Turtle Mountain Community College 2017-18 Assessment Report

Submitted August 1, 2018

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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.

<u>Procedure</u>

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

<u>Assessment Numbers</u>

- 14/17 Programs Assessed
- 7/7 General Outcomes Assessed
- 26/31 Full-Time Faculty participated in program or Student Learning Outcome assessment

Assessment Review Results			**2017-18**	**2016-17**
Section 1: Prior Assessment Actions	- Average Score:		3.26	N/A
Section 2: Program Outcomes	- Average Score:		3.28	3.0
Section 3: Assessment Methods	- Average Score:		3.33	3.0
Section 4: Assessment Results	- Average Score:		3.38	2.94
Section 5: Recommendations	- Average Score:		3.32	3.06
Section 6: Requests	- Average Score:		17/19 Y	

Composite Average Score: 3.31   16-17 Average 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. In the event that a program has multiple levels of completion (i.e. 16-week and 2-year degrees in the same discipline) one program assessment will be conducted. 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
- Heavy Equipment Operator
- Machine Tool
- Medical Lab Technology
- Phlebotomy
- Business
- Plumbing (newly developed)

Building Construction Technology Program Assessment Review

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

Review Date: 5/8/18

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	5	5	5	5		Y	
Reviewer #2	3	2	2	3	3		
Reviewer #3	4	3	3	4	4	Y	
Reviewer #4							
Reviewer #5	3	3	2	2	3	N, Y-tools	Section 3 separate the results from the methods
Reviewer #6							
Reviewer #7	4	4	4	4	4	Y-N	Results for knowledge proficiency should maybe show different %
Reviewer #8	5	4	4	3	5		
Reviewer #9	3	4	2	3	3	Y	reorganize the data to make the methods more clearn and relative to the outcomes
Reviewer #10	3	3	2	3	3	N	
Reviewer #11	5	4	4	3	3	N	Separate results from methods
Reviewer #12	3	5	5	5	5	Y	
Average	**3.80**	**3.70**	**3.30**	**3.50**	**3.67**		
Compoosite Average	3.59		**16-17 Average**	3.41			

Turtle Mountain Community College
Annual Assessment Plan

Name__Ron Parisien /_Luke Baker_____

Area of Assessment:_Building Construction Technology_____ Academic Year__2017-2018_____
Submission Purpose: ___Initial Assessment Plan   x___Revised Assessment Plan ___Year-End Submission

Please provide the number of students involved in assessment: 22_____

Section 1: Prior Assessment Actions:
Describe the actions taken as a result of last year's program assessment. Include a discussion of the implementation of any new resources added as a result of the assessment-based requests.

- *A new scissor lift was purchased, which was one of our concerns, it will be safer for students, and providing them with a safer atmosphere which will help provide students with more confidence working at heights.*
- *Curriculum changes were made to improve and meet program goals*
- *We did some research on Building Construction/Carpentry simulators, one was by Sim Build. We felt that we were not totally sold on their product. We felt it was high priced for what we would get, and we will continue to look at other simulators.*
- *We have received some training on canvas in August.*
- *Still working on putting courses into canvas.*
- *With the curriculum changes we did cut down on the credit loads, the contact hours were increased to meet lab contact per credit hour for federal regulations.*

Section 2: Program Outcomes:
List each outcome separately

Outcome #1: Content Knowledge
- *Students will demonstrate knowledge and application of the methods, practices and procedures that represent the knowledge base required to succeed in the Building Construction Technology discipline.*

Outcome #2: Safety
- *Students will demonstrate the knowledge and application of all required safety procedures and practices in the Building Construction Technology discipline*

Outcome #3: Equipment/Tools
- *Students will demonstrate knowledge and proficiency in the maintenance, and the safe use of tools and equipment used in the Building Construction Technology discipline.*

Section 3: Assessment Methods:
Nine first year students took the pretest, scores ranged from 12% to 36% with an average of score of 18.48 %
Five students took the post test, scores ranged from 68% to 86% with average score of 76% with an average increase of 57.52 percent.
Five of the nine students took the post test, all showing improvement, Improvement shown ranged from 50% to 68%.

Outcome #1 Measure (Content Knowledge):
Measure the rate that students pass the industry standard content <u>module knowledge tes</u>t throughout Module Assessment Results
- *Sixteen first year students completed modules at a*   *83% success rate*

- *Twelve first year students completed 30 of 3o modules at a*   *100% success rate*

- *Two students completed five modules before withdrawing*   *25% success rate*

- *One student completed twenty three modules, dropped out*   *76.50% success rate*

- *One student as other (deceased) completed 20 modules*   *100 % success rate*

- *Four second year students completed 38 of 38 modules*   *100% success rate*

- *Ten second year students completed modules at a*   *83.33 success*

Outcome #2 Measure (Safety) *Track OSHA certification rates*
- *Results: 22 students in the program, 18 completed the OSHA 10, one failed, two withdrew. one deceased*

- Success rate is 82% for first year and second year students combined enrollment in 2017/2018 school year

- Success rate for first year Fall Semester 2017 students, nine enrolled, six passed, two withdrew, one deceased, for a 66.66 percent success rate.

Outcome #3 Measure (Equipment)

Track Proficiency Test Results: *Students must successfully perform hands-on proficiency test for each module that requires a performance test. Students must successfully complete all task to one hundred percent to pass, it is either pass or fail. Students will retake the performance test as many times as needed to complete the performance test successfully. Students will take performance test as an individual or as a group depending on the performance test.*

- *Sixteen first year students completed modules at a*   *83% success rate*

- *Twelve first year students completed 30 of 3o modules at a*   *100% success rate*

- *Two students completed five modules before withdrawing*   *25% success rate*

- *One student completed twenty three modules dropped out*   *76.50% success rate*

- *One student as other completed 20 modules*   *100 % success rate*

- *Four second year students completed 38 of 38 modules*   *100% success rate*

- *Ten second year students completed modules at a*   *83.33 success*

Section 4: Assessment Results:
Give an overview of the results of your assessment.

Student Graduation Results

Student BCT Program Start Dates	Certificate	AAS	Failed	Withdrew	Other
Fall 2017 Nine Students	5	0	1	2	1
Spring 2017 Five Students	5	0	1	0	
Fall 2016 One Student	0	1	0	0	
Spring 2016 Four Students	1	3	0	0	
Fall 2015 One Student	1	0	0	0	
Spring 2014 One Student	2	0	2	0	

BCT Program Results 2017/2018 Academic Year

Twenty two students were enrolled in the BCT program starting in academic year 2017/2018
Sixteen of the twenty two students will be earning a certificate or AAS degree for 73% success rate
Four students will be earning an Associate of applied Science Degree in BCT Spring 2018
Twelve students will be earning their Nine Month Certificate in BCT Spring 2018
Two students withdrew, three failed, and one deceased

Section 5: Assessment Recommendations:
Explain how you will use the assessment results to improve your program
Schedule shop hours to all morning or all afternoon, from the split morning and afternoon hours, we have changed scheduled shop hours starting fall 2018. We used information gathered through the fall 2017 and spring 2018 midterm and data from the previous academic year 2016/2017.
We will adjust curriculum materials for each course, focusing on modules to cover in each course, adding or eliminating modules for each course. Luke and I will go over each individual course and rate what is the most important materials to the least and adjust the materials as needed for the course.
Develop a timeline for courses/modules to coincide with hands-on projects for proficiency test and also for project management purposes.
Due to enrollment of students of different start dates, and assessment of student advisement problems incurred during the fall 2017, we made a decision to have only fall enrollment into the BCT program, due to the difficulty in scheduling classes for students with different program start dates. We had five different BCT program Catalog start dates in the fall to schedule.

Section 6: Assessment-Based Requests:
Describe the resources or support your program needs to act on the findings of your assessment. Requests must be specific, and clearly connected to assessment results and recommendations.
Would like to see a position created in the CTE area that would create a database for student information, and enter important the data for the different CTE programs. This data then would be used for program evaluations, course evaluations, student evaluations, grant evaluations, and instructor evaluations. This person would work with each program on a semi weekly basis or as needed.
Power tools are needed for exterior finish, specialty saws, and air nailers. Will need more hand and power tools for shop class.

Computer Support Specialist Program Assessment Review

Program: Computer Support
Instructors: Marlin Allery

Review Date: 5/8/18   **Composite Average: 3.17**

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	5	5	5		
Reviewer #2							
Reviewer #3	4						
Reviewer #4							
Reviewer #5	4	3	4	4	2	Y	
Reviewer #6	5	2	3	4	2	Y	Recommendations are not based on results. Great job on prior assessment actions. Great job!
Reviewer #7	3	3	4	3	3	Y	Knows content narrow down more to program. Has improved from last year.
Reviewer #8	5	4	4	4	3		Good data collection!
Reviewer #9	1	1	1	1	1		The reporting has to reflect the assessment of the entire program and not a single course. Maybe embedded questions can be used from various courses.
Reviewer #10	3	2	3	3	3		
Reviewer #11	3	3	4	3	3	N	Outcomes might be too specific. Highlight specific areas for assessment
Reviewer #12	3	3	3	5	3	Y	Confusing Assessment
Average	**3.50**	**2.56**	**3.44**	**3.56**	**2.78**		
Compoosite Average	3.17						

Name_____Marlin Allery_____

Area of Assessment_____Information Technology_____ Academic Year _____2017-18___
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 and 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 details 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
Outcome 1: Students will be able to install, manage, and secure computer hardware and master home and corporate OS environments.
Outcome 2: Students will gain a valuable experience with installation, storage, and OS features and functionality available in a Windows Server environment.
Outcome 3: Students will demonstrate computer network installation, maintenance, and repair skills.

