer, committee chairperson, conference chair).

_____

37. Number of professional recommendations you have written for students and/or colleagues.

_____

Additional out-of-classroom activities related to student learning you wish to report:

1. _____

2. _____

3. _____

4. _____

5. _____

THANK YOU FOR YOUR COOPERATION!

Faculty/staff Out-of-Classroom Activity Report 2004-2005, Dr. Regina Ann Brummel
4/28/2005

TURTLE MOUNTAIN COMMUNITY COLLEGE
GRADUATE ASSESSMENT SURVEY

Date:_____ Age_____

Highest level of education prior to entering TMCC:

Circle one: GED High School Diploma

TMCC Degree or Certificate:_____

Turtle Mountain Community College is interested want to know to what extent we have achieved our stated mission and goals. As a graduate, you play an important role in helping us effect needed change to improve the education and service we offer students and the community at large**.**

Please respond to the following statements by circling the appropriate number following each statement. In the space provided with each of the ten questions, give a specific example of something you learned or would like to have learned. A circle around "1" indicates a negative response, i.e., strongly disagree. A circle around "4" indicates a positive response,, i.e., strongly agree. Mid-range numbers circled indicate tendencies toward agree or disagree.
Thank you for your cooperation.

(1) Strongly Disagree (2) Disagree (3) Agree (4) Strongly Agree

1. You are better prepared to find solutions to challenges in life. 1 2 3 4

Give a specific example of something you learned or would like to have learned.
You have learned how to acquire new knowledge and skills as you continue your education.

2. You have learned how to acquire new knowledge and skills as you continue your education.
1 2 3 4

Give a specific example of something you learned or would like to have learned.

3. Your education will make it easier for you to discover and learn more about the traditions of this tribe.
1 2 3 4

4. Give a specific example of something you learned or would like to have learned.

5. You had in and out of class opportunities to discover the nature of Indian societies, their histories, variations, current and future patterns, and needs which prepare you to serve as a contributing member to society's maintenance and betterment.
1 2 3 4

Give a specific example of those opportunities or those you would like to have had.

6. You engaged in a curriculum wherein Indian/Tribal Studies are an integral part of all courses offered, and where tribal culture is incorporated into courses which focus on the history, values, methods, and culture of Western society.

   1 2 3 4

   Give a specific example of something you learned or would like to have learned

7. You have developed many skills and much knowledge that you did not have when you first entered Turtle Mountain Community College.

   1 2 3 4

   Give a specific example of something you learned or would like to have learned.

8. You have had opportunities to use computers and other technologies.

   1 2 3 4

   Give a specific example of something you learned or would like to have learned.

9. Because of your experiences at Turtle Mountain Community College, you are better able to meet the challenges of life both on and off the reservation.

   1 2 3 4

   Give a specific example of something you learned or would like to have learned.

9. You have learned to exert leadership within your community, and to provide needed services to the community.

   1 2 3 4

   Please write about an individual effort or group effort in which you participated that demonstrates community leadership.

   _____

   _____

   _____

   _____

   _____

   _____

   _____

10. Using problem solving skills, write at least one paragraph describing a plan to resolve the following problem.

Imagine that you are a tribal council member. Respond to the following situation:

Approximately 12,000 Turtle Mountain Band of Chippewa members reside on or near the reservation. Most tribal members take advantage of federally funded programs and services provided to the tribe as part of the trust relationship with the United States. The cost of these federally funded programs and services amounts to 80% or more of the tribe's total budget for programs and services.

Problem:
The federal government announces that it will terminate its trust relationship with the tribe within one year.

As a tribal council member, what steps would you take to resolve this problem?

TURTLE MOUNTAIN COMMUNITY COLLEGE
GRADUATE TECHNOLOGY ASSESSMENT SURVEY

RATING:

1. I have no skills. 2. I have limited skills. 3. I have average skills.
4. I have above average skills. 5. I have proficient skills.

Area	**Technology (See rating above)**	**Self-Assessment**				
General computer operations	I can use a computer key board and mouse to access and save data**.**	1	2	3	4	5
General computer operations	I can access and save files.	1	2	3	4	5
General computer operations	I can print a document and use print options.	1	2	3	4	5
Word processing	I can use a word processor to open, create, and save a document.	1	2	3	4	5
Word processing	I can use a word processor to perform formatting functions, including setting tabs, changing font size, and font styles.	1	2	3	4	5
Desktop publishing	I can create a newsletter with graphics and columns.	1	2	3	4	5
Database	I can create and use a database.	1	2	3	4	5
Spreadsheet	I can create and use a spreadsheet.	1	2	3	4	5
E-mail	I can send and receive E-mail messages.	1	2	3	4	5
E-mail	I can attach a document to an E-mail message.	1	2	3	4	5
E-mail	I can make attachments to E-mail.	1	2	3	4	5
Internet/network	I can search for information via the Internet	1	2	3	4	5
Internet	I can download a document/file & copy graphics from the Internet.	1	2	3	4	5
Multimedia	I can use one or more of the following programs: Power Point or Hyper Studio to create presentations.	1	2	3	4	5
Web publishing	I can create web pages.	1	2	3	4	5
Ethical use of technology	I am familiar with basic copyright laws and district guidelines as they apply to software and the Internet.	1	2	3	4	5
Video	I can use a camcorder.	1	2	3	4	5
Digital camera	I can use a digital camera and import the photo into a document**.**	1	2	3	4	5
Tools	I can use a spellchecker and thesaurus.	1	2	3	4	5
Scanner	I can use a scanner and import the data into a document.	1	2	3	4	5

