Turtle Mountain Community College 2016-17 Assessment Report

Submitted August 1, 2017

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Assessment Overview

TMCC Mission

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

Program Level Assessment

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

Student Learning Outcome Assessment

Student Learning Outcomes are the knowledge, skills, and characteristics that all students graduating from TMCC will possess. These outcomes represent the core educational values of the institution and it is the responsibility of all programs and departments to incorporate them into their curriculum. The student learning outcomes are: Communication, Math, Science, Critical Thinking, Arts, Humanities & Social Sciences, Culture/Diversity, and Technology.

Each outcome will be assessed on an annual basis. General Education faculty will choose an outcome to assess. An annual assessment plan will be produced, accepted, and rated for each of the outcomes. The assessment methods for each outcome will be determined by the faculty in charge of the report for a given academic year.

Procedure

The Annual Assessment Plan is at the center of the program assessment process at TMCC. This standardized report will be the avenue by which each department shares its assessment plan with the Student Learning Committee. Each year programs will be responsible for submitting their Annual Assessment Plan to the Committee no later than October 1st. The Committee will then either approve or reject the plan. Rejected plans will be returned with suggestions for improvement from the Committee.

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

- Prior Assessment Actions
- Program Outcomes
- Assessment Methods
- Assessment Results
- Assessment Recommendations
- Requests for Instructional Resources

Assessment Numbers

- 8/13 Programs Assessed
- 7/7 General Outcomes Assessed
- 23/31 Full-Time Faculty participated in program or Student Learning Outcome assessment

Assessment Review Results

- Section 1: Prior Assessment Actions - Average Score: N/A
- Section 2: Program Outcomes - Average Score: 3.0
- Section 3: Assessment Methods - Average Score: 3.0
- Section 4: Assessment Results - Average Score: 2.94
- Section 5: Recommendations - Average Score: 3.06
- Section 6: Requests - Average Score: N/A

Composite Average Score: 3.03

Career and Technical Education Program Assessment

The Career and Technical Education (CTE) division at TMCC offers a wide range of programs for students including 16-week and 9-month certificates to Associate of Applied Science degrees. All programs in the CTE area that award a certificate or degree undergo a yearly program assessment. The assessment is driven by each program's desired outcomes. Outcomes are developed, methods chosen to assess each outcome, and the results are reported and analyzed on a yearly basis to provide useful data to improve student learning within the program. Each program is assessed by the instructor or instructors who direct or teach in that program.

At the end of each year, the program assessment plans are rated by a committee of faculty, staff, and administrators. Suggestions are given on ways to improve the assessment process. Each program is given a numerical rating of their assessment process.

List of CTE Programs

- Building Construction Technology
- Computer Support Specialist
- Electrical
- Machine Tool
- Medical Lab Technology
- Oilfield Operations
- Phlebotomy
- Business
- Plumbing (newly developed)

Building Construction Technology Program Assessment Review

Program: Building Construction Technology
Instructor: Ron Parisien and Luke Baker

Review Date: 5/15/17

Composite Average: 3.41

Reviewer	Section 1: Prior Actions	Section 2: Outcomes	Section 3: Methods	Section 4: Results	Section 5: Recommendations	Section 6: Requests	Comments
Reviewer #1		4	4	4	3		
Reviewer #2	1	4	3	3	3	y	Attendance as a weighted grade performance?
Reviewer #3		3	4	3	4		
Reviewer #4		4	2	2	4		I'd like to see more alignment with the outcomes in your methods. Let's see more numerical data tied to specific methods. Insightful and honest recommendations and logical requests. Focus on aligning info from outcomes, to methods, to results.
Reviewer #5							
Reviewer #6		4	4	4	4		
Reviewer #7		4	4	4	2		Interface with arts and humanities. Aesthetics and construction
Reviewer #8			4	3	4	y	Align outcomes with assesing.
Reviewer #9	1	3	3	2	3	y	
Reviewer #10		3	4	3	3	y	
Averages		**3.63**	**3.56**	**3.11**	**3.33**		

Turtle Mountain Community College
Annual Assessment Plan

Name: Ron Parisien & Luke Baker
Area of Assessment: Building Construction Technology Program Academic Year_2016/17
Submission Purpose: ___Initial Assessment Plan ___Revised Assessment Plan __X_Updating Results/Actions

Section 1: Prior Assessment Actions:
Describe the actions taken as a result of last year's program assessment

Developed program outcomes

Section 2: Program Outcomes:
List each outcome separately
1. The student will prepare building site according to building plan.
2. The student will estimate amount of material needed to complete building project.
3. The student will be able to layout and construct exterior wall sections and roofing according to a building plan.
4. The student will be able to install interior walls and ceilings, doors and trim, and cabinets and special built-ins according to building plan.

Section 3: Assessment Methods:
Pre-Test and Post-Test: Assessment of student learning : The Pre-Assessment test is administered by the end of the first week of class and the Post Assessment test is administered to students at end of semester.

Attendance: Attendance is very critical in most courses, attendance accounts for ten percent of final grade points.

Module Test: Students are required to pass written module test with a minimum of 70% correct answers. Students are allowed to retake test, but must wait for 48 hours to retake test. There is no limit to as many times a student needs to pass the module exams.

Performance Test: Student must successfully perform hands-on performance test for each module that requires a performance test. Students must successfully complete all task to complete the module, there is no score it is either pass or fail. Student will be

graded on pass or fail bases for each task required for each module. Students will retake module performance test as many times as needed to pass. Students will complete performance test either individually or as a team.

Quiz and Review Questions: Are used to reinforce knowledge the student has gained and assesses or measures student's knowledge of what they have learned in the module.

Trade Term Quiz: Quiz to assess student's knowledge of carpentry trade terminology.

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Assessment Rubric

(2) Assessment of student learning as stated in the course goals/outcomes is through direct course assignments received from a student that includes daily in-class assignments and the final project. The student's final grade will be based on the following criteria:

1. Module Written Exams 30%
2. Completion of Course Unit Assignments 20%
3. Attendance 10%
4. Performance Test 40%

Section 4: Assessment Results

Give an overview of the results of your assessment

1. OSHA 10 Nine students completed the OSHA 10 Industry Certification
2. Students completed the written and hands-on test for modules in each course to get NCCER certifications.
3. Pretest/Post Test were given in BCT 120 Framing Principles fall semester and BCT 130 Exterior Finish. Results showed that the students that took the pretest and post test showed positive gains ranging from 30% to 80 %
4. Performance Test was given to students depending on which module using the individual or team approach. The performance test was given during the construction of the hands-on project.

Section 5: Assessment Recommendations:

Explain how you will use the assessment results to improve your program
Maybe by using more hands on excercises in class room and more video, also using more simulator exercises.

Written Testing: I feel I was teaching to the module written test, rather than teaching in a more open minded method. I was giving student clues as we covered materials that this was important and should be studied more. Which is one of the down faults of standardized testing I feel.

Performance Testing: We need to start our student hands-on project so that the modules coordinate with the courses we are offering and the progress of the house project coordinates with our module written and performance testing. We also need to do more mockup training so all students have the opportunity to perform the hands-on testing, this will add cost to training but be beneficial to those students that are not confident enough to climb on a roof, or scaffold. We need to make a way for each student as they are at different levels of confidence in their abilities to work at heights.

I would also like to design an assessment of a professor/student meeting questionnaire, this would include an introduction meeting at the beginning of semester, midterm, and a final meeting. These meetings would be to find the student's interest and why they are enrolling in the BCT program, and to see how they are doing during the semester and to see if they completed what they wanted to in the program. Also what I could do the improve learning and to make the course more student friendly.

Section 6: Assessment-Based Requests:
Describe the resources or support your program needs to act on the findings of your assessment
Maybe purchasing more teaching tools such as videos, hands on exercises, and utilizing our tutoring services more.
We feel we have the need for several scissor lifts, these would give the students more confidence and feel safer at heights we work at.
I would like to purchase a building construction simulator, I feel this would help the students to learn and retain building knowledge. This would be the visual learning aspect of learning about building construction
We need some curriculum changes, which we are working on.
We need some time to put our courses into canvas, we need some summer time employment to do this.
I would like to see some credit load limits, Instructors with labs take on more contact hours, I feel there needs to be a limit to contact hours per week. We need ample time to do our assessments and record keeping.

Computer Support Specialist Program Assessment Review

Program: Computer Support
Instructors: Marlin Allery
Review Date: 5/15/17 Composite Average: Submitted After Formal Review Session

Reviewer	Section 1: Prior Actions	Section 2: Outcomes	Section 3: Methods	Section 4: Results	Section 5: Recommendations	Section 6: Requests	Comments
Reviewer #1	n/a	3	2	2	2	Y	Strong data, just use the form to align your outcomes, methods, and results. It's all there, just organize it so the reader can recognize which data goes with which outcome.
Reviewer #2							
Reviewer #3							
Reviewer #4							
Reviewer #5							
Reviewer #6							
Reviewer #7							
Reviewer #8							
Reviewer #9							
Reviewer #10							
Averages							

Turtle Mountain Community College
Annual Assessment Plan

Name_____Marlin Allery_____
Area of Assessment_____Information Technology_____ Academic Year ____2016-17__
Submission Purpose: ___Initial Assessment Plan ___Revised Assessment Plan ___Updating Results/Actions

Section 1: Prior Assessment Actions:

Describe the actions taken as a result of last year's program assessment

As a result of last year's program assessment, there were changes made in the courses in the program, both instructional & assessment strategies. In the Computer Support Specialist program, the students are assessed in the program with a pre & posttest and a project that was given at the end of the semester. The pre & posttest consist of questions & scenarios regarding to the course content that will be covered in each of the different courses. The project consists of taking the skills they learned in the class and putting them into a lab-based project with a checklist of items that must be completed upon completion.

To make sure that the program was addressing the correct information & skills needed to be successful in a job setting, we met with some of the local IT businesses in the area to get their feedback on what they would like our graduates to know & what skills they would like them to have upon completion of the program so that they would be ready to be employed. After reviewing the results, changes were made to the instructional & lab portions of the courses to better accommodate the students to be prepared for real world employment.

Section 2: Program Outcomes:

List each outcome separately

- Manage Information Technology Hardware
- Manage Software
- Support Computer Networks
- Provide End User Support
- Solve Information Technology Problems
- Demonstrate Customer Service Skills as an IT Professional

Section 3: Assessment Methods:

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

Hardware

- Students will assemble, setup, and upgrade personal computer systems and mobiles devices including netbooks and tablets; Diagnose, isolate faulty components; Demonstrate customer service, troubleshooting and preventative maintenance skills

Software

- Students will demonstrate mastery of software applications through their use, installation & troubleshooting on both stand-alone and networked systems

Networking

- Students will demonstrate a working knowledge of networking technologies (including: local area networks, wide area networks, protocols (such as the TCP/IP protocol suite), topologies, transmission media, and security)

Operating Systems

- Students will install, configure and maintain the operating system in both single and dual boot configurations within the Windows family of operating systems; Perform advanced file management operations in order to organize, maintain personal computer systems in a workplace or home environment; Utilize system utilities to allocate and organize storage and manage peripheral devices; Demonstrate customer service, troubleshooting and preventative maintenance skills; Configure, navigate, and synchronize mobile devices, including netbooks and tablets; Prepare for certification

Customer Service

- Students will demonstrate customer service troubleshooting and preventative maintenance skills; Demonstrate understanding of Help Desk organization and management using written and oral communication skills, mathematical skills, networking skills, administration; including working with diverse customer/client populations (ethnic, socio-economic, religious) and the impact of globalization within the IT community

Section 4: Assessment Results

Give an overview of the results of your assessment.

After taking the pre & posttest, the results were outstanding. Every student that has taken the pretest, scored higher in the posttest. Some of the results were a drastically higher from the pretest to the posttest. There was a total of 12 students. The students that are left blank, didn't complete the pre or posttest. There was 1 student that that took the pretest, but didn't complete the posttest. These results led me to find out that the student outcomes were meeting expectations. Though, not everyone completed the test with a perfect score, led me to believe that there is definetly room for improvement. The test consists of the following areas:

- PC Technician
- System Components
- Peripheral Devices
- Storage

- Networking
- Printing
- Mobile Devices
- System Management
- System Implementation

Here are the results of the Pretest & Posttest showing the average of the 2 tests.