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

OUTCOME 1:
Students will use a simulation software, along with completing labs using physical hardware & software that will cover the following areas:
- Audio
- Basic Hardware Components
- External Devices
- Mobile Devices
- Networking
- Printing
- Security
- Storage
- System Management
- Video

Students will take a Certification Practice exam upon entering the class. They will also take the same exam at the end of the semester. This will prepare them for their TestOut PC Pro Certification Exam in which they will test their knowledge on *ALL* the areas listed and is *REQUIRED* to take at the end of the semester. Once exam is completed, students will receive a graph chart that shows where their strengths and weaknesses were in each area.

OUTCOME 2:
Students will be given a checklist of different areas of the Windows Server environment in the beginning of class that they will have to use their knowledge on to see how many items they can complete. At the end of the semester, they complete the same checklist to see their progression. The areas are:
- Configure Windows Server
- Hyper-V
- Active Directory
- DNS
- File and Print Services
- Group Policy
- Networking and DHCP

The class will prepare them for the TestOut Server Pro Certification Exam in which they will test their knowledge on *ALL* the areas listed and is *REQUIRED* to take at the end of the semester. Once exam is completed, students will receive a graph chart that shows where their strengths and weaknesses were in each area.

OUTCOME 3:
Students will us a CISCO Academy simulation software called Packet Tracer that will assist them with a vast understanding of Networking and all the components & configurations that make a network secure and productive. The software will show a percentage of completion in all simulation labs. The

labs will not show 100% until all actions are performed in lab. Students are able to attempt labs as many times as needed to confirm that they complete all at 100%

Section 4: Assessment Results:

Give an overview of the results of your assessment

Objective 1:

8 students started the class. Out of the 8, 6 finished. The results of the Pre-Certification Practice exam and the Post-Certification Practice exam showed that most students improved dramatically from the beginning. The results were as followed:

Student	Pre-Exam	Post-Exam	Increase/Decrease	Certified
Student 1	43%	80%	37% Increase	Pass
Student 2	25%	73%	48% Increase	Pass
Student 3	17%	70%	53% Increase	Pass
Student 4	32%	40%	8% Increase	Didn't take test
Student 5	6%	77%	71% Increase	Pass
Student 6	55%	94%	39% Increase	Pass
Student 7	Dropped	Dropped	Dropped	Dropped
Student 8	Dropped	Dropped	Dropped	Dropped

Objective 2:

8 Students started the class. Out of the 8, 7 finished. 5 out of the 8 passed their certification. The results of the checklist in the beginning of the semester and the end are as shown:

BEGINNING

Student	Configure Windows Server	Hyper-V	Active Directory	DNS	File and Print Services	Group Policy	Networking and DHCP
Student 1	X			X		X	X
Student 2	X						X
Student 3	X					X	X
Student 4							
Student 5	X						
Student 6	X			X		X	X
Student 7	X		X			X	X
Student 8	Dropped	Dropped	Dropped	Dropped	Dropped	Dropped	Dropped

END

Student	Configure Windows Server	Hyper-V	Active Directory	DNS	File and Print Services	Group Policy	Networking and DHCP

Student 1	X	X	X	X	X	X	X
Student 2	X	X	X	X		X	X
Student 3	X	X	X	X	X	X	X
Student 4	X		X				X
Student 5	X	X	X	X	X	X	X
Student 6	X	X	X	X	X	X	X
Student 7	X	X	X	X	X	X	X
Student 8	Dropped	Dropped	Dropped	Dropped	Dropped	Dropped	Dropped

The results of the Checklist stated that every student that completed the course, showed improvement in all the different areas.

<u>Objective 3:</u>
Upon completion of the Networking courses, students were able to identify the different types of devices that can be used in a network, the different types of cabling and where you would use the, the different network types, the IP addressing of a network and how to troubleshoot, analyze & repair a network to make sure the network is always up and going.

Section 5: Assessment Recommendations:
Explain how you will use the assessment results to improve your program
After reviewing the results, there are some areas that I seen where the class as a "whole" struggled. Those are the areas that I will look at spending a little more time on in the future and explain each of those topics a little more thoroughly. I'm looking at getting my own DSL line in the classroom to get a more thorough understanding and real-world experience in the program. I think this will help give the students a full understanding of what it's like if they were working out in the field.

Section 6: Assessment-Bases Requests:
Describe the resources or support your program needs to act on the finding of your assessment
The program really needs its own DSL line. This way the classes are restricted from getting a full-fledge understanding in the areas of Servers, Networking and so on. With being tied in with the college's internet, the students are limited to what they can do. Once a DSL line is in place, there will be no limitations to what we can do in each of the different classes and area of IT.

Certified Vehicle Operator Program

Program: CVO
Instructor Edwin Acosta, Craig Johnson

Review Date: 5/8/18   **Composite Average: 3.23**

Reviewer	Section 1 Prior Actions	Section 2 Outcomes	Section 3 Methods	Section 4 Results	Section 5 Recommendations	Section 6 Requests	Comments
Reviewer #1	3	3	4	4	4	y	
Reviewer #2							
Reviewer #3							
Reviewer #4							
Reviewer #5							
Reviewer #6	3	1	2	3	3		Rewrite program outcomes, methods do not capture student progress, especially 2 and 3 --results include success and fail rates
Reviewer #7	4	4	4	3	4	Y	Well covered, few suggestions given
Reviewer #8	4	3	3	4	3		copies of assessment instruments would be nice. Recommended for maintaining students? Keep them in program.
Reviewer #9	3	2	2	4	4	Y	More clear demonstrations of what is measurable. Add checklist as a method to equipment and safety outcomes
Reviewer #10	4	3	3	3	4	Y	
Reviewer #11	4	3	2	3	4	Y	Describe methods in a bit more detail.
Reviewer #12	3	3	3	3	3	Y	
Average	**3.50**	**2.75**	**2.88**	**3.38**	**3.63**		
Compoosite Average	3.23		**16-17 Average**	3.08			

Turtle Mountain Community College
Annual Assessment Plan

Name: Edwin Acosta & Craig Johnson

Area of Assessment: Commercial Vehicle Operations   Academic Year: 2017-18
Submission Purpose: ___Initial Assessment Plan   ___Revised Assessment Plan X Year-End Submission

Please provide the number of students involved in assessment: _____

Section 1: Prior Assessment Actions:

The CVO Instructors have located a possible location to perform the backing training in a safe and controlled environment. The location is an empty parking lot located in Dunseith. Permission has been conceded by the city of Dunseith for our use. CDL 190 Skid Loader operations was removed from the curriculum. CDL 191 and CDL 192 was added to further enhance the student's certificates.

Section 2: Program Outcomes:

Content Knowledge: Students will be assessed on content knowledge to include general concepts of commercial vehicle knowledge to specific endorsement.
Equipment Knowledge: Students will be assessed on equipment knowledge with our tractor- trailer with a hands on approach.
Safety: Students will be assessed on proper safety practices applied throughout the semester in and out of the classroom and lab.

Section 3: Assessment Methods:

Content: Students will be administered a pre and post-test to measure knowledge attained through the class.
Equipment: Students will perform a hands on evaluation on the equipment to be operated at the beginning and at the end of the class to measure progress.
Safety: Students will be evaluated to ensure that they apply the proper safety techniques in and out of the classroom.

Section 4: Assessment Results

Give an overview of the results of your assessment.

Content: Students were administered a pre and post-test. The average pre-test score was 51%. The average post-test score was 78%. Eight students performed the pre/post-test.
Equipment: Students were administered a hands on evaluation on backing. The pre-evaluation for backing average score was 61%. The average post-evaluation score was 92%. Four students performed the pre/post evaluation.

Safety: All eight students completed and passed the safety classes (Defensive Driver, OSHA 10, H2S Gas) in the CVO Program.

Section 5: Assessment Recommendations:
Explain how you will use the assessment results to improve your program
Content: The CVO Program will look into further emphasizing the content information to improve our numbers above 80% for post-test scores.
Equipment: The CVO Program will look to use the empty parking lot in Dunseith to further improve our numbers in the hands-on evaluation on backing. This recommendation is based on one of our industry partners stating how important backing is in the workforce.
Safety: At this time there is no recommendations for improvement as long as the students keep passing the courses.

Section 6: Assessment-Based Requests:
Describe the resources or support your program needs to act on the findings of your assessment. Requests must be specific, and clearly connected to assessment results and recommendations.
With the upcoming changes to the Federal Motor Carrier safety Regulation (FMCSR) regarding Entry Level Driver Training; the institution should look at possibly securing a range closer to campus for training purposes.

Section 7: Administrative Response:
To be completed by administrative supervisor

Electrical Program Assessment Review

Program: Electrical
Instructor: Wayne Sande

Review Date: 5/8/18

Composite Average 3.47

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	3	3	Y	
Reviewer #2	3	3	3	3	3		Good Assessment
Reviewer #3	4	4	4	5	4	Y	
Reviewer #4							
Reviewer #5	3	3	3	3	3	y	
Reviewer #6	3	4	4	1	1	Y	lack of use of methods. Results appear to be based on modules only. Recommendations are not linked to results.
Reviewer #7	4	4	4	4	4	Y	very complete, well put together
Reviewer #8	5	4	4	4	5	Y	
Reviewer #9	3	3	4	3	1		The recommendations and requests need to be supported in sections 1-4
Reviewer #10	3	3	3	3	4	Y	
Reviewer #11	4	4	3	2	3	N	
Reviewer #12	3	5	5	5	5	Y	
Average	**3.45**	**3.73**	**3.64**	**3.27**	**3.27**		
Compoosite Average	3.47		**16-17 Average**	2.80			

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Community College
Annual Assessment Plan

Name_ WAYNE SANDE_____

Area of Assessment---RESIDENTAL ELECTRICITY_____ Academic Year__2017-2018_____
Submission Purpose: ___Initial Assessment Plan __**X**_Revised Assessment Plan ___Year-End Submission

Please provide the number of students involved in assessment: 17____

Section 1: Prior Assessment Actions:

Describe the actions taken as result of last year's program assessment. Include a discussion of the implementation of any new resources added as result of the assessment-based requests.