Distance education	I can use WebCT for online courses.	1	2	3	4	5

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TURTLE MOUNTAIN COMMUNITY COLLEGE
Student Satisfaction Survey

PLEASE CIRCLE YOUR RESPONSES

1. When do you attend classes?

Mostly: Before 4:30 pm After 4:30 pm

2. What is your enrollment status right now?

Full-time (12 credits +) Part time (less than 12 credits)

3. How do you describe yourself?

Native American Other

4. What is your gender?

Male Female

5. How many children do you have who are 5 years old or younger?

0 1 2 more than 2

6. Do you live on the Turtle Mountain Reservation?

Yes No

7. What is your annual family income range?

Under 10,000 10,001-20,000 20,001-30,000 30,000+

8. What is your age?

18 or under 19-21 22-25 26-30 31-35 36-40 41-50 50+

9. How many semesters have you attended at TMCC?

1 2 3 4 5 6 7 or more semesters

10. What form of transportation do you use to attend TMCC?

Own vehicle Car pool Other_____

11. What is the highest level of education you have completed?

H.S. Diploma G.E.D. Certificate Associate Degree

Bachelor's Degree Professional License Other_____

12. Would you recommend TMCC to others?

Definitely yes Probably yes Uncertain Probably no Definitely no

13. Please indicate your plans for the next academic semester:

Plan to work Plan to attend TMCC Plan to transfer to a 4-yr. college

Not attend college Plan to attend another comm./tech. college Undecided

Other_____

14. What educational goal are you currently pursuing at TMCC?

Course only/no degree Courses to maintain/improve job Courses to transfer

Complete Certificate Complete Associate Degree
Other_____

15. What is the primary job/work category you're seeking? (Mark one response only).

Professional Business Health Services Technician Skilled trades Worker

Service Worker Agriculture Military Teaching Undecided

Other_____

Who was most influential in your decision to attend TMCC Community College?

(Please circle one only.)

Parents/relatives/spouse H. S. Counselor/Teacher

College Counselor/Teacher TMCC Student/ Graduate

Friends Other_____

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Please indicate (check) your level of satisfaction with each of the following aspects of TMCC using the following scale:

SA=Strongly Agree A=Agree DK=Don't Know D=Disagree SD=Strongly disagree

	SA	A	DK	D	SD
Classroom space is adequate.	___	___	___	___	___
Space for clubs, activities, leisure, is adequate	___	___	___	___	___
Study space for students is adequate.	___	___	___	___	___
Courses are academically demanding.	___	___	___	___	___
There is good rapport between faculty and students.	___	___	___	___	___
There is good rapport between staff and students.	___	___	___	___	___
TMCC is warm, friendly, & supportive of students.	___	___	___	___	___
Students receive adequate recognition for accomplishments.	___	___	___	___	___
Computer labs are adequate.	___	___	___	___	___
Science labs are adequate.	___	___	___	___	___
Academic support labs are adequate (tutoring).	___	___	___	___	___
Counseling services are adequate.	___	___	___	___	___
Veteran's services are adequate.	___	___	___	___	___
Technology (IVN) labs are adequate.	___	___	___	___	___
Copy machine availability is adequate.	___	___	___	___	___

Recreational facilities are adequate. ___ ___
___ ___ ___

Business office services are adequate. ___ ___
___ ___ ___

Library services are adequate. ___ ___
___ ___ ___

The campus is generally a safe place. ___ ___
___ ___ ___

The variety of courses offered is adequate. ___ ___
___ ___ ___

Financial aid services are adequate. ___ ___
___ ___ ___

Student orientations are adequate. ___
___ ___ ___ ___

The bookstore services are adequate. ___ ___
___ ___ ___

Food service is adequate. ___
___ ___ ___ ___

SA A DK D SD

Parking space is adequate. ___
___ ___ ___ ___

Maintenance services are adequate. ___ ___
___ ___ ___

Disability services for students are adequate. ___ ___
___ ___ ___

Registration services are adequate. ___
___ ___ ___ ___

Class size is appropriate. ___
___ ___ ___ ___

Concerts and cultural programs are adequate. ___ ___ ___
___ ___

Academic advisors are available when needed. ___ ___ ___
___ ___

Programs of study (curricula) are flexible. ___ ___ ___
___ ___

There is diversity and racial harmony at TMCC. ___ ___ ___
___ ___

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There are adequate opportunities for student employment. ___ ___ ___ ___ ___

There is a clear student complaint/grievance process. ___ ___ ___ ___ ___

Student government reps. are accessible. ___ ___ ___ ___ ___

Dropping and adding courses is easy to do. ___ ___ ___ ___ ___

Help is available to reach my career goals. ___ ___ ___ ___ ___

Help is available to improve my study habits and skills. ___ ___ ___ ___ ___

I am accomplishing my educational goals at TMCC. ___ ___ ___ ___ ___

I would choose to attend TMCC again. ___ ___ ___ ___ ___

I would recommend TMCC to others. ___ ___ ___ ___ ___

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