Student	*Newest Score*	*Highest Score*	*Lowest Score*	*Average Score*
Student 1	*80% (4/6/2017 10:43:11 pm)*	*80% (4/6/2017 10:43:11 pm)*	*56% (2/28/2017 5:10:17 pm)*	*68%*
Student 2				
Student 3	*86% (4/6/2017 8:34:15 pm)*	*86% (4/6/2017 8:34:15 pm)*	*22% (2/28/2017 5:21:12 pm)*	*54%*
Student 4	*73% (4/6/2017 7:26:17 pm)*	*73% (4/6/2017 7:26:17 pm)*	*15% (2/28/2017 6:23:21 pm)*	*44%*
Student 5	*61% (4/6/2017 4:57:04 pm)*	*61% (4/6/2017 4:57:04 pm)*	*0% (4/6/2017 2:41:38 pm)*	*31%*
Student 6	*74% (4/6/2017 9:09:44 pm)*	*74% (4/6/2017 9:09:44 pm)*	*69% (2/28/2017 5:34:19 pm)*	*71%*
Student 7	*82% (4/6/2017 7:28:21 pm)*	*82% (4/6/2017 7:28:21 pm)*	*9% (2/28/2017 4:48:26 pm)*	*46%*
Student 8	*81% (4/6/2017 5:43:26 pm)*	*81% (4/6/2017 5:43:26 pm)*	*19% (2/28/2017 4:40:45 pm)*	*50%*
Student 9	*79% (4/6/2017 5:04:44 pm)*	*79% (4/6/2017 5:04:44 pm)*	*26% (2/28/2017 5:46:15 pm)*	*53%*
Student 10				
Student 11	*37% (2/28/2017 4:52:17 pm)*	*37% (2/28/2017 4:52:17 pm)*	*37% (2/28/2017 4:52:17 pm)*	*37%*
Student 12	*56% (5/6/2017 9:29:57 pm)*	*56% (5/6/2017 9:29:57 pm)*	*41% (2/28/2017 4:46:06 pm)*	*49%*

Section 5: Assessment Recommendations:

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

After reviewing all the results, I will see where majority of the students (as a whole) were ***unsuccessful*** and come up with a plan of action to better assist them to help with a better success rate for the years to come. Will change up the instructional & labs portion of the courses to help them to better understand the areas of weakness and more challenging areas to ensure that each area is covered completely & efficiently. For the areas where the students (as a whole) were ***successful***, will continue with the strategies that work and continue to seek out ways to improve in these areas as well.
For the Industry Certification portion, will seek out ways to better prepare the students for the tests. Can schedule a couple different times throughout the week to set aside time just for study sessions that will accommodate the students class schedules. Will also seek out more study or exam preparation material to help assist the students with a more productive study preparation.

Section 6: Assessment-Based Requests:

Describe the resources or support your program needs to act on the findings of your assessment

As far as the resources are concerned, TMCC has been great for supplying me with all of the Hardware & Software needed to make this program successful. After reviewing the results of the assessment, can use those results to come up with a hardware or software list that might help assist the students with a better understanding of the weaker or harder to understand areas. Once implemented, the program will definitely be more successful & productive.

Electrical Program Assessment Review

Program: Electrical
Instructor: Wayne Sande

Review Date: 5/15/17

Composite Average 2.80

Reviewer	Section 1: Prior Actions	Section 2: Outcomes	Section 3: Methods	Section 4: Results	Section 5: Recommendations	Section 6: Requests	Comments
Reviewer #1		4	2	1	1		
Reviewer #2	1	4	3	3	3	y	Attendance as a weighted grade performance?
Reviewer #3		3	3	2	3	y	Need to increase contact hours
Reviewer #4		2	2	2	3	y	Strong outcomes, connect methods to outcomes, provide more data specific to the methods and outcomes
Reviewer #5		3	2	2	2	y	
Reviewer #6		3	3	2	2		
Reviewer #7		4		4	4		Count participation not attendance
Reviewer #8			4	4	4	y	
Reviewer #9	3	3	2	3	3	y	
Reviewer #10		4	2	2	3	Y	
Averages		**3.33**	**2.56**	**2.50**	**2.80**		

Turtle Mountain Community College
Annual Assessment Plan

Name: WAYNE SANDE
Area of Assessment: RESIDENTAL ELECTRIC Academic Year_2016/17
Submission Purpose: ___Initial Assessment Plan ___Revised Assessment Plan __X_Updating Results/Actions

Section 1: Prior Assessment Actions:
Describe the actions taken as a result of last year's program assessment

Developed program outcomes

Section 2: Program Outcomes:
List each outcome separately

1. Students will apply all safety practices related to jobsites and wiring.

2. Students will identify and apply basic National & State Electrical codes.

3. Students will use and apply blue print readings as related to house wiring.

4. Students will analyze and apply all types of residential house wiring.

Section 3: Assessment Methods:

Safety: OSHA 10 Completion, Modules in NCCER, Lessons and related tests for Safety on the job and working with proper tools.

Pre-Test and Post-Test: Assessment of student learning : The Pre-Assessment test is administered by the end of the first week of class and the Post Assessment test is administered to students at end of semester.

Attendance: Attendance is very critical in most courses, attendance accounts for 20% of final grade points.

Module Test: Students are required to pass written module test with a minimum of 70% correct answers. Students are allowed to retake test, but must wait for 48 hours to retake test. There is no limit to as many times a student needs to pass the module exams.

Performance Test: Student must successfully perform hands-on performance test for each module that requires a performance test. Students must successfully complete all task to complete the module, there is no score it is either pass or fail. Student will be graded on pass or fail bases for each task required for each module. Students will retake module performance test as many times as needed to pass. Students will complete performance test either individually or as a team.

Quiz and Review Questions: Are used to reinforce knowledge the student has gained and assesses or measures student's knowledge of what they have learned in the module.

Trade Term Quiz: Quiz to assess student's knowledge of Electrical terms

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Assessment Rubric

(2) Assessment of student learning as stated in the course goals/outcomes is through direct course assignments received from a student that includes daily in-class assignments and the final project. The student's final grade will be based on the following criteria:

5. Module Written Exams 30%
6. Completion of Course Unit Assignments 20%
7. Attendance 20%
8. Performance Test 30%

Section 4: Assessment Results

Give an overview of the results of your assessment

1. OSHA 10 students completed the OSHA 10 Industry Certification
2. Students completed the written and hands-on test for modules in each course to get NCCER certifications.
3. Pretest/Post Test were given in Results showed that the students that took the pretest and post test showed positive gains ranging from 52% to100 %. The pretest/Post Test was on the module of Grounding & Bonding.
4. Performance Test given to students depending on which module using the individual or team approach. The performance test given during the construction of the hands-on project. Prior to the final, performance tests are introduced in the lab.

Section 5: Assessment Recommendations:
Explain how you will use the assessment results to improve your program.
Maybe by using more hands on exercises in classroom and more video.by bring into the classroom active trades people as to set an example of what they can obtain by completing the courses.

Testing: Because this program is for residential electricity it sometimes, it makes it hard to follow the standardized work in the as not all of the books follow this line of thinking.

It would beneficial to the program too have more help in the program and be able to cover more areas of the electrical field.

Performance Testing: The more performance testing that is directly related to actual real life wiring would be nice. Possibility of checking out how other electrical contractors work would be a great benefit to the students.

Section 6: Assessment-Based Requests:
Describe the resources or support your program needs to act on the findings of your assessment
Maybe purchasing more teaching tools such as videos, hands on exercises, and utilizing our tutoring services more.
Need more help! It is very hard to give the proper instruction when working on projects. It is very hard to give one on one instruction to all the students.
I feel we have the need for a scissor lift; this would give the students more experience when working at taller heights. In addition, this would give more experience in the Commercial and Industrial areas of instruction.

I would like to purchase some electrical practice boards related to the work-studies, I feel this would help the students to learn and retain electrical knowledge. This would be the visual learning aspect of learning about electrical trade.

We need some curriculum changes, which we are working on.

We need some time to put our courses into canvas, we need some summer time employment to do this.

I would like to see some credit load limits, Instructors with labs take on more contact hours, and I feel there needs to be a limit to contact hours per week.

We need ample time to do our assessments and record keeping.

Machine Tool Program Assessment Review

Program: Machine Tool
Instructor Brian Birkland

Review Date: 5/15/17

Composite Average: 2.82

Reviewer	Section 1: Prior Actions	Section 2: Outcomes	Section 3: Methods	Section 4: Results	Section 5: Recommendations	Section 6: Requests	Comments
Reviewer #1		3	2	1			
Reviewer #3		1	3	3	4		Assessment methods, results, and recommendations well formed, based on original outcomes stated. (Add math methods)
Reviewer #4		2	3	2	2		
Reviewer #5		3	3	3	4	y	Align outcomes with industry standards for machine tool tech. Clarify the data results
Reviewer #6		3	3	3	4	y	
Reviewer #7	4	3	3	3	4		
Reviewer #8		3	4	4	4		Good alignment
Reviewer #9	2	2	3	2	2	y	
Reviewer #10		1	2	3	3		I feel Brian did a good job on assessment. I feel he needs to look at his program outcomes. His outcome I feel are objectives or outcomes in a course not program outcomes.
Averages		**2.33**	**2.89**	**2.67**	**3.38**		

Turtle Mountain Community College
Annual Assessment Plan- Due no later than October 1st

Name __Brian Birkland_____

Area of Assessment : Machine Tool Technology_____ Academic Year _2016_____
Submission Purpose: ___Initial Assessment Plan _x_Revised Assessment Plan ___Updating Results/Actions

Section 1: Prior Assessment Actions:

Describe the actions taken as a result of last year's program assessment

Our pre-assessment test was enlarged by adding a Blue -Print Quiz, and a Tool Layout Quiz along with a more refined Machine Tool Safety Test. (A more pre-knowledge based test).

Section 2: Program Outcomes:

List each outcome separately

1.) Safety – through theory and practical training all learners will be able to demonstrate proper safety procedures that are required in the shop environment.
2.) Critical Thinking – all learners will be able to determine the proper tools needed for each specific job.
3.) Math – through theory and practical application all learners will take notes and demonstrate the proper math technics that each job requires.

Section 3: Assessment Methods:

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

1.) Safety: Learners will complete a pre-inspection sheet for the equipment that learners will operate, and will utilize proper safety gear.
2.) Critical Thinking – Before each operation learners will perform machine and tool inspection for each job they are to perform.
3.) Math: Each learner will engage in several problem solving exercises with each instrument of measurement.

Section 4: Assessment Results

Give an overview of the results of your assessment.

1.) Learners were able to complete each sheet after every lab per-formed with minimal guidance some assistance required. Learners also have demonstrated an automatic regard to safety equipment.
2.) With the help of the pre-inspection sheet and the quality job prep (making sure machine is clean and ready) finding the proper tools to complete their Lab was less time consuming and easier to achieve.

3.) This exercise was assessed through each learners Machine & tooling Competency check off sheet which allowed Instructor and Learner to verify how well learner absorbed each Instrument application.

Section 5: Assessment Recommendations:

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

By using a larger pretest and implementing extra templates, have made the steps of measuring each learners progress more accessible. Also these methods have helped to gage how each learner is progressing individually which increases the progress and success of the program. Our Program will continually be improved through assessment data.