- A new scissor lift was purchased, which was one of our concerns, it will be safer for students, and providing them with a safer atmosphere, which will help provide students with more confidence working at heights.
- Curriculum changes were made to improve and meet program goals
- We did some research on Job openings in the area.
- We have received some training on canvas in August.
- Still working on putting courses into canvas.
- With the curriculum changes we did cut down on the credit loads, the contact hours were increased to meet lab contact per credit hour for federal regulations.

Section 2: Program Outcomes:

List each outcome separately

Content Knowledge

1. Students will demonstrate knowledge and application of the methods, practices and procedures that represent the knowledge base required to succeed in the Residential Electric discipline.

Safety:

2. Students will demonstrate the knowledge and application of all required safety procedures and practices in the Residential Electric Program. Students are required to successfully complete the OSHA 10 General Safety, students must complete module Basic Safety in Core Curriculum, students will show safety knowledge and practices learned in these modules to successfully complete hands-on performance test and during hands-on class projects.

Equipment/Tools:

3. Students will demonstrate knowledge and proficiency in the maintenance, and the safe use of tools and equipment used in the Residential Electric discipline. Students are required to successfully complete modules in hand tool and power tool safety, use and maintenance. Students will show proficiency in hand tool and power equipment safe use and maintenance during hands-on class projects and performance test.

Section 3: Assessment Methods:

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

Pretest and Post Test:

4. A pretest is given during first week of class. The test will cover the areas of content knowledge of residential electricity; test includes areas of math, trade terms, safety, materials, tools, power equipment, blueprints and building components. Post Test is given at end of semester.

Class Participation:

5. Students must participate in class discussions, class hands-on projects, students must participate in project demonstrations and hands-on class building projects to perform and complete the hands-on task performance test.

Module Knowledge Test:

6. Students are required to complete a knowledge base test for each module included in the course. Students must pass the test with a minimum written score of seventy percent. Students that fail to get seventy percent score can retake module exam after forty-eight hours. There is no limit to how many times a student may need to successfully pass each module test.

Performance Test:

7. Students must successfully perform hands-on performance test for each module that requires a performance test. Students must successfully complete all task to one hundred percent to pass, there is no score is either pass or fail. Students will retake the performance test as many times as needed to complete the performance test successfully. Students will take performance test as an individual or as a group depending on the performance test.

Course Unit Assignments:

8. Quiz and Review Questions are used to reinforce and to assess student reading and retainage of materials read.
9. Trade Term Quizzes are used to reinforce and assess student knowledge and retainage of trade terminology use the carpentry and building disciplines.

Section 4: Assessment Results:

    The students were gave assignments that followed the new curriculum in both chapters and modules. This set the foundation of what they learned.   This is the basics of the Residential Electrical Program.

PROGRAM ASSESMENT KNOWLEDGE WITH ACTIVE STUDENTS.

STUDENT ID #	CHAPTERS & NUMBER OF MODULES	CHAPTERS & NUMBER OF MODULES PASSED
1	31	31
2	31	18
3	31	31
4	31	31
5	31	31
6	31	31
7	31	14
8	31	18
9	31	26
10	31	31
11	31	30
12	31	30
13	31	30
14	31	31
15	31	29

NUMBER OF STUDENTS STARTED	FINISHED	% COMPLETED
15	14	**94%**

SAFTEY

10. Students demonstrated the knowledge and application of all required safety procedures and practices in the Residential Electric Program. Students successfully completed the OSHA 10 General Safety, students completed module Basic Safety in Core Curriculum, and students will showed safety knowledge and practices learned in these modules. Students completed hands-on performance test and during hands-on class projects.

WITH ACTIVE STUDENTS.

PROGRAM ASSESSMENT SESSMENT SAFTEY 2018

STUDENT I D #	NUMBER OF MODULES	CORE CURRICULUM NUMBER OF MODULES PASSED	OSHA 10
1	9	9	P
2	9	9	P
3	9	9	P
4	9	9	P
5	9	9	P
6	9	9	P
7	9	9	P
8	9	9	F
9	9	9	P
10	9	9	P
11	9	9	P
12	9	9	P

13	9	9	P
14	9	9	P
15	9	9	P

NUMBER OF STUDENTS	STARTED	COMPLETED	% COMPLETED
OSHA 10	15	15	**94%**
MODULES	15	15	**94%**

EQUIPMENT/TOOLS

11. Students demonstrated knowledge and proficiency in the maintenance, and the safe use of tools and equipment used in the Residential Electric discipline. Students successfully complete modules in hand tool and power tool safety, use and maintenance. Students show proficiency in hand tool and power equipment safe use and maintenance during hands-on class projects, house, and cabin and performance test.

WITH ACTIVE STUDENTS.

PROGRAM ASSESSMENT	SESSMENT	SAFTEY	2018
STUDENT I D #	NUMBER OF MODULES	CORE CURRICULUM NUMBER OF MODULES PASSED	OSHA 10
1	9	9	P
2	9	9	P
3	9	9	P
4	9	9	P
5	9	9	P
6	9	9	P

7	9	9	P
8	9	9	F
9	9	9	P
10	9	9	P
11	9	9	P
12	9	9	P
13	9	9	P
14	9	9	P
15	9	9	P

NUMBER OF STUDENTS	STARTED	COMLETED	% COMPLETED
OSHA 10	15	14	94%
MODULES	15	14	94%

12. Section 5: Assessment Recommendations:

With more tools and equipment, relating to the electrical trade would give them a better experience for jobs in the future.

In order to comply with the State Electrical Board requirements for TMMC students we have to expand our curriculum to include Industrial and commercial wiring

Section 6: Assessment-Based Requests:

The purchase of all the tools ,text books and, material and,supplys and,equipment and,testers and,manpowerand,trencher, need to bring this program up to North Dakota State Electrical Boards standards so that the students will get proper credit towards a North Dakota State Electrical License.

Heavy Equipment Operations Annual Assessment Plan

Program: HEO

Instructor Albert Parisien, Kurt Fleury

Review Date: 5/8/17   **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	3	3	3	Y	
Reviewer #2		3	2	3	3		
Reviewer #3	3	3	3	4	3	N	
Reviewer #4							
Reviewer #5		3	2	2	3	Y	
Reviewer #6		1	3	3	2		outcomes need to be clear recommendation not clearly linked to results
Reviewer #7		2	3	4	4	Y	Good beginning just refine a bit. Use more verbs in outcomes.
Reviewer #8		2	3	4	3	Y	
Reviewer #9		2	2	3	3	N	More clear verbs to assess outcome. The current process is meeting the curriculum expectations
Reviewer #10		3	3	3	4	Y	Due to weather and inability tog et outside. Recommend purchase of simulator.
Reviewer #11		2	2	2	2	N	Develop outcome language. Provide results for each equipment
Reviewer #12							
Average	**3.00**	**2.40**	**2.60**	**3.10**	**3.00**		
Compoosite Average	2.82						

Turtle Mountain Community College
 Annual Assessment Plan
Name: Albert Parisien Sr. / Kurt Fleury

Area of Assessment: Heavy Equipment Operations   Academic Year: 2017/2018
Submission Purpose: X Initial Assessment Plan   _x__Revised Assessment Plan ___Year-End Submission

Please provide the number of students involved in assessment: _7____

Section 1: Prior Assessment Actions: Describe the actions taken because of last year's program assessment.
No prior assessment.

Section 2: Program Outcomes: List each outcome separately
Outcome 1: Content Knowledge:
    .   Learners will be assessed on the Four NCCER manuals. HEO 105 Core Curriculum, HEO 110 Level I, HEO 115 Level II, and HEO 120 Level III. Pretest and Posttest after each module.
Outcome 2: Equipment Knowledge:
    .   Learners will be assessed on Equipment knowledge (HEO 125 Lab) Hands-on, Start-up and Shut Down procedures test.
Outcome 3: Safety:
    .   OSHA 10, Certification.
Section 3: Assessment Methods:
Provide assessment methods/ for each program outcome. Include a description of assessment instruments
Content Knowledge: Learners will take a pretest and posttest to measure knowledge attained through the classroom, and receive a grade.
Equipment: Learners will perform hands on evaluation Start-up and Shut down procedure (HEO 125 Lab) and receive a grade.
Safety: Learners will pass the online safety courses. OSHA 10,
Section 4: Assessment Results
Give an overview of the results of your assessment.
Content Knowledge: We studied fourteen modules from the four NCCER Manuals. We gave them a pretest and posttest from each module that they studied. Pretest scores was 63% and posttest scores was 90%
Equipment Knowledge: We started with simulators the first week in April; we did not grade them on the simulators we let them practice for a couple of weeks to learn the controls. April 16th we went outside and started hands on, the learners practiced for a week before we gave the start-up and shutdown procedures test. Their pretest scores was 91% and posttest scores was 100%
Safety: We had four learners that received their OSHA-10 hour certificates. The other learners already had their certificates from previse classes.

Section 5: Assessment Recommendations:

Explain how you will use the assessment results to improve your program: On April 16, 2018, the Heavy Equipment program, along with all of TMCC's CTE programs, held an advisory board meeting at the Sky dancer Casino. One of the subjects talked about by our industry partner was skid steer loader operation skills, and if it was part of our curriculum. As it stands we do not consider a skid steer loader as being heavy equipment, therefore skid loader certification was not part of our curriculum. The benefit to these meetings is to learn from our industry partners what they want our program completers to look like. Based on this conversation, and need for our students to know how to operate a skid loader. Our recommendation would be to add skid steer operations certification to our program in future cohorts.