Section 6: Assessment-Based Requests:

Describe the resources or support your program needs to act on the findings of your assessment

None at this time

Medical Lab Technology Assessment Review

Program: Medical Technology
Instructor: Wayne

Review Date: 5/15/17

Composite Average: 1.69

Reviewer	Section 1: Prior Actions	Section 2: Outcomes	Section 3: Methods	Section 4: Results	Section 5: Recommendations	Section 6: Requests	Comments
Reviewer #1		1	1	1	1		Revise outcomes, there's no evidence for program success
Reviewer #2	3	2	2	2	2	n	
Reviewer #3	5						State outcomes then assessment will come
Reviewer #4		1	1	1	1		Outcomes are more program goals than learning outcomes. Align methods with outcomes. Results do not supply usable data. Make recommendations based on your own evaluations.
Reviewer #5		2	2	2	2		More clear format with outcomes aligned with methods.
Reviewer #6		1	1	1	1		
Reviewer #7		3	3	3	3		
Reviewer #8		2	2	2	2		Improve outcomes
Reviewer #9	2	2	2	2	2		
Reviewer #10		1	1	1	2		Outcomes need work.
Averages		**1.67**	**1.67**	**1.67**	**1.78**		

Turtle Mountain Community College
Annual Assessment Plan

Name Wayne C. Olson

Area of Assessment MLT/CLT Program Academic Year 2016-2017

Submission Purpose: ___Initial Assessment Plan __ Revised Assessment Plan
X Updating Results/Actions

Section 1: Prior Assessment Actions:

1. Program Outcomes	**2. Program Competencies**	**3. Assessment Methods**	**4. Implementation Plan**	**5.**	**6.**	**7.**
NAACLS Standard 15 **Systematic Review** NAACLS Standard 16 **Outcome Measures** NAACLS Standard 17 **Graduation and**	Students are graded using these criteria: **90-100% = 4 Advanced** **80 - 89% = 3 Accomplished** **70 – 79 % = 2 Acceptable** Program competencies are available in Hematology,	1. Course Evaluations 2. Graduation survey 3. Community survey 4. Program Evaluations Outcome Measures: # of students enrolled # of students	By: Wayne C. Olson Systematic Review – Oct 2016 Outcome Measure – Oct 2016 Graduation Rates – May 2016			

	and Parasitology.					

Section 2: Program Outcomes:

1. The TMCC MLT Program will provide students with a body of knowledge and clinical training to develop entry-level competencies with ethical behavior and professional attitudes.
2. The program will be assessed, evaluated, and revised to provide graduates who will enrich the laboratories in which they are employed.
3. The program will work cooperatively with area employers and program affiliates in efforts to produce well-trained graduates that will

2. Graduation Survey

There were 3 Medical Laboratory Technician graduates in the Spring Graduation.

3. Community survey

With no students placed in the communities; no survey was developed nor issued.

4. Program evaluations

The MLT Program relies on NAACLS to provide the evaluation, which has not been received as of today. More than likely will show up this week. Please refer to attached NAACLS document dated 03/16/2017.

Section 4: Assessment Results

Based on the recommendations submitted to NAACLS and the changes to the curriculum, the MLT program has improved with the assistance of the HEART Project and support of the Turtle Mountain Community College.

Section 5: Assessment Recommendations:

Pending the outcome of the NAACLS recommendations and/or accreditation decision; the MLT Program will follow the guidelines of NAACLS.

Section 6: Assessment-Based Requests:

Turtle Mountain Community College

Wayne Olson <wcolson@tm.edu>

NAACLS Accreditation Recommendation

1 message

Edward Rotchford <ERotchford@naacls.org> Thu, Mar 16, 2017 at 3:07 PM
To: "jdavis@tm.edu" <jdavis@tm.edu>
Cc: Wayne Olson <wcolson@tm.edu>

This email constitutes official correspondence from NAACLS.

If you require a paper copy, please print this email for your records.

NAACLS
National Accrediting Agency for Clinical Laboratory Sciences

NAACLS
5600 N. River Rd, Suite 720
Rosemont, IL 60018

March 16, 2017

Enclosed is the Review Committee for Accredited Programs' (RCAP) recommendation to the NAACLS Board of Directors concerning your program's accreditation as decided at the February

TMCC-Recommendation02032017.pdf
121K

NAACLS

National Accrediting Agency
for Clinical Laboratory Sciences

A NON-PROFIT ORGANIZATION

March 17, 2017

Jim Davis
President
Turtle Mountain Community College
PO Box 340
Belcourt, ND 58316-

Dear President Davis:

Enclosed is the Review Committee for Accredited Programs (RCAP) recommendation to the NAACLS Board of Directors concerning your Medical Laboratory Technician program's accreditation as decided at the February 2-3, 2017 meeting of the RCAP.

The RCAP recommendation is based on the continuing accreditation review process that included a progress report from your program received in Fall 2016.

This letter does not represent a formal accreditation award by NAACLS. NAACLS will notify you of that award after the next Board of Directors Meeting in April 2017.

Sincerely,

Susan M. Orton, PhD, MS, MT(ASCP), D(ABMLI)
Chair, RCAP

THE FOLLOWING IS THE RCAP RECOMMENDATION FOR YOUR PROGRAM AS IT MAY APPEAR IN THE BOARD OF DIRECTORS' OFFICIAL ACCREDITATION AWARD:

The Progress Report from the MLT Program of **Turtle Mountain Community College**, in **Belcourt, ND, addressing Standards 15B, 16B, 17B, and 18B** is accepted as satisfactory.

This report is recommended as satisfactory but this does not predetermine an acceptable finding on these same issues at the next review.

Wayne Olson MS, MT(ASCP) is recognized as the Program Director.

Oilfield Operations Program Assessment Review

Program: Oilfield Operations
Instructor: Jeff Azure

Review Date: 5/15/17

Composite Average: 3.04

Reviewer	Section 1: Prior Actions	Section 2: Outcomes	Section 3: Methods	Section 4: Results	Section 5: Recommendations	Section 6: Requests	Comments
Reviewer #1		4	3	1	1	n	Results do not match outcomes
Reviewer #2							
Reviewer #3		3	3	3	3		
Reviewer #4		4	3	2	3		Great job gathering Data but results don't align with specific methods. - Describe your instruments a bit more please
Reviewer #5		4	4	3	3		
Reviewer #6			4	3	4		
Reviewer #7							
Reviewer #8			4	4	3		
Reviewer #9		4	3	1	1	n	
Reviewer #10		3	3	3	3		
Averages		**3.67**	**3.38**	**2.50**	**2.63**		

Name: ___Jeff Azure_____

Area of Assessment: __Oilfield Operations_____ Academic Year __2016___
Submission Purpose: _X_ Initial Assessment Plan: ___ Revised Assessment Plan: ___ Updating Results/Actions

Section 1: Prior Assessment Actions:

Describe the actions taken as a result of last year's program assessment

Oilfield Operations was not offered for the spring 2016 semester, No plan or data was created or collected.

Section 2: Program Outcomes:

List each outcome separately

(1) Through theory and practical training all students will be able to demonstrate proper safety procedures that are required on a job site.
(2) All student will apply their knowledge to a job site, students will apply their knowledge of equipment procedures, including determining the proper equipment for each job.
(3) Through theory and practical applications all students will demonstrate the proper math techniques that each job requires.
(4) Students will demonstrate competencies with the following equipment: Skid Steer Loader, Telehandler, Aerial Scissor lift and Aerial Work Platform. All students that complete the equipment operation's course requirements will receive an Operator's Certificate

Section 3: Assessment Methods:

Provide assessment method/s for each program outcome. Include a description of assessment instruments
(1) Safety: Prior to equipment practical training all students will complete a pre-inspection sheet for the equipment that they are to operate, a site survey along with a team production meeting. Students will participate in OSHA 10 and H2S gas online Safety Programs

(2) Critical Thinking: For our Equipment and Rigging programs all students for several class sessions will take on the role of a supervisor, role will include overseeing that the Skid Loader inspection check sheets that are required by the operators, evaluate the job site with the team, lead the evaluation for job instructions and evaluation the team's performance. The role of the supervisor will be evaluated by the instructor.

(3) All students will calculate the safe lifting loads formulas that are required when a material move is to take place.
(4) Testing will include: Practical Evaluation Forms, Final Written Theory Test for each piece of equipment along with Basic Rigger Operator Practical, Final Test and Certification Results

Section 4: Assessment Results

give an overview of the results of your assessment.

On average for our pre and post assessment, we were able to track a 31% increase for our program results.
OFO100 (Orientation to the Trade) and OFO 105A (Pumps, Gages & Valves) had no pre or posttest data that was collected.
Some of the pre and posttest test never showed as high as a result as I would had expected,

Some of the students showed a higher level of knowledge on their pretest, while students with no prior experience, returned higher percentage increase

Section 5: Assessment Recommendations:

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

Collective data shows that our pre and posttest need to have more materials added to them to ensure that the beginner along with the student with prior work knowledge are both challenged.

OFO 100 and OFO105A needs to be more comprehensive along with being incorporated into the pretest so that its outcomes and data can be measured at a larger scale

Section 6: Assessment-Based Requests:

Describe the resources or support your program needs to act on the findings of your assessment

Turtle Mountain Community College
Course Level Assessment Report

Course Oilfield Operations	**Aligned Student Learning Outcome** *Communication, Math, Science, Technology, Critical Thinking, Culture, Arts/Humanities/Social Science*	**Assessment Instrument** *What kind of assessment did you do? Quiz, survey, test etc.*	**Target Outcome** *What is your goal for post-test results?*	**Results** *Provide numerical results from pre and post test*
CDL 190 Skid Loader	Critical Thinking, Technology, Safety	IVES Operator Test	All students will compete with a 70% or above	24% increase
OFO 100 Orientation	Technology	Quiz, Student to find a Safety Video	Have a 40% improvement	No Data Collected
OFO 101 Basic Rigging	Critical Thinking, Math, Safety	Rigger Operator Test	Have a 50% improvement	32% increase
OFO 102 Rough Terrain Equipment	Critical Thinking, Technology	IVES Operator Test	All students will compete with a 70% or above	31% increase
Math 130	Math, Technology	Quiz, Textbook, Demonstrate	Have a 40% improvement	32% increase
OFO 105 A Valves, Gages and Pumps	Technology, Critical Thinking, Math	Quiz,	Have a 40% improvement	No Data Collected

Phlebotomy Program Assessment Review

Program: Phlebotomy
Instructor: Marilyn Delorme

Review Date: 5/15/17

Composite Average: 3.69

Reviewer	Section 1: Prior Actions	Section 2: Outcomes	Section 3: Methods	Section 4: Results	Section 5: Recommendations	Section 6: Requests	Comments
Reviewer #1		4	5	5	4		Great job!!
Reviewer #2	3	3	3	3	4	y	
Reviewer #3		5	5	4	4	y	
Reviewer #4	4	2	3	2	3	y	Can we make the outcomes more concrete? Focus on alignment (outcomes, methods, results)
Reviewer #5		2	2	3	4	y	Combine and refine program outcomes
Reviewer #6		5	5	5	5		
Reviewer #7		4	4	4	4		
Reviewer #8							
Reviewer #9	3	3	3	3	3	y	Great Job
Reviewer #10		3	4	4	4	y	
Averages		**3.44**	**3.78**	**3.67**	**3.89**		

Turtle Mountain Community College
Annual Assessment Plan

Assessor Name: Marilyn Delorme_____

Area of Assessment Phlebotomy_____Academic Year_2016 -2017_____
Submission Purpose: ___Initial Assessment Plan _X__Revised Assessment Plan ___Updating Results/Actions

1. **Section 1: Prior Assessment Actions:**
   Describe the actions taken as a result of last year's program assessment
   - **a.** Ordered Student workbooks for Phlebotomy
   - **b.** Ordered more hands on student materials
   - **c.** Scheduled review sessions for students taking the National Boards

Section 2: Program Outcomes:
List each outcome separately

1. Prepare competent entry –level Phlebotomy Technicians using a cognitive (knowledge) Psychomotor (skills) and affective (behavior) learning domain. Preparing them for graduation and National Certification Exam success. (80%or higher pass rate)
2. Prepare students to use equipment safely, follow proper phlebotomy techniques, relate laboratory data to disease process, identify the role of Phlebotomists in the health care system.
3. Prepare students to preform within the ethical and legal boundaries of the Phlebotomy Technicians scope of practice. Integrate the value and needs of patients within their family, culture society and health circumstances. They will learn to interact and communicate with Physicians other Providers and medical team members.

Section 3: Assessment Methods:
Provide assessment method/s for each program outcome. Include a description of assessment instruments

1. Level of student rates on clinical competency checklists. 4=advanced 3= accomplished
2= acceptable Competency check sheets including Laboratory operations, safety, quality control, infection control and specimen collection and handling. With a grid of 4= advanced 3=accomplished 2= acceptable
2. Completion rates
3. Number of graduates
   Graduate surveys
   Employer surveys
4. Student survey concerning culture, communication methods, and community beliefs in regard to health care (completed may 2017) change to June 2017)
5. Evaluation of Low % areas on national exam and comparison of TMCC pass rates on Board Exam as compared to national rates.

Section 4: Assessment Results

Give an overview of the results of your assessment.

1. 5 out of 5 students received a 4 rating (advanced) on Phlebotomy technique.
2. 4 out of 5 students received 27 points or higher rating them as Professional
3. Completion rate of 100%
4. 5 out of a total of 7 students will graduate May 12th 1 as an honorarium 2 will graduate at end
5. of summer.
6. 5 out of 6 received a would hire rating on the employer survey
7. 6 put of 7 will set for Board exams on the June 17, 2017
8. I have no data on the graduate survey.
9. Board Exam rates will be available in July 2017. 6 current students will be sitting for the board
10. exams and one returning student.
11. (2016 Board Exams 3 sit for the exam 2 passed 1 failed by 1 point.) 67% pass rate. We should have 75% however; with such small classes, it is hard to maintained a 75 to 80% pass rate.

Section 5: Assessment Recommendations:

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

a. I have reviewed the phlebotomy curriculum and if approved will be making course and credit requirement changes.
b. Added Towner County Memorial Hospital as a new affiliate
c. Add more leadership opportunities for my students. i.e. organize blood drives and job fairs.
d. Add more instruction on specimen handling and quality control
e. More instruction of customer service

Section 6: Assessment-Based Requests:

Describe the resources or support your program needs to act on the findings of your assessment

1. Have received several new training videos, and visual aids for next semester through the Heart Project. I will be putting in more orders before end of summer they will be covered by the Heart Project Budget.
2. I would like to request a position for an adjunct Instructor or Laboratory aide for the Phlebotomy Program

Section 7: Administrative Response:

To be completed by administrative supervisor

Welding Program Assessment Review

Program: Welding

Instructor: Carl Eller and Curtis Poitra

Review Date: 5/15/17

Composite Average: 3.59

Reviewer	Section 1: Prior Actions	Section 2: Outcomes	Section 3: Methods	Section 4: Results	Section 5: Recommendations	Section 6: Requests	Comments
Reviewer #1		3	4	4	2		Good results! Check outcome #4
Reviewer #2	1	3	4	4	1	n	
Reviewer #3		5	5	5	1		Add 100% pass rate for Outcome #4
Reviewer #4		3	4	4	2	y	Good outcomes, some are a bit vague. Very clear methods. Clear numbers, only fourth outcome results were unclear. I'd like to see your evaluations of the results and why you think your scores are the way they are.
Reviewer #5		4	4	4	3	y	Add more to assessment about what you are learning. Example, reading assessment of students
Reviewer #6		4	4	5	5		
Reviewer #7		4	4	4	4		
Reviewer #8			5	5	4		Good
Reviewer #9	1	3	3	2	2	y	
Reviewer #10		3	3	4	3	y	
Averages		**3.56**	**4.00**	**4.10**	**2.70**		

Turtle Mountain Community College
Annual Assessment Plan

Name_____Carl Eller and Curtis Poitra
Area of Assessment_____Welding Program_____ Academic Year_2016/17_____
Submission Purpose: ___Initial Assessment Plan ___Revised Assessment Plan __X_Updating Results/Actions

Section 1: Prior Assessment Actions:
Describe the actions taken as a result of last year's program assessment

Section 2: Program Outcomes:
List each outcome separately

1. Demonstrate safe work habits that reflect concern and care for themselves and their fellow students.

2. To develop their skills toward acquiring a state and national recognized certification for welding.

3.To be able to acquire as much knowledge and experience to identify and perform the welding task at hand.

4. To have the ability to work and communicate independently as well as with others.

Section 3: Assessment Methods:
Provide assessment method/s for each program outcome. Include a description of assessment instruments
1. To be familiar with rules and regulations of OSHA requirements and the proper PPE (Personal Protective Equipment) in all work that is to be performed.

2.To be given a pre-test before training, a post-test during training, and a bend test for school and state certification. Which is demonstrated in welding lab.

3. They have classroom Theory and Fabrication text, along with Welding Symbols and Blueprint Reading to identify different welding procedures and equipment to be used. Which also they are given a pre-post test, with a final at the end of the school year.

4.This welding program also has different shop projects we do, for grading the students and community projects where they can be involved with a sort of internship program. We try to set up a field trip to various locations.

Section 4: Assessment Results

Give an overview of the results of your assessment

1) Osha Saftey 10 hr training certification card, 11 students participated 8 completed with certs.

2) State certification welding test, 5 students participated results still pending ?

3) Students did pre & post test in Theory 1- 9 students participated pretest results were 34% and posttest was 82% so it was a 48% increase. Blueprints pretest scores were 15% and posttest 72% with 8 students that was a 57% increase. Fab Methods II pretest scores were 53% and posttest scores were 76% with a 23% increase with 6 students participating.

4) Internship class had 9 students and showed a 60% participation rate throughout the class.

Section 5: Assessment Recommendations:

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

Maybe by using more hands on exercises in class room and more video, also using more simulator exercises.

Section 6: Assessment-Based Requests:

Describe the resources or support your program needs to act on the findings of your assessment

Maybe purchasing more teaching tools such as videos, hands on exercises, and utilizing our tutoring services more.

Section 7: Administrative Response:

To be completed by administrative supervisor

Teacher Education Department Assessment

The Teacher Education program at Turtle Mountain Community College offers a four-year bachelors degree to prospective educators in K-12 education. The Teacher Education program must follow rigorous assessment standards created for them by national organizations such as NCAT. The assessment process required by the national organizations is translated to work with the TMCC annual program assessment process. The Teacher Education department reports to the Student Learning Committee at the end of each year presenting their yearly assessment plan, methods, results, and recommendations as they seek continuous improvement in student learning.

Teacher Education Program Assessment Review

Program: Teacher Education
Instructor: Dr. Delorme

Review Date: 5/15/17

Composite Average: 2.83

Reviewer	Section 1: Prior Actions	Section 2: Outcomes	Section 3: Methods	Section 4: Results	Section 5: Recommendations	Section 6: Requests	Comments
Reviewer #1	4	1	1	1	1	n	Program outcomes do not match so it spills over to all other sections
Reviewer #2							
Reviewer #3							Change outcomes
Reviewer #4	4	1	2	2	3	y	Very clear actions taken from last year. No actual program outcomes listed, assessment is happening, but condense it to this form
Reviewer #5		3	3	3	4		Revise overall outcomes for the program to be consistent from year to year
Reviewer #6		3	3	3	3	y	
Reviewer #7	4	3	3	3	3		Retool Outcomes
Reviewer #8	4	3	2	2	3		
Reviewer #9	3	3	2	3	3	y	
Reviewer #10		1	2	4	4	y	
Averages	3.8	2.25	2.5	2.63	3.00		

Turtle Mountain Community College
Annual Assessment Plan- Due no later than October 1st

Name____Teresa Delorme_____
Area of Assessment____Teacher Education Programs_____ Academic Year_2016-17___
Submission Purpose: _X__Initial Assessment Plan ___Revised Assessment Plan ___Updating Results/Actions

Section 1: Prior Assessment Actions:
Describe the actions taken as a result of last year's program assessment

1. Courses that best match InTASC Standards (one course per standard) were identified, as recommended by the state team, prior to May 2016.
2. Instructors revised one or more instructional activities in each course in order to address the selected standard to be met by that course.
3. Instructors revised or designed assessments in order to align them to revised instructional activities in courses selected to meet standards.
4. TED director worked with state team to redesign student teaching assessment tool.
5. TED collaborated with IT to select a data management system. Livetext has been selected, and faculty will be trained.
6. Based on state team recommendations, practicum length was extended by 40 hours and scheduled for starting practicum moved to start of school year (local schools).

Section 2: Program Outcomes:
List each outcome separately

1. The newly aligned courses are in trial phase.
2. The new data management system will be set up. Student teaching assessment will be the first assessment pieces to be entered.
3. Practicum time will be increased by another 40 hours to meet state average.

Section 3: Assessment Methods:
Provide assessment method/s for each program outcome. Include a description of assessment instruments

1. Newly aligned curriculum will be assessed and modified based on faculty and student response/feedback. Faculty will do a crosswalk between student assessment results and stated InTASC Standards.
2. TED director will work with Dean Martin-Parisien and IT department to determine if Livetext has the capability to generate reports needed for program assessment within and across cohorts.

Section 4: Assessment Results

Give an overview of the results of your assessment.

The new state-wide Student Teacher Observation Tool was used for the very first time in Fall 2016 to assess student teacher candidates in the field. To date, we have used this rubric to assess student teachers for Fall 2016 and Spring 2017.

During Summer 2016, Teacher Education Department Faculty realigned the curriculum. Courses that best address InTASC Standards were identified, syllabi were modified to enhance or add instructional activities to ensure the standard is met, and assessments were revised or replaced to assure each standard would be assessed (Team Recommendation September 2015). The unit now identifies one or two courses that best address each standard. Course and assessments modifications occur during the semester during which the course is taught.

Below are the courses that have undergone revisions to date since Spring 2016. The goal of the unit is to continue the process by revising course syllabi, course activities, and assessments before the start of each semester until all courses have undergone the revision. Typically, course assessments take the form of final exams that are a combination of essay, multiple choice/fill in the blank, or projects that are assessed with a rubric.

a. EDUC: Education Technology: Candidates use electronic media as it relates to classroom instruction. This goal is met through the development of an electronic portfolio as candidates develop strategies for using internet websites, web quests, and other electronic resources to enhance education. This offers candidates multiple skills to support efforts to demonstrate proficiency with and knowledge of state and InTASC standards.
b. EDUC 410 Education Assessment: Final exam was a summative assessment that focused on forms/types of assessment and validity//reliability factors. (InTASC Standard 6: Assessment)
c. EDUC 407 Creative Arts Methods: A Project-Based assessment rubric was designed in Spring 2016 for use as a final assessment. (InTASC Standard 4: Content Knowledge)
d. EDUC 407 – Music Methods and Materials final assessment was a combination Project-Based assessment and essay test. (InTASC Standard 4: Content Knowledge)
e. EDUC 405 Math Methods: The final assessment for the math methods course is a 5-day unit plan developed by each candidate. Each candidate teaches a part of the lesson to the cohort. (InTASC Standard 4: Content Knowledge)
f. EDUC 331 Learning Environments: A Project Based rubric was designed to assess the Final Classroom Management Plan. (InTASC Standard 3: Learning Environments)

In addition to curriculum work, the unit followed recommendations for improving program through collecting evidence a variety of ways. During the 2015-16 academic year, the unit began the process of using the ND Common Metrics Survey to survey current students, first-year teachers, and employers and hand-tabulating final scores on the student teaching final assessment to assess by

cohort and by standard. Thus, we are able to identify improvement opportunities based on student and employer feedback, and we are able to identify standards that met to a high level of proficiency and those that demonstrate a growth opportunity.

During the current academic year, the college purchase LiveText, a data management system used by many teacher education programs to run multiple reports that serve to guide the improvement process. With the assistance of Chad Davis, we are currently building the structure that will allow us to run multiple assessment-based reports for improvement purposes and for reporting purposes.

Section 5: Assessment Recommendations:

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

Once LiveText is fully functional, the unit will be able to run reports very easily in order to monitor the degree to which we are meeting state and InTASC Standards. The ND Common Metrics Survey is an excellent resource that will allow us to continue to gain the perspectives of various groups – students, graduates, cooperating teachers, and employer – as we continue to monitor successes and growth opportunities.

Section 6: Assessment-Based Requests:

Describe the resources or support your program needs to act on the findings of your assessment

Most assessment improvements required the investment of time and effort with no financial output needed. We have moved Practicums I and II based on student feedback. Candidates now begin the Practicum experience when local schools start their school year. We are now offering the Writing for Teachers course during fall semester to accommodate candidates' needs. Work to reinforce syllabi for selected courses to meet standards at a deeper level will continue. The only real major cost has been the LiveText data management system, and one must assume that the entire institution will eventually benefit from that resource.