Section 6: Assessment-Based Requests:

Describe the resources or support your program needs to act on the findings of your assessment. Requests must be specific, and clearly connected to assessment results and recommendations.
We do not have a scraper simulator, so that would be one of our request. In addition, we would like to request a Front End Loader.

Machine Tool Program Assessment Review

Program: Machine Tool
Instructor Brian Birkland

Review Date: 5/8/17

Composite Average: 3.64

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	4	3	Y	
Reviewer #2	4	3	3	4	4		
Reviewer #3	3	4	4	4	3	Y	
Reviewer #4							
Reviewer #5	4	4	3	5	2		Section 5 fits more in Section 6
Reviewer #6							
Reviewer #7	4	4	4	4	4	y	excellent, maybe prioritize request
Reviewer #8	5	3	4	4	5		added depth to assessment process.
Reviewer #9	3	3	4	4	4	N	Great job of assessment
Reviewer #10	3	3	3	3	2		
Reviewer #11	4	4	4	5	2		Consider adding equipment methods to give more detailed results
Reviewer #12	3	3	3	5	3		
Average	**3.70**	**3.50**	**3.60**	**4.20**	**3.20**		
Compoosite Average	3.64		**16-17 Average**	2.82			

Turtle Mountain Community College
Annual Assessment Plan

Name **Brian Birkland**

Area of Assessment **Machine TOOL Technology** _____ Academic Year <u>Spring 2018</u>
Submission Purpose: ___Initial Assessment Plan __x__ **R**evised Assessment Plan ___Year-End Submission

Please provide the number of students involved in assessment: __**6 out of 8**__

Section 1: Prior Assessment Actions:

Describe the actions taken as a result of last year's program assessment. Include a discussion of the implementation of any new resources added as a result of the assessment-based requests.

Our pre-assessment test was enlarged by adding a Blue-Print Quiz and a Tool Layout Quiz and a more refined Safety Test, (a more pre-knowledge based test). /
OSHA – 10 Certificate was determined for 2017-18 semester. Also Incorporated for 2017-18 semester was Internship. These two Courses were substituted for Math, and Human Relations.

Section 2: Program Outcomes:

List each outcome separately

Content Knowledge:

    1.) Learners will demonstrate knowledge and application of the policies, practices, and procedures that represent the knowledge base required to succeed in the discipline.

Safety:

    2.) Learners will receive an industry recognized certificate for OSHA 10 hour general industry.

Equipment:

    3.) Learners will demonstrate a proficiency in the maintenance and use of the tools and   equipment used in the discipline.

Section 3: Assessment Methods:

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

Content:

    1.) Learners will be administered a pre and post-test to measure knowledge attained throughout the class.

Safety:

    2.)   To be familiar with rules and regulations of OSHA requirements also will complete the   required training through Career Safe Online.

Equipment:

    3.) Learners will demonstrate how to fill out an equipment sheet to make sure the proper tool are being used during the lab.

Section 4: Assessment Results

give an overview of the results of your assessment.

   1.) Learners were given a pre & posttest theory in the first eight weeks of the semester 7 out of 8 completed the pretest with a 56% average and 6 out of 8 completed the posttest with a 96% outcome, leaving a 40% increase.

Average Pre-test 7/8   56%   Average post-test 6/8 96 %

Outcome Increase: 40 %

   3.) OSHA 10 hour General Industry safety training certification cards, 3 out of 6 learners participated 3 learners completed with certs. (3 learners had completed their OSHA safety training in a previous semester.) Learners needed to have at least 70 % to pass each module.

Learner 3. 81.7%   Learner 4.   84.2%   Learner 5. 83.7 %

Outcomes Average: 83 %

   3.) Learners were required to fill out an equipment check sheet to make sure proper tooling was being used during labs, 6 out of 8 learners participated with 100% completion accuracy. (Equipment sheets consisted of 6 projects.)

Learner 1.) 6/6 completed = 100%   Learner 4.) 6/6 Complete = 100%
Learner 2.) 5/6 completed = 90%.   Learner 5.) 6/6 Complete =   98 %
Learner 3.) 6/6 completed = 96 %   Learner 6.) 6/6 Complete =   97 %

Outcomes Average: 96.8 %

Section 5: Assessment Recommendations:

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

In order for this program to improve we would have to update the Machinery and Tooling to Produce a more modern Learner for the Advanced Technology that is currently being used in Manufacturing today. (Advance Manufacturing, & Tool & Die, –Computer Programming, Break-Press operations, Laser and Plasma operators, etc.)

Section 6: Assessment-Based Requests:

Describe the resources or support your program needs to act on the findings of your assessment. Requests must be specific, and clearly connected to assessment results and recommendations.

Medical Lab Technology Assessment Review

Program: Medical Technology
Instructor: Wayne Olson

Review Date: 5/8/18   **Composite Average: 1.92**

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	1		Outcomes don't reflect program course outcomes. Data not available for analysis--Recommend send back to MLT program for redesign
Reviewer #2	3	2	3	3	2		Great assessment but it is only for 1 course
Reviewer #3		3	3	2	2	N	Results of outcomes/methods
Reviewer #4							
Reviewer #5	2	4	2	1	1	N	Section 6 assessment plan lacks evidence to substantiate the request
Reviewer #6	3	4	1	1	1		This assessment appears to be based on one course, not program. Recommendations is to re-do.
Reviewer #7	3	2	2	2	2	N	More couse assessment rather than program
Reviewer #8							
Reviewer #9	1	1	1	1	1	N	The entire plan needs to be revised to assess entire program and not a single course. Outcomes are overly wordy, condense so it is similar to #2 and #3. More alignment with methods and outcomes must be measurable.
Reviewer #10	2	2	2	1	2	N	
Reviewer #11	3	1	1	1	1	N	Separate methods from the outcomes
Reviewer #12	3	3	3	3			Keep working toward program level assessment
Average	**2.33**	**2.30**	**1.90**	**1.60**	**1.44**		
Composite Average	**1.92**		**16-17 Average**				

Turtle Mountain Community College
Annual Assessment Plan

Name: Wayne C. Olson
Area of Assessment: MLT Program
 Academic Year_____2017-18_____
Submission Purpose: ___Initial Assessment Plan ___Revised Assessment Plan _X__Year-End Submission
Please provide the number of students involved in assessment: 64

Section 1: Prior Assessment Actions:

Last year's assessment was primarily based on NAACLS standards that were valid in 2016; but, were in the process of being modified from 22 standards down to 8 standards in 2017. The plan was valid in that it provided a starting point for TMCC's Site Visit this past month. TMCC's program will be going to RCAP with a "clean" report, which could mean a 10 year accreditation for TMCC.

Section 2: Program Outcomes:

List each outcome separately

Content Knowledge: Students will demonstrate knowledge and application of the polices, practices, and procedures that represent the knowledge base required to succeed in the discipline

Equipment: Students will demonstrate the effective use and proficiency of the equipment and technology required in the discipline.

Safety: Students will demonstrate knowledge of the safety procedures required in the discipline.

Section 3: Assessment Methods:

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

Content*:*   Students will be administered a pre- and post-test to measure the knowledge attained throughout the class.

 Equipment*:* The operation, calibration, maintenance, and quality control of the Cell Dyn Ruby by demonstration and competency measures as outlined in syllabus.

Safety*:* The student's first exposure to safety knowledge and practices will be in the MLT Handbook that is presented to the student at registration.

Section 4: Assessment Results

Give an overview of the results of your assessment.

Content: Average pre-test scores: 50%   Average post-test scores: 81%

        Knowledge improved by 62%

Equipment: Attached to this report is a competency based report for Hematology. In addition, there are worksheets for every discipline in the MLT Program

Safety: Safety is taught in every course of the MLT program with emphasis in Hematology due to the use of human blood. This assessment will be based on knowledge rather than skills.

Section 5: Assessment Recommendations:

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

Content*:* The slide making exercise is a skill that is mastered by practice, some students will grasp the technique quickly and some students take a lot of practice.

Equipment*:* Using the Hematology score sheet (see attached) we can track the progress and competency of each student. For example: Student 1 is 84% competent in Hematology

Safety: Safety also has been incorporated into the MLT Handbook with a student signature page added for proof of the student's knowledge of safety. The MLT Handbook is on TMCC's website at http://www.tm.edu

Section 6: Assessment-Based Requests:

Describe the resources or support your program needs to act on the findings of your assessment. Requests must be specific, and clearly connected to assessment results and recommendations.

Based upon this last semester and the overall assessment of the MLT program by NAACLS and the NDCTE; this

program would request 2 full-time MLT instructors and 2 part-time instructors to teach the courses that TMCC is offering.

Section 7: Administrative Response:
To be completed by administrative supervisor

Instructions:
1. Complete the "Prior Assessment Actions", "Program Outcome", and "Assessment Methods" columns and submit to the Director of Research, Assessment, and Planning no later than October 1st. Each plan must be approved by the Student Learning Committee. If the plan is not approved, it will be returned to the issuer of the plan with recommendations for improvement. Assessment Ambassadors will be available to assist with the completion of any suggested changes to the Annual Assessment Plan.
2. Faculty members of The Arts & Humanities, Math & Science, and Social Science departments will be responsible for assessing the student learning outcomes at the institution. All other departments/programs will develop a plan according to their program outcomes. If your program does not list any program outcomes, consider developing these outcomes as your plan for the academic year.
3. At the end of spring semester, the issuer of the plan will complete sections 3, 4, 5 and 6 and bring the completed plan to a conference with the Student Learning Committee where the committee will review and rate the assessment plan.
4. Remember, your department chair or administrative supervisor is always willing to help you complete any portion of your assessment plan. Please speak with your department chair or administrative supervisor to schedule a visit.