General Education Assessment

General Education Program Philosophy

Turtle Mountain Community College's philosophy of General Education is grounded in the belief that a multifaceted array of concepts and experiences enhances and broadens student's abilities to contribute to a more vibrant, ethical, progressive and responsible society. General Education at TMCC will produce students who can think critically, use technology effectively, understand the culture of the Turtle Mountain Band of Chippewa Indians, solve concrete problems and apply their skills and competencies to benefit themselves and society, with an emphasis upon contributing to the success of the Turtle Mountain Band of Chippewa. All academic programs at TMCC adhere to the student learning outcomes as the basis of the learning goals of each program (A.A., A.S., A.A.S, B.S., and certificates).

General Education Outcomes

1. **Communication**
   To develop the skills to gather information appropriately and communicate clearly both orally and in writing. Through time and process, further developing advance 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.

2. **Mathematics**
   To develop the student's ability to apply arithmetic, metric, geometric, statistical, and algebraic principles of mathematics and problem solving; use numerical, symbolic, or graphical reasoning to interpret information, draw valid conclusions, and communicate results appropriate to their program of study.

3. **Science**
   To develop the knowledge through the use lecture, labs, and research to expose students to the sciences. Science that will provide the bases, procedures, and applied techniques by which knowledge are generated and accessed through the life, physical and earth sciences.

4. **Arts, Humanities and Social Science**
   To develop and enhance, through its instruction in the humanities, sciences, and social sciences, the students intellectual and cultural worlds, providing them with resources to live fuller and richer lives. The students are taught to be flexible and

disciplined thinkers who can approach life situations from multiple perspectives and solve problems in diverse situations that span their work, personal and civic lives.

5. **Culture/Diversity**
   To develop the student's awareness and knowledge to appreciate the values and beliefs of diverse cultures and recognize responsibility for our local, national, and global issues. Examine critically and appreciate the values and attitudes of our own local culture and of other cultures. Students will be able to consider a variety of perspectives bases on differences such as those stemming from culture, culture heritage, class gender, ethnicity, historical development, community and leadership.

6. **Critical Thinking**
   To provide students with the competence to demonstrate the ability raise vital questions, 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.

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.

Each of these outcomes is assessed on a yearly basis by faculty who teach general education courses. Unlike the program assessment completed for the CTE programs or Teacher Education, the general education outcomes must be assessed across the curriculum of both Associate degree offerings: the Associate of Arts and the Associate of Science.

Faculty, either alone, or in teams, are working on developing strategies to conduct both formative and summative assessment of these outcomes that span the curriculum. As these methods are currently being developed, the faculty have chosen a variety of ways to gather and record this data. Some, for instance, use embedded questions in key courses, while others make use of the Graduation and Beyond capstone course required for all Associate level prospective graduates.

Like all programs on campus, the general education outcomes are assessed on a yearly basis. That assessment is reviewed and rated by the Student Learning Committee at the end of the academic year.

Arts Humanities and Social Science

General Education Outcome Assessment Review

Program: Arts Humanities Social Science General Education Outcome
Instructor: Dr. Ann Brummel

Review Date: 5/15/17

Composite Average: 2.90

Reviewer	Section 1: Prior Actions	Section 2: Outcomes	Section 3: Methods	Section 4: Results	Section 5: Recommendations	Section 6: Requests	Comments
Reviewer #1		2	2	3	3		
Reviewer #2	1	4	4	4	3	y	
Reviewer #3		3	3	2	3	y	How accurate is self assessment?
Reviewer #4		2	2	3	3	y	
Reviewer #5		4	3	2	2	y	More needed
Reviewer #6		3	3	3	3		
Reviewer #7		3	3	3	3		
Reviewer #8			3	3	3	y	
Reviewer #9	3	3	3	3	3	y	
Reviewer #10		3	3	2	3	y	
Averages		**3.00**	**2.90**	**2.80**	**2.90**		

Turtle Mountain Community College
Annual Assessment Plan

Name____Dr. Ann Brummel_____
Area of Assessment__Arts, Humanities & Social Science___ Academic Year__2016-17_____
Submission Purpose: ___Initial Assessment Plan ___Revised Assessment Plan _#__Updating Results/Actions

Section 1: Prior Assessment Actions:

Describe the actions taken as a result of last year's program assessment

N/A

Section 2: Program Outcomes:

List each outcome separately

1. Student demonstrates flexible and disciplined thought practices.
2. Student acknowledges multiple perspectives when approaching intellectual problems.
3. Student demonstrates work that touches situations spanning their work, personal, and civic lives.

Section 3: Assessment Methods:

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

1. Critical thinking essay question.
2. Critical thinking essay question.
3. Critical thinking essay question.

Students will participate in the First Year Experience course as well as the Graduation seminar. In each of these courses, they will respond to the same critical thinking essay questions. Each student's essay performances will be assessed according to the TMCC General Education Outcome Assessment Rubric for Arts, Humanities and Social Science.

Section 4: Assessment Results

Give an overview of the results of your assessment.

The Three critical thinking questions assigned to students in the Graduation Seminar were:

1. Please rate your ability to identify multiple perspectives surrounding an issue in the context of multiple worldviews.
2. Please rate your level of growth in your understanding of multiple world-views and ability to identify a diverse set of perspectives in a given area that you've developed as a result of our education at TMCC.
3. Identify a controversy or debate in society. Explain three distinct perspectives regarding that controversy.

On May 8, I joined faculty from the Arts, Humanities, and Social Sciences to assess student essays. (Among enrollees of the Graduation Seminar, nineteen responded to the essay questions.) We faculty divided into small groups and assessed student responses to the three essay questions, using a Likert scale. I worked with another instructor to assess responses to Question #3.

Criteria for responses were:

Structure: Please respond to the essay using fully developed sentences and paragraphs. Include a clear introduction, body, and conclusion.

Development: Please be as thorough as you can in your responses within the time frame allowed. Focus on identifying a wide range of perspectives surrounding the issue. Likert scale results were approximately as follows:

Question #1
Scale
1- Little to no ability
2- Some ability 6/19 = 31%
3- Substantial ability 9/19 = 48%
4- High level of ability 4/19 = 21%

Question # 2
Scale
1 – Little to no growth
2 – Some growth 4/19 = 21%
3 – Substantial growth 9/19 = 48%
4 – High level of growth 6/19 = 31%

Question # 3
Scale
1 – 1/19 Insufficient
2 – 4/19 = 21% Below Expectations
3 – 4/19 = 21% Meets Expectations
4 – 2/19 = 10% Very good
5 – 3/10 = 10% Exceeds expectations

Question #3 was evaluated using a five point Likert scale.

Section 5: Assessment Recommendations:

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

In order to have a more complete student response to the assessment as presented in the Graduation Seminar, I recommend that the assessment be presented at second semester Mid-term exam time. This would provide a more likely numerical student participation. That in turn would provide greater reliability of our assessment tool. I also support our efforts to improve use of the First Year Experience and the Graduation Seminar. I would like to contribute a module on Global Cultural Geography to the First Year Experience course.

Section 6: Assessment-Based Requests:

Describe the resources or support your program needs to act on the findings of your assessment

In order for TMCC students to understand critical thinking and how to apply it to written work, I suggest that instructors begin each semester with explanations of good sentence and paragraph structure, and what is meant by perspectives of multiple world views.

Section 7: Administrative Response:

To be completed by administrative supervisor

Communication General Education Outcome Assessment Review

Program: Communication General Education Outcome

Instructor: Dr. Louise Dauphinais, Stuart Rieke and Erik Kornkven

Review Date: 5/15/17

Composite Average: 3.54

Reviewer	Section 1: Prior Actions	Section 2: Outcomes	Section 3: Methods	Section 4: Results	Section 5: Recommendations	Section 6: Requests
Reviewer #1	NA	3	3	2	4	N
Reviewer #2	na					N
Reviewer #3		5	4	4	5	Y
Reviewer #4						
Reviewer #5		4	4	3	4	Y
Reviewer #6		4	4	4	4	Y
Reviewer #7		1	3	3	4	
Reviewer #8			3	2	2	y
Reviewer #9	3	3	4	4	4	y
Reviewer #10	na	4	4	4	4	y
Averages		**3.43**	**3.63**	**3.25**	**3.88**	

Turtle Mountain Community College
Annual Assessment Plan

Name_Erik Kornkven__
Area of Assessment___ General Education Outcome: Communication
Academic Year_____2016-17_____
Submission Purpose: ___Initial Assessment Plan ___Revised Assessment Plan ___Updating Results/Actions

Section 1: Prior Assessment Actions:

Describe the actions taken as a result of last year's program assessment

Previous general education assessment was conducted by department chairs in separate reports. This will be the initial assessment of the communication general education outcome as its own report.

Section 2: Program Outcomes:

List each outcome separately

1. Student demonstrates ability to gather and communicate information clearly in written format
2. Student Demonstrates ability to gather and communicate information clearly in oral delivery
3. Student demonstrates the ability to read, interpret, and critically analyze written material.
4. Student demonstrates ability to incorporate standard rhetorical techniques in different situations.

Section 3: Assessment Methods:

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

The Communication General Education outcome will be graded on a summative and formative basis.

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

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

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

Summative: Writing will be assessed in the Graduation and Beyond course. Students will be asked to write a short essay which will be analyzed by English Faculty. The essays would be scored holistically with attention on structure, editing and style, and cohesiveness.

Section 4: Assessment Results

Give an overview of the results of your assessment.

Formative:

The composition papers were assessed using a common rubric across three major papers. Each criteria was scored on a 4 point scale:

1 = Well Below Mastery
2 = Near Mastery
3 = Meets Mastery
4 = Exceeds Mastery

Below are the averages for the Composition II

- Source Use: 2.51
- Content Development: 2.68
- Genre Conventions: 2.75
- Structure: 2.8
- Style and Editing: 2.95

The results for Composition I:

- Source Use: 2.68
- Content Development: 2.97
- Genre Conventions: 3.24
- Structure: 3.24
- Style and Editing: 3.11

Analysis of Results:

The higher scores in Composition I most likely result from the high drop-rate in the course resulting in significantly fewer students completing the final paper. Composition II saw a vastly lower drop-rate, but a much higher diversity of scores. For this reason, the Composition II courses most likely represent the more consistent and accurate results.

Formative:

The formative assessment happened in the graduation and beyond course for graduating seniors. Students were asked to write an essay using clear structure and well developed thoughts. Each essay was scored by two separate English instructors on a 5-point holistic rating with 5 representing exceptional completion, 3 representing "Met Expectations", and 1 representing an unsatisfactory completion.

15 participants
Average Score: 2.86/5 (Below Expectation)
# of students scoring 3/5 or higher: 66% (10/15)
# of students scoring 2/5 or lower: 33% (5/15)

This data suggests that the majority of students met with the expectations in the area of communications, with a smaller number of students scoring below 2/5. This supports the need for additional writing instruction past the Composition 2 level.

Section 5: Assessment Recommendations:

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

The assessment results depict students have room to improve to meet the mastery level expected of them. More specifically, the numbers paint the picture of students who are stronger at the basic elements of writing such as structure and style/editing, than they are with the more nuanced elements of academic writing such as content development and source use.

Suggestions based on the assessment results:

- Increased emphasis placed on source use in Composition I and II
- Integration of more complex reading tasks designed to model proper content development and strengthen rhetorical awareness.

Suggestions for future assessment:

- Adjust the common rubric for usability and inclusiveness.
- Share common rubric with other instructors and ask them to assess student writing projects across the curriculum.
- Incorporate Oral communication assessment strategies using the Communication Courses.

Section 6: Assessment-Based Requests:

Describe the resources or support your program needs to act on the findings of your assessment

The lowest score that student's received was in the area of effective source use. One of the challenges in teaching this is the lack of access to computers. While many students have laptops, there are a number of students who do not. For class time to be devoted to research hands-on practice of writing electronically, students must be sent out to use the computers in the library, student union, or computer lab.