If you have any questions or comments, please contact Erik Kornkven at ekornkven@tm.edu in Office #210N, or at x. 2093 or Ace Charette at extension 2069

For Student 1

The attached psychomotor evaluation instrument is to be used to evaluate the student's competency on primary skills in the area. Place an **X** in the box that corresponds most closely to the level of achievement attained for each behavior. **Students must attain at least the minimum pass level listed to the left of the scale.** Should a student fail to attain the minimum competency in any area, the student can not pass the rotation until the minimum competency is met. The psychomotor skills competency evaluation accounts for 30% of the student's final grade for the rotation. It is graded as pass or fail. Students must pass all items to pass the rotation.

1. **Discussion:**

   Principle and sample requirement reviewed.

2. **Demonstrated:**

   Test has been demonstrated by the instructor.

3. **Practiced:**

   Student has performed the test under the direction of the instructor following a written procedure.
   a. Student is able to perform the procedure with help b. Q.C. results not always acceptable

4. **Acceptable Performance with Moderate Supervision:**

   a. Follows written procedure with minimal assistance b. Q.C. results are acceptable

5. **Acceptable Performance with Minimum Supervision:**

   a. Performs tests or operates instruments independently seeking assistance in unusual situations.
   b. Q.C. results are consistently acceptable and student identifies appropriate solutions to problems

6. **Mastery:**

This student has satisfactorily completed this rotation. Yes X

If no, please indicate specific deficiencies which need to be corrected:

Comments: Student 1 Prepares slides 5x6=30

Performs Diff   5x6=30

Operates   4x6=24

84% competent

Prepared by:_____   Date:_____

Student's Signature: _____   Date: _____

Phlebotomy Program Assessment Review

Program: Phlebotomy
Instructor: Marilyn Delorme

Review Date: 5/8/18   **Composite Average: 4.08**

Reviewer	Section 1 Prior Actions	Section 2 Outcomes	Section 3 Methods	Section 4 Results	Section 5 Recommendations	Section 6 Requests	Comments
Reviewer #1	5	5	5	5	5	Y	
Reviewer #2							
Reviewer #3							
Reviewer #4							
Reviewer #5	3	3	3	4	3	Y	
Reviewer #6	5	4	4	4	4	Y	Great job on prior assessment actions!
Reviewer #7							
Reviewer #8	4	4	4	5	5		
Reviewer #9	4	4	4	4	4	Y	Excellent report!
Reviewer #10	4	4	4	4	4	Y	
Reviewer #11	5	2	4	4	3	N	Align outcomes with methods and goals. Professionalism seems to be an outcome. Be more specific with recommendations.
Reviewer #12	5	5	5	3	3	Y	
Average	**4.38**	**3.88**	**4.13**	**4.13**	**3.88**		
Compoosite Average	4.08		**16-17 Average**	3.69			

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

Name__Marilyn Delorme_____

Area of Assessment Phlebotomy Program_____Academic Year___2017-2018_____
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*
  a. Requested an Adjunct faculty position. This position has been filled. I am sure this will improve phlebotomy competency because students can have more one on one instruction.
  b. I was also able to order more training material that enhances hands on training improving Student learning.
  c. Having the Adjunct Faculty will also enhance review sessions for Certification Exams.

Section 2: Program Outcomes:
List *each outcome separately*
  a. Students will have the knowledge of entry level Phlebotomy Technician theory and skills using Cognitive, Psychomotor and effective learning.
  b. Students will be proficient in using equipment safely and following proper phlebotomy technique.
  c. Students will perform within the ethical and legal boundaries of a Phlebotomist's scope of work.

Section 3: Assessment Methods:
Provide assessment method/s for each program outcome. Include a description of assessment instruments
  a. Chapter tests, Midterms and Finals. Plus a year end competency covering laboratory orientation, laboratory safety, specimen collection and handling, quality control (Competency levels are 3= excellent 2= satisfactory 1= unacceptable)
  b. Competency used by affiliate laboratories to evaluated the students ability to follow proper procedures when drawing blood. Competency levels are 4 = accomplished A. 3 = advanced B. 2= adequate C .

  c Competency used by affiliate laboratories to evaluate students on attendance, punctuality,

appearance, professionalism, attitude, quality of work, communication and problem
solving. A total score represents the level of professionalism.

Section 4: Assessment Results
Give an overview of the results of your assessment.

a. Results for evaluating student learning of Phlebotomy 103.   **7** students were **evaluated 5** students were at the **excellent level 2** students were **satisfactory.** This competency is also used to determine areas for emphasis when studying for the boards.

b.   Results of the competency used by the affiliates to assess student learning in Phlebotomy
 techniques and displaying proper procedures of drawing blood on patients.
All (100%) students received a rubric of 4, which is at the **accomplished** level or 90- to
100 % =A

c. Results of the competency that measures student professionalism.
7 students were evaluated

Attendance: **1** student 100% **1** student at 95% and **5** students at 75% (does not reflect
hours made up)

Punctuality: 1 student **never late   4** students **late but called in
2** students **chronically late**

Appearance: All 7 students **always met dress code 100%**

Professionalism:
All 7 students **were rated as professional 100%**

Attitude: **2** Student **had a positive attitude all the time.
5 students had a positive attitude most of the time**

Quality of work: 2 student **exceptional** (always neat and accurate**)**
5 student**s Satisfactory (**usually neat and accurate)

Communication: All 7 students **had good written and oral communication skills**

Problem Solving: 1 student **recognizes problems and makes suggestions to correct.**
1 student **recognizes and solves routine problems**

Other evaluations for NAACLS
 1. **Employee survey: 3 out of 7 would be hired** (directly related to attendance and
     punctuality)
 2. **Graduation rate:** 100%
 3.   **Pass rate for board exam**: (not available until July)

Section 5: Assessment Recommendations:
Explain how you will use the assessment results to improve your program.
 1.   Write a more detailed syllabus for internships
 2. Make Attendance and Punctuality a competency for CLS 108 Lab Techniques
 3. Contribute more time to problem solving
 4. Stress the importance of attitude (must be able to accept constructive criticism)

Section 6: Assessment-Based Requests:
Describe the resources or support your program needs to act on the findings of your assessment

 1. Requesting full time position for the Phlebotomy Program.
 2.   (The adjunct position we had this past year had a phenomenal impact of student learning. However, a full time person could commit more time to hands on learning for the students.)

Plumbing Program Assessment Review

Program: Plumbing
Instructor: Richard Jay

Review Date: 5/8/18   **Composite Average: 3.50**

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			Good information, recommend placing results in table
Reviewer #2		4	3	3	4		
Reviewer #3		4	4	4	4	Y	
Reviewer #4	3	3	3	3	4		
Reviewer #5		4	2	2	3		Section 6 add for more space to allow expanstion into 9 month program
Reviewer #6		5	4	3	4		
Reviewer #7		4	4	4	3		Good 1st time presentation!
Reviewer #8		5	4	3	4		
Reviewer #9		4	4	4	4		
Reviewer #10		4	3	3	3		Recommended by CTE director to request cirtification from NCCR
Reviewer #11		4	3	3	4		Describe methods a bit more
Reviewer #12		3	3	3	5		
Average	**3.00**	**4.00**	**3.42**	**3.25**	**3.82**		
Compoosite Average	3.50						

Turtle Mountain Community College
Annual Assessment Plan

Name Richard Jay

Area of Assessment Plumbing Technology   Academic Year_____2017/2018_____

Submission Purpose: __x_Initial Assessment Plan ___Revised Assessment Plan ___Year-End Submission

Please provide the number of students involved in assessment: __19__

Section 1: Prior Assessment Actions:

Describe the actions taken as a result of last year's program assessment. Include a discussion of the implementation of any new resources added as a result of the assessment-based requests.

Section 2: Program Outcomes:

List each outcome separately

Outcome #1: Content Knowledge:

- Students will demonstrate knowledge and application of the policies, practices, and procedures that represent the knowledge base required to succeed in the discipline.

Outcome #2: Safety:

- Students will demonstrate the knowledge and application of all required safety procedures and practices in the discipline.

Outcome #3: Equipment:

- Students will demonstrate a proficiency in the maintenance and use of the tools and equipment used in the discipline.

Section 3: Assessment Methods:

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

Outcome #1: Pre-Post test administered covering key content elements.

Outcome #2: Record number of students who pass official OSHA certification test.

Outcome #3: Performance testing on individual equipment needed for the field.

Section 4: Assessment Results

Give an overview of the results of your assessment.
Outcome#1

1. 19 students took the Pre and Post test roughly 31% (6) Stop out, 15% (3) withdrew 10% (2) did worse, 10% (2) stayed the same, and 37% (6) retained Roughly 30% of the content.
2. Second Pre Test 13 students took 12 received a zero and one student received 2.
   7 student took post test (80, 50, 60, 40, 65, 0, and 90) Average increase of 55%
3. Construction Drawing 4/8 70% or better
4. Core 3/4 70% or better
5. Intro to Plu 4/8 70% or better
6. Code 6/8 70% or better
7. Plu I 4/8 70% or better

Outcome#2
1. 7 students were in OSHA (4) stop out (3) completed
2. Core Module Safety 3/7 70% or better
3. Intro to Plumbing Module Safety 7/12 70% or better

Outcome#3
1. Performance testing on Pvc, threading Black Iron Pipe, Soldering Copper, Different types of water pipping connections everyone Passed.

Section 5: Assessment Recommendations:

Explain how you will use the assessment results to improve your program
Outcome#1
1. Redo the first Pre & Post test to better reflect the content.
2. I added a second Pre & Post test in the second semester.

Outcome#2

1. I need to change the OSHA class next semester, students left to do OSHA one hour a week doesn't work.
   I will change it so they do OSHA all the first week.
Outcome#3
1. Better tracking of the procedures for the Performance Testing and how many times it takes.