My request is for 7-10 computers to be placed in the English room to be used by students during class time. Desktop computers would be preferred, though laptops could also work. Whatever computers are used, they must be able to use Microsoft Word.

Critical Thinking General Education Outcome Assessment Review

Program: Critical Thinking General Education Outcome
Instructors: Brian Bercier and Les LaFountain

Review Date: 5/15/17

Composite Average: 2.78

Reviewer	Section 1: Prior Actions	Section 2: Outcomes	Section 3: Methods	Section 4: Results	Section 5: Recommendations	Section 6: Requests	Comments
Reviewer #1		3	2	2	3		Student averages need to be added to the conversation. Students are self reporting at a higher level than rater average.
Reviewer #2							
Reviewer #3		5	3	3			
Reviewer #4		2	1	2	3		Show the instrument in more detail
Reviewer #5		3	2	3	4	y	Continue using graduation and Beyond for assessment
Reviewer #6		3	3	4	4	y	
Reviewer #7		3	3	3			Adjust Question: Questions need to be more carefully designed to help student answer more adequately.
Reviewer #8			2	2	2		Questions need to be revamped. Report student reviewer results.
Reviewer #9	2	2	2	3	2		
Reviewer #10		3	3	3	3		
Averages		**3.00**	**2.33**	**2.78**	**3.00**		

Turtle Mountain Community College
Annual Assessment Plan

Names: Mr. Les LaFountain and Brian Bercier
Area of Assessment: Critical Thinking Academic Year: 2016-2017
Submission Purpose: ___Initial Assessment Plan ___Revised Assessment Plan ___Updating Results/Actions

Section 1: Prior Assessment Actions:

Describe the actions taken as a result of last year's program assessment

N/A

Section 2: Program Outcomes:

List each outcome separately

Students demonstrate ability to raise vital questions, gather and assess relevant information.
Students will demonstrate an ability to come to well-reasoned conclusions and test those solutions.
Students will demonstrate the ability to think open mindedly about assumptions.
Students will demonstrate that they have considered practical consequences of their solutions.

Section 3: Assessment Methods:

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

The TMCC General Education Outcome Assessment Rubric for Critical Thinking will be applied to several survey questions and administered in the graduate survey course at the end of Fall and Spring Semester.

Section 4: Assessment Results

Give an overview of the results of your assessment.

In this first attempt at measuring the critical thinking abilities of our (TMCC) graduating students in the "Graduation and Beyond course" with an enrollment of 39 of enrolled students there were 19 respondents, with one respondent providing no data input.

Out of 18 respondents measured on a self-report on their ability the engage in the critical thinking process measured on a four point Likert scale. 6 respondents in one lass and 12 respondents in reporting in the other class. As per the self-report scale with

1. little or no ability.
2. some limited ability.
3. substantial ability.
4. high level of ability,

0 students reported having little or no ability (1 on the scale).
1 respondent reported some limited ability (2 on the self-report scale).
12 students reported a substantial level of ability on the self-report scale, (3 in one class 50%. 9 in another class 75%)
5 respondents reported a high level of ability 5. (2 in one class or 33%, and 3 in the other class or 25%). On the self-report scale.

Of the 18 respondents measured on a 5 point Likert scale by evaluation of the explanation of the critical thinking question (with a score of1 being no critical thinking shown, and 5 showing excellent critical thinking skills the mean score of all respondents was 1.64. These questions were reviewed and scored based the information presented in a series of typed response to the question "Describe the skills and knowledge that you've gained in you time at TMCC that will help you navigate both the indigenous and mainstream culture"

Mr. Les LaFountain and Brian Bercier assessed the answers given. It is interesting to note that there was a very small discrepancy between both reviewers scoring based on the answers provided by the respondents. In those scores that differed it was easy to conclude and arrive at a score that was agreeable to both reviewers. It is also of note that students self-report data showed they felt they had abilities from limited to high levels of critical thinking processes. Perhaps we asked the question in a way they could not fully explain what they really learned in terms of Critical thinking.

It seems to this reviewer the question on critical thinking was not explicit enough to have the students assess the depth of critical thinking in terms of supporting evidence, with clear and evidence based answers that entail the critical thinking question. Students for the most part gave answers that had no supporting evidence. They did not clearly address the thought process involved in critical thinking. This needs to be addressed in the next draft of our assessment.

Section 5: Assessment Recommendations:

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

Questions concerning critical thinking, need/should be adjusted/refined to have the students include/provide evidence that they clearly delineates what the question is asking. This in terms of being able to view multiple perspectives, explain how each are similar or what differences there are. Provide information that support their statements, and is outlined in a clear and effective manner, answers should be in multi paragraph form, i.e. have a clear introduction, body of clear statements, and strong supported conclusions.
This was the initial attempt in assessing critical thinking. We expected to learn from this first try and to develop an instrument that will allow the students to answer questions about critical thinking, in terms they are /should be familiar with. It seems evident that this first attempt at critical thinking assessment is not adequate, nor, should it be used as reliable baseline data. We need to ask more questions directly, and ask questions that will allow the students to qualify their statement with concrete examples, not broad statements that are not statements of impassioned praise or distain unless supporting evidence is included.

Section 6: Assessment-Based Requests:

Describe the resources or support your program needs to act on the findings of your assessment

None at this time

Culture General Education Outcome Assessment Review

Program: Culture General Education Outcome

Assessor: Leslie Peltier

Review Date: 5/15/17

Composite Average: 2.70

Reviewer	Section 1: Prior Actions	Section 2: Outcomes	Section 3: Methods	Section 4: Results	Section 5: Recommendations	Section 6: Requests	Comments
Reviewer #1		2	1	1	1	y	
Reviewer #2							
Reviewer #3		4	2	3		y	Incomplete data, - Reach out to other courses or measures to collect data
Reviewer #4		2	3	2	3	y	
Reviewer #5		3	3	3	4		Need institutional commitment to tracking students
Reviewer #6							Need cooperation from administration/placement test
Reviewer #7			3	3	4	y	Attach to placement
Reviewer #8			4	3	4	y	
Reviewer #9	2	3	3	3	2	y	
Reviewer #10		2	2	2	3	y	Yes, have it attached to math/english entry test
Averages		**2.67**	**2.63**	**2.50**	**3.00**		

Turtle Mountain Community College
Annual Assessment Plan

Name: Leslie Peltier_____
Area of Assessment:_Culture_____Academic Year_2016-2017_
Submission Purpose: __Initial Assessment Plan ___Revised Assessment Plan _x_Updating Results/Actions

Section 1: Prior Assessment Actions:

Describe the actions taken as a result of last year's program assessment

TMCC Social Science Faculty developed the Graduate Cultural Assessment pre and post-test and have administered the tests biannually since 2012.

Section 2: Program Outcomes:

List each outcome separately

Culture/Diversity: Students will be able to consider a variety of perspectives bases 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.

Section 3: Assessment Methods:

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

Cultural Graduate Assessment pre and post tests were administered to incoming freshmen during orientation and in May as they were graduating in 2013-2014 and again in 2015-2016. The test is composed of an eleven-part question on student knowledge of various culturally relevant activities or experiences. Social Science faculty used a simple point system to assess student response and enter the data into a final report using Excel and this was shared with the TMCC Assessment Committee Chairman.

The Cultural Graduate Assessment Pre-test was not administered during the 2016-2017 academic year, but the Post-test was made a part of the exit assessment requirements in the new course; SOCI 120: Transitions-Graduation and Beyond will provide a better method of collection of data.

Section 4: Assessment Results

Give an overview of the results of your assessment.

The inclusion of the Cultural Graduate Assessment Pre and Post tests into the new courses, SOCI 105: First Year Experience and SOCI 120: Transitions-Graduation and Beyond should reach more students and provide a better method of collection of data.

We collected 18 student responses to the Post test in May 2017. There were over 60 Associate of Arts and Associate of Science degrees awarded at TMCC Graduation on May 12, therefore we missed collecting data from over two thirds of the 2017 graduates. On the 18 Post Cultural Graduate Assessment test we collected two sets of data; one is the student's self-assessment and the other is the faculty rating both based upon the 1-5 rubric. 1pt. being No understanding and 5 - Deep understanding. The faculty assessment was dependent upon the student's written responses showing actual evidence of learning for each topic.

The results of the two sets were very different in that the student ranked themselves higher than the faculty ranked them. Because of this difference the faculty revised the test adding better instructions and added a sentence asking students to specify examples for each topic.

Section 5: Assessment Recommendations:

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

We may have to reach out through other means beyond the two SOCI classes to obtain more students response for both the Pre and Post testing. This is due to not every graduate taking the two courses as a requirement and/or there are students graduating that have stopped-out or have taken longer to finish their degree than two years. We must offer the Pre and Post tests every Fall, Summer, and Spring and continue to require student's names to avoid duplication. Attach the Cultural Graduate Assessment Pre Test to the Placement tests done at the beginning of each Fall semester and administered by Student Service staff. Continue to require student's names so there would not be duplication of the results. Attach the Cultural Graduation Assessment Post Test to the exit check list administered by Student Service staff as students pick up their caps and gowns.

Section 6: Assessment-Based Requests:

Describe the resources or support your program needs to act on the findings of your assessment

The cooperation of facilitators or instructors of the two courses and the Students Service staff in administering the Cultural Graduate Assessment Post and Pre tests is necessary. The final report of data using Excel is important for continuity and comparison.

Math General Education Outcome Assessment Review

Program: Math General Education Outcome
Instructor: Miles Pfahl and Daniel Henry

Review Date: 5/15/17

Composite Average: 3.27

Reviewer	Section 1: Prior Actions	Section 2: Outcomes	Section 3: Methods	Section 4: Results	Section 5: Recommendations	Section 6: Requests	Comments
Reviewer #1		3	4	3	2		
Reviewer #2	4	4	4	5	4	y	
Reviewer #3		4	3	3	4	y	Redesign rubric, more numbers in rubric. Work on statistics
Reviewer #4	3	4	2	3	3	y	Thoughtful explanation of past work, great job in course level, now let's branch out to other courses across the curriculum, please provide number of participants in results, good recommendations.
Reviewer #5		2	3	3	3		Assess 103 with embedded questions, write outcomes as a statement like others
Reviewer #6		2	2	2	2		
Reviewer #7	4	4	4	3	4		Spend time reviewing at start of second semester
Reviewer #8			3	3	3	y	
Reviewer #9	4	3	4	4	3	y	
Reviewer #10		1	3	3	4	y	
Averages	**3.75**	**3.00**	**3.20**	**3.20**	**3.20**		

Turtle Mountain Community College
Annual Assessment Plan

Name_____Miles Pfahl_____
Area of Assessment_____Mathematics_____ Academic Year___2016-2017_____
Submission Purpose: ___Initial Assessment Plan __X_Revised Assessment Plan ___Updating Results/Actions

Section 1: Prior Assessment Actions:

Describe the actions taken as a result of last year's program assessment

For the 4th consecutive semester, the mathematics course meeting times continued meeting days of twice a week for 80 minute blocks instead of the 4 days a week meeting times for 45 minute blocks. After this 4th semester of consistent course delivery, the success rate of the students in MATH 112 this semester increased significantly from last semester's lower success rate. This tends to suggest that last semester low success rate was just a fluke with that group of students as mentioned in last semester's FARM? No changes will be made in the course for the Fall 2016 semester to see if this trend continues.

Section 2: Program Outcomes:

List each outcome separately

1. Computation – Students will be able to perform mathematical computations appropriate to their program of study at TMCC.

2. Problem Solving – Students will be able to interpret information and apply logic and strategy to solve complex problems.

3. Working with data in various forms and reporting results – Students will be able to work with data in various forms that include graphs, figures, tables, charts, and statistics.

Section 3: Assessment Methods:

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

1. Computation – Embedded questions from Course Exam. Students will be scored based on Assessment Rubric using questions taken from the Chapter 5 Exam pertaining to finding actual zeros of various polynomials.
2. Problem Solving – Embedded questions from Course Exam. Students will be scored based on Assessment Rubric using questions taken from the Chapter 6 Exam pertaining to analyzing all characteristics of a Rational Function to sketch the graph of the Rational Function.
3. Working with data in various forms and reporting results – Embedded questions from Course Exam. Students will be scored based on the Assessment Rubric using questions taken from the Chapter 4 Exam pertaining to describing, in words, how the graph of a Rational Function can be transformed using horizontal, vertical, reflection and stretching techniques.