Section 6: Assessment-Based Requests:

Describe the resources or support your program needs to act on the findings of your assessment. Requests must be specific, and clearly connected to assessment results and recommendations.

Welding Program Assessment Review

Program: Welding
Instructor: Carl Eller

Review Date: 5/8/18   **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	2	2	2		
Reviewer #2	2	2	3	2	3		
Reviewer #3	3	4	3	3	4	Y	
Reviewer #4							
Reviewer #5	3	1	2	2	2	Y	
Reviewer #6	2	1	3	3	3		Rewrite outcome--not sure what prior assessment section was
Reviewer #7	4	3	4	3	3		Good for a one instructor program. State what students will know and change wording of outcomes. Good alignment of your results.
Reviewer #8	5	3	4	3	5		state outcomes as ' students will be able to'
Reviewer #9	3	2	2	2	3	Y	Clarify the outcomes
Reviewer #10	3	2	3	3	3	Y	
Reviewer #11	2	2	2	2	3	N	Connect prior actiosn to old recommendations. Show specific #s in your results
Reviewer #12	3	3	5	3	5	Y	
Average	**3.00**	**2.27**	**3.00**	**2.55**	**3.27**		
Compoosite Average	2.82		**16-17 Average**	3.59			

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

Name_____Carl Eller_____

Area of Assessment_____Welding _____ Academic Year___2017-18_____
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
As of last year we did purchase a few new aluminum welding machines that were easy to operate, because the aluminum industry is taking over a lot of manufacturing jobs, also we purchased a few DVDs for the advanced pipe courses we teach. I also got the new canvas training I am use for grades, attendance and assignments along with syllabus. We also are looking at the new sense program, along with being a AWS official testing site for welding certifications.

Section 2: Program Outcomes:
List each outcome separately
Content Knowledge: Students usually show a good deal of knowledge after the blueprints and fab methods classes, during the times we are building and fixing projects around the shop area.

Safety: After completing the OSHA 10 Safety class students usually are pretty safety conscious, during their projects and assignments. Also they watch out for each others safety concerns.

EQUIPEMENT: We spend a lot of time on the use and operation of tools and equipment, so by the end of the first semester I feel pretty comfortable letting them use and operate everything in the shop area.

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

*CONTENT KNOWLEDGE**: Pre/Post test covering content knowledge***
I am constantly testing and monitoring their progress in everything they do so I know what each and everyone is capable of doing and feel comfortable with everyone's progress reports.

*SAFETY: **OSHA 10 Online Safety course/certification***
We usually have tool box talks which are safety meetings before or during our lab classes, just as a friendly reminder of all the potential hazards that surround us all day, not only in school but everywhere throughout the day for everyone's safety.
*Equipment: **Tool safety checklist/weld certification test**.*

Section 4: Assessment Results

Give an overview of the results of your assessment.

CONTENT KNOWLEDGE: I had 16 students that started out with the 5 pretest that I gave them, one for each class I offer 1 visual for lab. For each of the written test the students did as expected, for except a couple of them had prior
welding experience, on the pre test the students scored very low but on the post test there was about a 65 to 70% difference in scores, on the visual pretest the outcome was much higher, like 90 to 95% higher.

SAFETY: All 16 students were required to take the osha 10 online safety course 14 completed and 2 dropped out of the welding course. 14 received certification cards and certificates.
EQUIPEMENT: Everyone in the class is required to pass a tool safety checklist and part of the exam requires you to use these tools and equipment to pass a weld certification test, all the 7 students passed the class certification and are currently waiting for results for the state certification.

Section 5: Assessment Recommendations:

Explain how you will use the assessment results to improve your program
Maybe try to make the state or AWS certification mandatory for future certificates. Incorporate the SENSE teaching program as part of the curriculum, and maybe use the INTERNSHIP program as a training or apprenticeship program.

Section 6: Assessment-Based Requests:

Describe the resources or support your program needs to act on the findings of your assessment
Check into what needs to be done or what training a person would need to implement the sense program here at TMCC. Check out what it would take to be a testing site for AWS certifications. Also expand our welding facilities so we could utilize all our tools and equipement , and lastly maybe hire some help because the welding program is sometimes overwhelming for one person.

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, Cathie Gladue

Review Date: 5/8/18

Composite Average: 3.68

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	5	5	5		Very well done!
Reviewer #2	4	4	5	4	3		Great Assessment
Reviewer #3	3	4	4	4	4	Y	
Reviewer #4	3		4	3	3		
Reviewer #5	2	2	3	3	4	Y	Section 2 needs more emphasis
Reviewer #6	1	4	3	5	5		Excellent results shown!
Reviewer #7	4	4	4	4	4	Y	Good presentation, good proven progress!
Reviewer #8							
Reviewer #9	3	3	3	3	3		More input from faculty training the candidates with the dispositions because of the amount of time contact faculty have with students
Reviewer #10	4	3	3	4	4	Y	
Reviewer #11	2	3	5	4	3	N	How were previous actions connected to prior assessment? Outcomes listed under methods. Spend a bit more time explaining how data is gathered
Reviewer #12	3	5	5	5	5	Y	
Average	**3.00**	**3.50**	**4.00**	**4.00**	**3.91**		
Compoosite Average	3.68		**16-17 Average**	2.83			

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

Name: Teresa Delorme/Cathie Gladue

Area of Assessment: Teacher Education Department   **Academic Year:** 2017-2018
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
Assessed and rated teacher candidates using two types of assessments; Student Teaching Disposition and the Student Teaching Observation Tool (STOT). Assessments were completed by three raters: MT – Mentor Teacher, TC – Teacher Candidate, and CS - College Supervisor.

Section 2: Program Outcomes:
List each outcome separately
Outcomes indicate that 100% of the teacher candidates were proficient or above on the STOT and acceptable on the disposition assessment.

Section 3: Assessment Methods:
Provide assessment method/s for each program outcome. Include a description of assessment instruments
 Student Teaching Disposition Assessment:
The Dispositional Professional Qualities in Teacher Education… is used to assess candidate (student teacher) disposition on a 3-point scale (0 behavior contrary to expectations, 1 – needs improvement, and 2 – Acceptable). Each rubric item contains subsets that more clearly delineate desired behavior.
Student Teaching Performance Assessment:
The Student Teaching Observation Tool (STOT) contains the ten InTASC Standards that outline the expected knowledge and performance of teacher candidates. The Student Learning Outcomes are as follows:
Outcome #1: **The Learner and Learning (InTASC Standards 1-3)**
Outcome #2: Content Knowledge (InTASC Standards 4 and 5)
**Outcome #3: Instructional Practice (InTASC Standards 6-8)**
Outcome #4: Professional Responsibilities (InTASC Standards 9 and 10)

Section 4: Assessment Results
Give an overview of the results of your assessment.

STUDENT TEACHING DISPOSITION ASSESSMENT 2017-2018
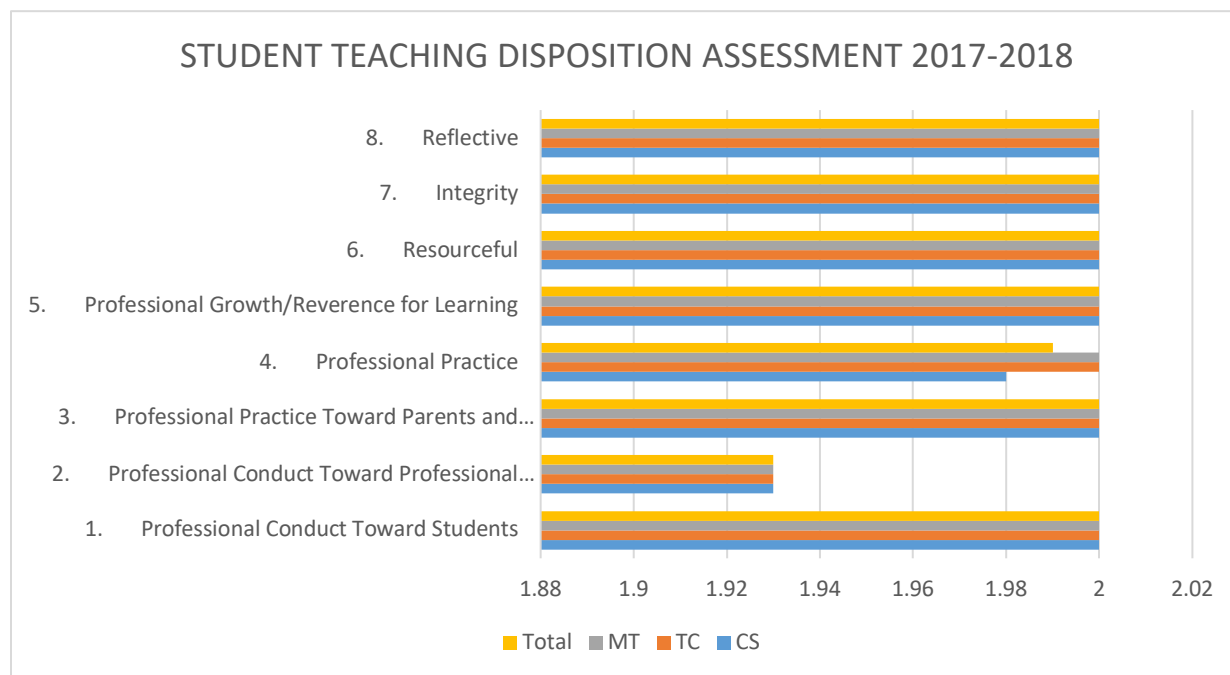
Because of the limited range for assessment, one or two ratings of 1 results in what appears to be a low rating. The lowest average on the instrument is Item 2 – 1.92 with a range of 0-2. Thus, 1.92 is acceptable average but appears to be a low rating because of the 3-point scale restriction. Overall, student teaching candidates performed very well on the dispositional assessment and demonstrated dispositions at a level befitting an education professional.