Section 4: Assessment Results

Give an overview of the results of your assessment.
(See Attached Mathematics Assessment Rubric for General Education)

1. Computation – N=33	67% of Students scored (4) 24% of Students scored (3) 9% of Students scored (2) 0% of Students scored (1)
2. Problem Solving - N=33	58% of Students scored (4) 30% of Students scored (3) 12% of Students scored (2) 0% of Students scored (1)
3. Working with Data N=33	27% of Students scored (4) 49% of Students scored (3) 24% of Students scored (2) 0% of Students scored (1)

Section 5: Assessment Recommendations:

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

The assessment results for Computation and Problem Solving seem adequate, whereas the results for the Working with Data outcome are low. When analyzing possible reasons why the Working with Data outcome may be low, one possible factor may be the timing in the semester when this outcome is assessed. This outcome is assessed at the beginning of the semester which is the transition period between students moving from Algebra I to Algebra II. With the layoff that takes place between semesters or longer if the student does not register for Algebra II in the semester directly after they have taken Algebra I, there may be some loss of previous knowledge to jump right back into this topic. Seeing the assessment results above, this will lead to an increased emphasis at the beginning of Algebra II to make sure the students have a firm grasp of the concepts involved as well as incorporating some review of the end of semester topics from Algebra I which lead into the beginning of Algebra II.

One other improvement that may be considered down the road is a program redesign where students will have the opportunity to complete both Algebra I and Algebra II in 1 semester by having each course meet 4 days a week instead of only twice a week. TMCC's developmental math sequence will begin this new program redesign starting in Fall 2017 semester and based on the results of the developmental courses this strategy may be applied to the Algebra sequence as well.

Section 6: Assessment-Based Requests:

Describe the resources or support your program needs to act on the findings of your assessment

No outside physical resources are needed to carry out the improvement strategy at this time. In the future if a program redesign becomes an option for implementation, administrative support will be needed.

Section 7: Administrative Response:

To be completed by administrative supervisor

TMCC: General Education Outcome Assessment Rubric - Mathematics

This rubric is designed for use when assessing TMCC General Education Student Learning Outcome No. 2 Mathematics at the course or department/program level. Use any or all criteria applicable for your course or program.

2. Mathematics: To develop the student's ability to apply arithmetic, metric, geometric, statistical and algebraic principles of mathematics and problem solving; use numerical, symbolic, or graphical reasoning to interpret information, draw valid conclusions, and communicate results appropriate to their program of study.

Mathematics	4	3	2	1
Computation:				
Problem Solving:				
Working with Data:				

Rubric Score Criteria:

4 – The student response:

- Offers a correct solution and is well supported by well-developed and accurate explanations.
- Gives evidence that an appropriate problem-solving strategy was selected and implemented, but may contain minor errors that do not detract from the overall quality of the student response.
- Is clearly organized and focused, and shows a mathematical understanding of the task or concept.
- Contains sufficient work to convey thorough understanding of the problem.

3 – The student response:

- Offers a generally correct solution, but contains minor flaws in reasoning or computation.
- Gives evidence that an appropriate problem-solving strategy was selected and implemented, but may contain minor arithmetic or algebraic errors that do detract from the overall quality of the student response.
- Is clearly focused, well-organized, but neglects some aspect of the complete solution to the problem.
- Lacks sufficient detail to convey thorough understanding of the task or concept to warrant a 4.

2 – The student response:

- Offers a partially correct answer to the problem
- May contain flaws indicating an incomplete understanding of the task or concept.
- May show faulty reasoning leading to weak answers or conclusions
- May demonstrate unclear communications in writing or diagrams
- May demonstrate a poor understanding of relevant mathematical procedure and concepts.
- Offers a correct solution with no supporting evidence or explanation

1 – The student response:

- Offers little or no supporting detail conveying limited understanding
- Contains numerous errors in computation and reasoning and detracts from the overall quality of the response.
- Provides vague interpretation to the solution/explanation, indicating little or no mathematical understanding of the task or concept.

Science General Education Outcome Assessment Review

Program: Science General Education Outcome
Instructors: Deb, Stacie, Crystal
Review Date: 5/15/17 Composite Average: Resubmitted after Formal Assessment Review

Reviewer	Section 1: Prior Actions	Section 2: Outcomes	Section 3: Methods	Section 4: Results	Section 5: Recommendations	Section 6: Requests	Comments
Reviewer #1	Na	3	3	3	4	Y	Describe your reasoning for some of your main decisions regarding your methods (don't need a full narrative, just a quick overview). Work on presenting your results a bit clearer for quick transmission of information.
Reviewer #2		3	3	3	4		If labs are going to increase, give data so it is measurable. The samples provided help support the reported information.
Averages							

Turtle Mountain Community College
Annual Assessment Plan- Due no later than October 1st

Name__Stacie Blue_____

Area of Assessment_Science_____ Academic Year__2016/2017_____
Submission Purpose: _x__Initial Assessment Plan ___Revised Assessment Plan ___Updating Results/Actions

Section 1: Prior Assessment Actions:

Describe the actions taken as a result of last year's program assessment

Development of a Science Rubric to use for assessment.

Section 2: Program Outcomes:

List each outcome separately

Science	**Accomplished (3)**	**Developing (2)**	**Beginning (1)**
Knowledge: Apply basic scientific facts and concepts to solve subjective-knowledge problems.			
Analysis: Interpret elements of multi-step problems and apply reasoning and logic to solve both qualitative and quantitative problems. Elements of problems may include figures, graphs, and diagrams.			
Laboratory Skills: Interpret laboratory procedures, collect and interpret data using instrumentation, apply safety measures, calculate and express laboratory results in forms such as text, tables, graphs, and figures.			

Section 3: Assessment Methods:

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

To measure knowledge and analysis embedded questions will be identified and analyzed to determine students understanding of the content. We will use the Science rubric to measure students level of understand; Accomplished, Developing, Beginning. Laboratory Skills will be measured through student self-survey, and embedded lab assignment questions that require written responses. We will use the Science rubric to measure students level of understand; Accomplished, Developing, Beginning.
Accomplished: to bring to its goal or conclusion; carry out; perform; finish
Developing: to come gradually into existence or operation; be evolved
Beginning: to proceed to perform the first or earliest part of (some action)

Section 4: Assessment Results

General Biology 151 (4 credit w/Lab)

Knowledge: Based on Final Scores 18/22 Accomplished (A,B), 3/22 Developing (C), 1/22 Beginning (D)
Analysis: Predator/Prey Lab data table, graphing, applying reason and logic

14/22 Accomplished 8/22 Developing

Developing Students used the wrong style of graph-used bar graph instead of line graph, reasoning was not a complete thought.

Laboratory Skills: 22/22 All students are at Accomplished for use of Microscope and Viewing objects on slides, minimal help needed with finding objects at 40X magnified (400 times magnified).

Section 5: Assessment Recommendations:

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

Laboratory Skills: Continue the number of microscope labs required in courses, students are mostly independent by mid-semester of General Biology 151.

Knowledge: Review questions with the most incorrect answers and the corresponding course material. Provide more visual aids, and real-life examples where applicable.

Analysis: Increase the number of labs with a data table/graphing portion, providing students the opportunity to use a data table, and determine which style of graph they should develop.

Research study skills techniques and do a lab in every course on ways to review and understand the course material.
The only thing I did not do, that was stated in Section 3, was a student self-survey. Will review this summer and determine if it is something that would benefit the course.

Section 6: Assessment-Based Requests:
Describe the resources or support your program needs to act on the findings of your assessment
Links to resources for working with students who have learning disabilities, are emotionally disabled, or blind.
Links to resources on the TMCC website for Khan Academy, Crash Course, Cram.Com and other free education services found online.

Sample Embedded Questions

Laboratory Skills Example Questions

GENERAL BIOLOGY LAB #2

Please carefully **DRAW** all specimens.

1. Kingdom: Bacteria
   Genus: *Nostoc*
   They are on slides labelled "#1". Find it at 4X. Draw it at 10X.

2. Kingdom: Protists
   Phylum: Green Algae
   Genus: *Spirogyra*
   There is a slide labelled. Find it at 4X. Find it at 10X. Draw it at 40X.

3. Kindom: Protists
   Phylum: Brown algae
   Genus: *Fucus*
   This specimen is large enough to see without a microscope.

4. Kingdom: Protists
   Class: Diatoms
   Make a wet mount on a slide Find it at 4X. Find it at 10X. Draw it at 40X.

5. Kingdom: Protists
   Phylum: Ciliates
   Genus: *Stentor*
   This is a prepared slide at the front of the room. Find it at 4X. Find it at 10X. Draw it at 40X

6. Kingdom: Protists
   Phylum: Sarcodina
   Genus: *Foraminifera*
   This is a prepared slide at the front of the room. Find it at 4X. Find it at 10X. Draw it at 40X.

7. Kingdom: Fungi
   Genus: *Rhizopus*
   This is a prepared slide at the front of the room. Find it at 4X. Find it at 10X. Draw it at 40X.

8. Kingdom: Fungi
   Common name: morel
   This specimen is large enough to see without a microscope.

Analysis Skills Example Questions

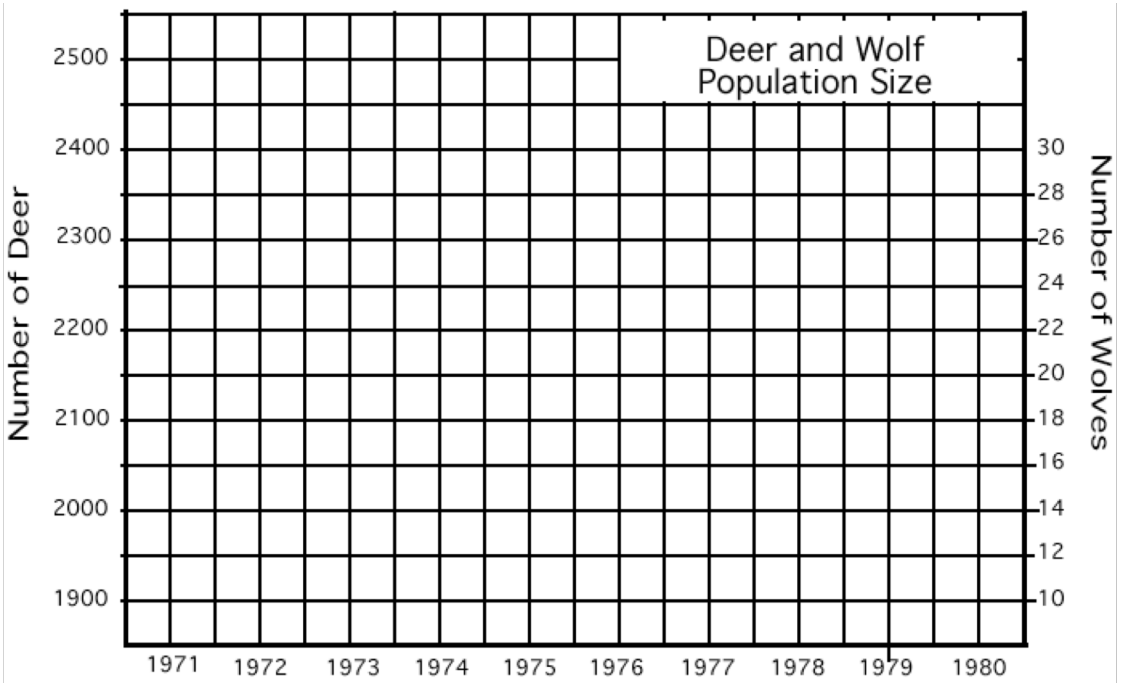
Deer: Predation or Starvation

Introduction: In 1970 the deer population of an island forest reserve about 518 square kilometers in size was about 2000 animals. Although the island had excellent vegetation for feeding, the food supply obviously had limits. Thus the forest management personnel feared that overgrazing might lead to mass starvation. Since the area was too remote for hunters, the wildlife service decided to bring in natural predators to control the deer population. It was hoped that natural predation would keep the deer population from becoming too large and also increase the deer quality (or health), as predators often eliminate the weaker members of the herd. In 1971, ten wolves were flown into the island.

The results of this program are shown in the following table. The Population Change is the number of deer born minus the number of deer that died during that year. Fill out the last column for each year (the first has been calculated for you).

Year	Wolf Population	Deer Population	Deer Offspring	Predation	Starvation	Deer Population Change
1971	10	2,000	800	400	100	+300
1972	12	2,300	920	480	240	
1973	16	2,500	1,000	640	500	
1974	22	2.360	944	880	180	
1975	28	2,224	996	1,120	26	
1976	24	2,094	836	960	2	
1977	21	1,968	788	840	0	
1978	18	1,916	766	720	0	
1979	19	1,952	780	760	0	
1980	19	1,972	790	760	0	

1. Graph the deer and wolf populations on the graph below. Use one color to show deer populations and another color to show wolf populations.



Analysis Questions

1. Describe what happened to the deer and wolf populations between 1971 and 1980.

2. What do you think would have happened to the deer on the island had wolves NOT been introduced?

3. Statements are made that describe that predators and prey exist in a balance. This "balance of nature" hypothesis has been criticized by some scientists because it suggests a relationship between predators and prey that is good and necessary. Opponents of this hypothesis propose the following questions: Why is death by predators more natural or "right" then death by starvation?

4. How does one determine when an ecosystem is in "balance"?

5. Do predators really kill only the old and sick prey? What evidence is there for this statement?
What is your opinion of the balance of nature hypothesis? Would the deer on the island be better off, worse off, or about the same without the wolves? Defend your position.

Technology General Education Outcome Assessment Review

Program: Technology General Education Outcome

Assessor: Erik Kornkven

Review Date 5/15/17

Composite Average: 3.31

Reviewer	Section 1: Prior Actions	Section 2: Outcomes	Section 3: Methods	Section 4: Results	Section 5: Recommendations	Section 6: Requests	Comments
Reviewer #1		2	3	4	4	n	
Reviewer #2							
Reviewer #3		3	2	4	2	N	Broader Focus for requests, make requests on institutional level
Reviewer #4		3	2	3	3		Develop more robust Methods
Reviewer #5		4	3	3	4	y	Technology should be assessed by someone else
Reviewer #6							
Reviewer #7		3	4	4	4		Offer more courses?
Reviewer #8			4	4	3		Add access to internet, setting too low of a bar, someone needs to take ownership
Reviewer #9	3	4	4	4	4	y	
Reviewer #10		2	3	3	4	y	
Averages		**3**	**3.13**	**3.63**	**3.5**		

Turtle Mountain Community College
Annual Assessment Plan

Name___Erik Kornkven_____
Area of Assessment____General Education Outcome: Technology____
Academic Year___2016-17_____
Submission Purpose: ___Initial Assessment Plan ___Revised Assessment Plan ___Updating Results/Actions

Section 1: Prior Assessment Actions:

Describe the actions taken as a result of last year's program assessment

Previous general education assessment was conducted by department chairs in separate reports. This will be the initial assessment of the technology general education outcome as its own report.

Section 2: Program Outcomes:

List each outcome separately

1. Student is conversant with the general knowledge bases relating to technology.
2. Student uses technology procedures and techniques to access and generate information.
3. Student selects and applies techniques and procedures of technology at a level of complexity appropriate to TMCC studies.

Section 3: Assessment Methods:

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

Assessment will take place in the Graduation seminar course required of all graduating TMCC students. Measurement instruments will include self-survey's and instructor assessment of student's ability to successfully use technology at an appropriate level for TMCC studies.
Students will self-assess based on the following questions:

1. *Rate your Confidence in your use of Technology prior to entering TMCC.*
2. *Rate your confidence in the use of technology after your education at TMCC.*
3. *Students were asked to identify the software they were exposed to during their time at TMCC. Their options were: Microsoft Word, Excel, Access, Powerpoint, Canvas, Jenzabar, Read and Write, Prezi, Go Animate, Other.*

Students were then asked to perform a task using Microsoft Word. Students were asked to use a specific formatting style and to create a word document, save, and upload that document to Canvas. Students were rated on their ability to follow these instructions.

Section 4: Assessment Results

Give an overview of the results of your assessment.

There were a total of 18 respondents to the Technology Survey:

Question 1 Rate your confidence in the use of technology prior to entering TMCC:

No Confidence:	0	
Some Confidence:	5	27%
Substantial Confidence:	11	61%
High Confidence:	2	13%

Question 2: Rate your confidence in the use of technology now:

No Confidence:	0	
Some Confidence:	1	6%
Substantial Confidence:	11	61%
High Confidence:	6	33%

Question 3: Which Software did you use during your time at TMCC

Microsoft Word	18	100%
Canvas	18	100%
Jenzabar	18	100%
Powerpoint	17	94%
Excel	13	72%
Access	9	50%
Read and Write	6	33%
Prezi	3	17%
Go Animate	1	6%
Other	7	39%

Resulst of Student Technology Exercise:

15 Participants

Average Technology Score: 2.67

# of students scoring 3/5 (Meets Expectations) or higher: 8/15 53%

# of students scoring 2/5 or lower: 7/15 47%

There are a few concerning results in this data. Three of the participants completed the first set of questions but did not complete the technology demonstration portion of the survey. This suggests that they may not have felt comfortable with the task presented them. The average score also represents a general difficulty in following a technology task. This is in contradiction with the fact that 94% of students self-assessed themselves at either Substantial, or high levels of confidence in technology.

Section 5: Assessment Recommendations:

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

Technology continues to be a concern at TMCC. The data suggests that students are self-reporting a higher rate of confidence in their use of technology, but their scores on the actual task of word document and file management were not as high as the self-reporting would suggest. Student's at TMCC inhabit a wide variety of technological skills and backgrounds. More research is needed to find out exactly what the technological access picture actually looks like for TMCC students. It is suggested that a survey be formed and administered in First-Year Experience courses that identified students access to computers and internet. Additional questions to be added to the survey next year:

- *How many of your courses required you to use Technology*
- *How many of your courses required you to use Canvas*

Section 6: Assessment-Based Requests:

Describe the resources or support your program needs to act on the findings of your assessment

Continued improvement and maintenance of computers and printers available to students in public areas such as the library and student union.

Associate of Art Curriculum Map

In addition to the yearly program and general education outcome assessment, TMCC also has a four-year assessment cycle. The area to be assessed for the 2016-17 academic year was the Associate of Arts Degree. No previous comprehensive assessment of the degree program had recently been conducted, so the faculty decided to collaborate on a curriculum map showing the general education outcomes as they were taught throughout the Associate of Arts degree.

Legend: 5 = Primary Emphasis 4 = Secondary Emphasis 3 = Moderate Emphasis 2 = Minimal Coverage 1 = Incidental Coverage 0 = Not Addressed

Instructor	Course	Communication	Mathematics	Science	Arts, Hum. Soc. Sci.	Culture/Diversity	Critical Thinking	Technology
Kornkven	ENGL 110: College Composition 1	5	0	0	4	3	4	2
Kornkven	ENGL 120: College Composition 2	5	0	0	4	3	4	2
Kornkven	ENGL 220: Creative Writing	5	0	0	2	3	3	1
Kornkven	ENGL 105: Technical Writing	5	0	0	1	2	2	3
Miles Pfahl	MATH 105: Trigonometry	2	5	2	0	2	3	2
Miles Pfahl	MATH 112: College Algebra II	2	5	1	0	2	2	2
Miles Pfahl	MATH 213A: Statistics II	2	5	1	0	2	3	3
Miles Pfahl	MATH 103O: University Algebra	0	5	0	0	0	2	0
Miles Pfahl	MATH 212: Statistics I	2	5	1	0	2	3	3
Miles Pfahl	MATH 111: College Algebra I	2	5	1	0	2	2	1
Les Lafountain	HIST 104: U.S. History Since 1877	2	0	0	1	4	5	2
Les Lafountain	HIST 296: TMBC History	3	0	0	0	4	5	1
Les Lafountain	HIST 262: Indian History Since 1850	3	0	0	1	4	5	3

Les Lafountain	POLS 241: Indian Law I	3	0	0	0	4	5	2
Les Lafountain	HIST 103: U.S. History to 1877	2	0	0	0	3	4	0
Les Lafountain	HIST 261: Indian History to 1850	3	0	0	1	4	5	2
Dr. Ann Brummel	PHIL 101: Intro to Philosophy	4	1	2	5	4	5	3
Dr. Ann Brummel	HIST 101: Western Civilization	4	1	2	5	4	5	3
Dr. Ann Brummel	HIST 220: North Dakota History	4	1	2	5	4	5	3
Dr. Ann Brummel	POLS 115: American Gov't & Politics	4	1	2	5	4	5	3
Dr. Ann Brummel	SOCI 270: Sociology of Indian Res.	4	1	3	5	4	5	3
Dr. Ann Brummel	HUMM 101: Intro to Humanities I	4	1	3	5	3	4	3
Dr. Ann Brummel	HUMM 102: Intro to Humanities II	4	1	3	5	3	4	3
Dr. Ann Brummel	FREN 101: French I	5	1	2	5	5	4	3
Dr. Ann Brummel	FREN 102: French 2	5	1	2	5	5	4	3
Leslie Peltier	SOCI 271: Contemp. Indian Issues	4	0	0	5	5	4	4
Leslie Peltier	HIST 251: Chippewa History I	3	0	0	5	5	4	1
Leslie Peltier	HIST 252: Chippewa History II	3	0	0	5	5	4	1
Leslie Peltier	Native American Studies	3	0	0	5	5	4	1
Leslie Peltier	HUMM 190: Trad. Use of Plants	3	0	1	5	5	4	2
Leslie Peltier	ENGL 265: Native American Lit. I	3	0	0	5	5	4	2
Leslie Peltier	ENGL 266: Native American Lit. II	4	0	0	5	5	4	3
Leslie Peltier	POLS 287: Tribal Government	4	0	0	5	5	4	3
Deborah Hunter	CHEM 122: General Chem II/Lab	4	4	5	1	1	2	4
Deborah Hunter	CHEM 121: Gen. Chem. I/Lab	4	4	5	1	1	2	4
Deborah Hunter	CHEM 116: Intro to Org. and Biochem	4	3	5	1	1	2	4
Deborah Hunter	BIOL 220: Anatomy and Phys I/Lab	4	0	5	2	2	4	3
Deborah Hunter	BIOL 221: Anatomy and Phy II	4	0	5	2	2	4	3
Deborah Hunter	BIOL 202: Microbiology/lab	4	1	5	2	3	4	4
Deborah Hunter	BIOL 111: Concepts of Biol	4	1	5	2	1	1	2
Deborah Hunter	GEOL 105: Physical Geol	4	2	5	2	3	3	2

Deborah Hunter	GEOL 106: Earh Through Time	4	1	5	2	3	3	2
Brian Bercier	PSYCH 111:	4	1	5	5	4	4	2
Brian Bercier	SOCI: 110	4	1	5	5	4	4	2
Brian Bercier	PSYCH 270:	4	1	5	5	4	4	2
Brian Bercier	PSYCH 252:	4	1	5	5	5	4	2
Brian Bercier	PSYCH 250:	4	1	5	5	5	4	2

Analysis

Analysis of this beginning attempt to create a curriculum map connecting the general education outcomes with the associate of arts presents some interesting findings that can help the faculty ensure that the general education outcomes are being taught within the degree. One of the main areas of value for all curriculum maps is to reveal gaps where students may not be getting the instruction they need in a particular area. This seems to be the case with the Technology outcome. Instructors have identified a few courses where technology is a secondary emphasis, but the majority of course see technology as having little to no emphasis in their course. This mapping process has allowed us to address technology concerns more confidentially moving forward and will result in additional professional development in the 2017/18 school year to help instructors implement technology better into their classrooms.