STUDENT TEACHING OBSERVATION TOOL 2017-2018
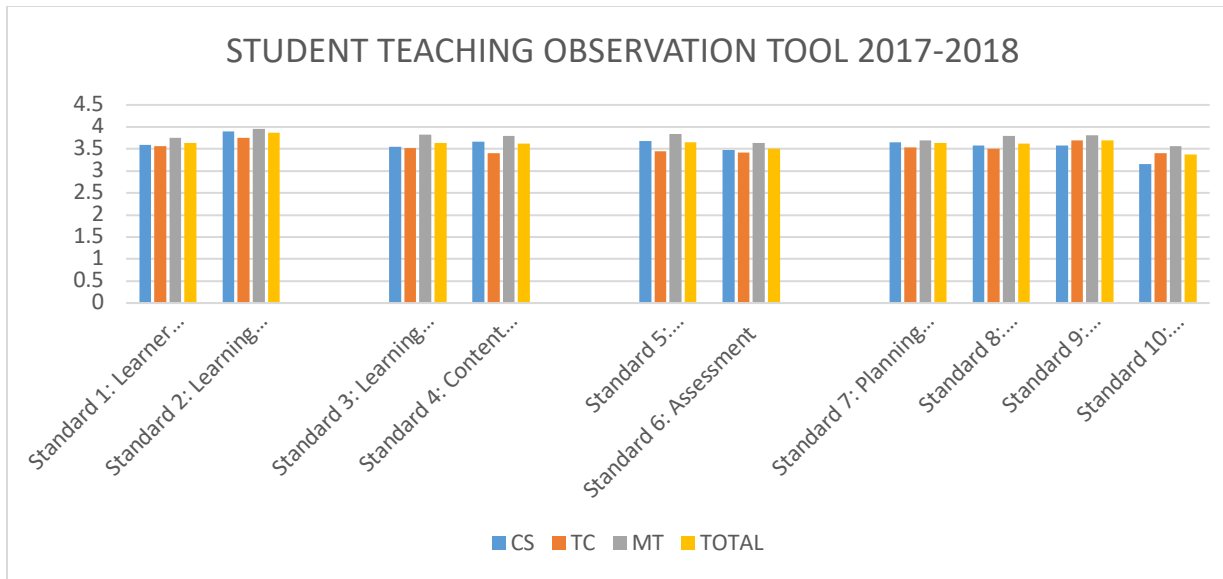
The STOT scale is 1-4 with 4 being the highest possible score and 1 the lowest. The graph depicts averages by the individual raters and a composite (orange). None of the Standard averages fell below a 3.0, which is the proficient level.

Section 5: Assessment Recommendations:
Explain how you will use the assessment results to improve your program

Teacher Education Department will focus on improving candidate readiness specifically relating to collaboration with members of a school team, parents and community. With this focus Standard 10 of the InTASC Standards: Leadership and Collaboration and Professional Conduct Toward Professional Colleagues and Staff will increase in rating.

Section 6: Assessment-Based Requests:
Describe the resources or support your program needs to act on the findings of your assessment
Evaluator training

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: 3.09

Reviewer	Section 1 Prior Actions	Section 2 Outcomes	Section 3 Methods	Section 4 Results	Section 5 Recommendations	Section 6 Requests	Comments
Reviewer #1	0	3	3	3	3		Remove Words 'I' -- Move request to recommendation
Reviewer #2	4	4	4	3	4		Great assessment
Reviewer #3	4	4	5	5	4	Y	
Reviewer #4							
Reviewer #5		2	3	3	2	Y	
Reviewer #6	0	3	4	3	1		Little to no collaboration. Are recommendations based on results?
Reviewer #7	4	4	4	4		Y/N	Good progress, recommendations don't connect to results
Reviewer #8		4	4	3	3	Y	Change to institution not 'I'. Shared responsibility to encourage a world view perspective in coursework
Reviewer #9		4	4	4	3	N	Change from the first person and personal reference toa more broad recommendations. Request is more of a recommendation
Reviewer #10		3	3	3	3		
Reviewer #11	1	2	4	3	2		
Reviewer #12							
Average	**2.17**	**3.30**	**3.80**	**3.40**	**2.78**		
Compoosite Average	3.09		**16-17 Average**	2.90			

Turtle Mountain Community College
Annual Assessment Plan

Name_____Dr. Ann Brummel_____

Area of Assessment_____Arts and Humanities General Education Outcome_
Academic Year_____2017-18_____
Submission Purpose: ___Initial Assessment Plan ___Revised Assessment Plan X__Year-End Submission

Please provide the number of students involved in assessment: _34

Section 1: Prior Assessment Actions:
Describe the actions taken as a result of last year's program assessment. Include a discussion of the implementation of any new resources added as a result of the assessment-based requests.

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

Students take a survey in the graduation and beyond course. All sections of the graduation and beyond course are represented (both fall and spring semester).
Students are asked three questions:

Question #1: (self-rated) Please rate your ability to identify multiple perspectives surrounding an issue in the context of multiple worldviews.

Scale of 1-4
1=No Ability 2=Some limited ability 3=Substantial level of ability 4=High level of ability

Question #2: (self-rated) 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.

Scale of 1-4
1=No growth   2=Some growth   3=Substantial level of growth 4=High level of growth

Question #3: (Essay Question) Identify a controversy or debate in society. Explain three distinct perspectives regarding that controversy.
      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.

Scale of 1-5
1=Insufficient 2=Below expectations 3=Meets expectations 4=Very good 5=Exceeds Expectations

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:

Question 1	Responses	Percent
1 – Little to no ability	0	0
2- Some ability	10/34	29%
3- Substantial Ability	18/34	53%
4- High level of ability	6/34	18%
Average	**2.88**	
2016-17 Average	2.89	

Question 2	Responses	Percent
1 – Little to no growth	0	0
2- Some growth	10/34	29%

3- Substantial growth	20/34	59%
4- High level of growth	4/34	12%
Average	**2.88**	
2016-17 Average	3.10	

Question #3: Essay Question:
2017-18: 61% of respondents met expectations: 2.84 Average Score
2016-17: 64% of respondents met expectations: 2.75 Average Score

Section 5: Assessment Recommendations:

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

1. All Faculty should encourage students in their courses to use appropriate media to follow news report on issues with multiple world views. This could help students reflect on how they would express various perspectives of issues.

2. Faculty should encourage students to write essays with a world view regarding an area of interest to them. As follow-up they should select good student essays for editing, and have the student authors send their essays to the Tribal College Journal as representing work here at Turtle Mountain Community College. This can also be part of work for the next AIHEC conference.

3. Faculty should assign students to outline three perspectives of a global issue, and determine which perspective seems most important to them from life and culture at Turtle Mountain.

Section 6: Assessment-Based Requests:

Describe the resources or support your program needs to act on the findings of your assessment. Requests must be specific, and clearly connected to assessment results and recommendations.

All TMCC faculty should include the global perspectives along with the new learning outcomes we will use at TMCC. This will probably require discussions among us relative to our various course contents.

Communication General Education Outcome Assessment Review

Program: Communication General Education Outcome
Instructor: Dr. Louise Dauphinais, Stuart Rieke and Erik Kornkven

Review Date: 5/9/18   **Composite Average: 3.54**

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	4	4	Y	
Reviewer #2	5	5	5	5	5	Y	
Reviewer #3	3	4	2	3	3	Y	
Reviewer #4	5	5	3	4	5		Clearly stated format, was the method a 4 point rubric? Would 3 and above be proficient? Section 5 offers logical next steps
Reviewer #5	2	3	3	3	3		
Reviewer #6							
Reviewer #7							
Reviewer #8							
Reviewer #9							
Reviewer #10							
Reviewer #11							
Reviewer #12							
Composite Average	3.84		**16-17 Average**	3.54			

Turtle Mountain Community College
Annual Assessment Plan

Name_____Erik Kornkven_____

Area of Assessment___Communication   Academic Year_2017-18_____
Submission Purpose: ___Initial Assessment Plan   ___Revised Assessment Plan _X__Year-End Submission

Please provide the number of students involved in assessment: _130_

Section 1: Prior Assessment Actions:

Describe the actions taken as a result of last year's program assessment. Include a discussion of the implementation of any new resources added as a result of the assessment-based requests.

Computers were added to the English room (room 220) to as a result of last year's assessment requests. These computers were used as student's conducted research in the classroom.

The writing program continued to be developed with standardized genres used across all sections of composition.

All sections of composition 1 and 2 began the semester with the Rhetorical Analysis Genre.

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

Method 1: 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.

Method 2: *Historical DFW rate analysis of writing courses*

As part of the ongoing assessment of the writing program at TMCC a historical assessment was conducted to assess the decision to change the placement procedure for incoming students. Prior to the 2015/16 a large number of students were placed into developmental writing. Developmental writing at that time consisted of two semester long classes, Writing Basics 1 and Writing Basics 2. As of the 2015/16 year, Writing Basics 1 was discontinued and an emphasis was made to place more students into composition 1 where possible. Data was gathered to explore the impact on DFW rates of these decisions.

Section 4: Assessment Results

Give an overview of the results of your assessment.

Method 1: Standardized Rubric Assessment of Student Writing

Course	Structure	Content Development	Genre Conventions	Source use	Style and Editing
Comp 1	3.07	3.03	3.07	2.45	2.82
Comp 1 O	2.58	2.64	2.60	2.62	2.87
Comp 2	2.85	2.82	3.14	2.54	3.07
Comp 2 O	2.72	2.99	2.76	2.40	2.71
Cumulative	**2.81**	**2.87**	**2.89**	**2.50**	**2.87**
2016-17 #s	3.02	2.83	3.0	2.56	3.03

The main difference between this year and last was the addition of 16-week online composition classes. Both Comp and Comp 2 were developed as 16-week online courses to supplement the face-to-face offerings of the courses.

The results from the online to the F2F courses were noticeable with the online scores consistently lower than their F2F counterparts.

Method 2: Historical DFW assessment

Takeaways

For our numbers we will look at Fall semesters since that is primarily when new students enter into the school.

- Prior to 15/16 40% of writing students entered into a developmental class in the fall semester
- After we removed Writing Basics I and changed the placement procedures that number was reduced to 24%
- All the while the DFW rate for Composition I remained the same between the two sets of years.
- Composition II also has shown some impact. After 14/15 we have a higher rate of students taking composition II (fall and spring semesters) and the DFW rates have gone from 50% (07/08-14/15) to 34% (15/16-16/17).

Section 5: Assessment Recommendations:

Explain how you will use the assessment results to improve your program
- *Continued emphasis on source use in both Comp 1 and 2*
- *Continue expanding the use of the standardized grading rubric to span all sections of Comp 1 and 2.*
- *Continue development of writing curriculum at the Comp 1 and 2 level*
- *Expand assessment out to non-writing classes on campus.*

Section 6: Assessment-Based Requests:

Describe the resources or support your program needs to act on the findings of your assessment. Requests must be specific, and clearly connected to assessment results and recommendations.

- Further research be conducted on the matriculation of students through the writing courses at TMCC including persistence and retention data from Writing Basics to Comp 1 and Comp 2.

Critical Thinking General Education Outcome Assessment Review

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

Review Date: 5/8/18

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	4	4	3	3	3	Y	
Reviewer #2	4	4	4	4	3		
Reviewer #3							
Reviewer #4							
Reviewer #5	3	3	2	4	2		It would appear that the students rate themselves higher on a scale of 1-4 but in practice there is room for improvement
Reviewer #6	3	3	3	3	1		recommendations are not related to results. What is the plan to improve CT based on the results yielded?
Reviewer #7	4	3	3	3	3	Y	need more people to assess. Good jump in students survey. Everyone assesses critical thinking under curriculum mapping
Reviewer #8	4	4	4	4	4		
Reviewer #9							
Reviewer #10	4	3	3	4	4	Y	Recommendation all AA and AS courses should increase the number of critical thinking opportunities in their courses.
Reviewer #11	3	2	3	4	3		Develop recommendations
Reviewer #12	5	3	3	3	3	Y	
Average	**3.78**	**3.22**	**3.11**	**3.56**	**2.89**		
Compoosite Average	3.31		**16-17 Average**	2.78			

Turtle Mountain Community College - Annual Report on Critical Thinking

Names: Mr. Les LaFountain and Brian Bercier (Alixena Patnaude)

Area of Assessment: Critical Thinking   Academic Year: 2017-2018

Submission Purpose: ___Initial Assessment Plan   ___Revised Assessment Plan   ___Updating Results/Actions

Section 1: Prior Assessment Actions:

In last year's assessment of critical thinking TMCC graduating students in the "Graduation and Beyond Course" 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. The critical thinking question respondents average score was 1.64. These questions were reviewed by faculty 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."

Based on last year's assessment the statement for critical thinking was revised, having taken into account the feedback, and the following statement was used in this year's assessment: "Identify a social, political or economic issue in the community and then describe the steps you would take to attempt to resolve that issue, using critical analysis."

Section 2: Program Outcomes:
1. Students will self-rate themselves on their abilities in the area of critical thinking.
2. Students will self-rate themselves on the amount of growth they have experienced in the area of critical thinking because of their education at TMCC.
3. Students will identify a social, political or economic issue in the community and then describe the steps you would take to attempt to resolve that issue, using critical analysis.

Section 3: Assessment Methods:

Faculty using a four point Likert scale to assess critical thinking based on student self-rated responses to the two program outcomes

above and one faculty rated statement which is the following: Identify a social, political or economic issue in the community and then

describe the steps you would take to attempt to resolve that issue, using critical analysis.

Section 4: Assessment Results
TMCC graduating students were assessed in the "Graduation and Beyond Course," which included an enrollment of 44 of enrolled students, there were 43 respondents, with one respondent providing no data input.

Question No. 1: Students will self-rate themselves on their abilities in the area of critical thinking. The average student self-rated score was 2.93, based on their abilities in the area of critical thinking.

Question No. 2: Students will self-rate themselves on the amount of growth they have experienced in the area of critical thinking because of their education at TMCC. The average student self-rated score was 2.86 based on their educational experience at TMCC.
Question No. 3: Students will identify a social, political or economic issue in the community and then describe the steps you would take to attempt to resolve that issue, using critical analysis. The average faculty rated score was 1.73 based on the student's response to demonstrating critical analysis in an essay.

Les LaFountain and Alixena Patnaude assessed the student responses to identifying a social, political or economic issue in the community and then describe the steps you would take to attempt to resolve that issue, using critical analysis. It is interesting to note that there were minor discrepancy between both reviewers scoring based on the answers provided by the 43 respondents. In those scores that differed the faculty compromised with an average score. It also worth mentioning that based on student self-rated responses 67% believe they have a substantial or higher level of ability to critical think. In addition, 68% reported a favorable experience to critically thinking as result of their TMCC experience.

Section 5: Assessment Recommendations:
Explain how you will use the assessment results to improve your program
The first recommendation is to include more faculty in the review process to obtain a more diverse perspective in the rating process, and second to continue using the Graduation and Beyond Course for administering the assessment.

Section 6: Assessment-Based Requests:
Describe the resources or support your program needs to act on the findings of your assessment

	CRITCAL THINKING ASSESSMENT RESULTS		
	Question 1: Rate your abilities in the area of critical thinking.		
	Student Self-ratings		
1	No ability	0	0%
2	Some limited abilty	10	23%
3	Substantail level of ability	26	60%
4	High level of ability	7	16%
	Total	43	
	Question 2: Rate the amount of growth you've experienced in the area of critical thinking as a result of your education at TMCC.		
1	Little to no growth	0	0%
2	Some growth	14	32%
3	Substantial growth	21	49%
4	Large amount of growth	8	19%
	Total	43	

Culture General Education Outcome Assessment Review

Program: Culture General Education Outcome
Assessor: Leslie Peltier

Review Date: 5/8/18

Composite Average: 3.57

Reviewer	Section 1 Prior Actions	Section 2 Outcomes	Section 3 Methods	Section 4 Results	Section 5 Recommendations	Section 6 Requests	
Reviewer #1	4	3	3	3			Add where did they obtain the knowledge? - Add program
Reviewer #2	3	4	3	3	3		
Reviewer #3	3	4	4	3	3		
Reviewer #4							
Reviewer #5	4	2	3	3	4	Y	
Reviewer #6	5	2	3	3	2		method of collection - change to graduation survey results not related to recommendations
Reviewer #7	4	3	4	4	4	Y	very knowledgeable of culture. Very capable of assessing culture. Add leslie to culture committee add to tool which area the student is from.
Reviewer #8	5	3	4	4	4		consider data and adjust methods to improve , continue to collect data
Reviewer #9	3	3	4	4	3		could the results be mapped or themed by curricular/co-curricular? Add demographic program question, then sort by program.
Reviewer #10	5	3	4	4	3	Y	
Reviewer #11	4	2	4	4	4	Y	Very good changes from previous years
Reviewer #12	5	3	5	5	5	Y	
Average	**4.09**	**2.91**	**3.73**	**3.64**	**3.50**		
Compoosite Average	3.57		**16-17 Average**	2.70			

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

After the cultural assessment of 2016-17 it was determined that the data only asked students to rate their own understanding, and then asked students to 'write what they knew' about the topic. We decided to change the survey, keeping the same topics, but asking students to both rate their own understanding, but also demonstrate their understanding with more specific questions. For instance, students were asked first to rate their knowledge of Ojibway and Michif languages. Then they were asked to list all the Ojibway or Michif words that they knew. We feel that asking students to demonstrate their knowledge according to specific prompts provides a stronger assessment of their cultural understanding.

Another change was that the cultural survey was given only to graduating students. In the past students were given a pre-test and then asked to take a post-test. Efforts were made to connect individual student results from pre and post. This was too cumbersome as students move through the institution at an uneven rate, making the process prohibitively difficult to keep track of.

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 tests were administered to all students taking the graduation and beyond course at TMCC in both the fall and spring semesters. The test is composed of an eleven-part question on student knowledge of various culturally relevant activities or experiences. Students are asked to both rate their own understanding of a particular topic area, as well as demonstrate their knowledge in long answer form. 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 Coordinator.

Section 4: Assessment Results

Give an overview of the results of your assessment.

We collected 58 student responses to the Post test throughout the 17-18 academic year (compared with 18 the prior year). This represents a large percentage of on-campus students graduating or near to graduating from TMCC. Below you will find the average results for each of the questions. One interesting thing to note, is that where previous students self-reported higher understanding than what they demonstrated, with the new specific questions students actually demonstrated higher understanding than they self-reported. We feel that this shows that students know more than they think they do about some areas.

1 = No Understanding 2= Little Understanding   3= Some Understanding   4= Good Understanding 5= Very Strong Understanding

Question/Topic	Self-Rated Score	Demonstrated Score
Question 10: Cultural/Social Behaviors	2.53	3.56
Question 8: Federal Tribal Trust, and Sovereignty	2.28	3.16
Question 2: Pow wow, Traditional song/dance	2.81	3.15
Question 1: Knowledge of Language	2.33	2.62
Question 6: Food/Hunting Traditions	2.52	2.59
Question 11: American Indian History	2.69	2.59
Question 3: Ceremonies and Spiritual Healing	2.34	2.38
Question 9: State/Tribal Relationship	2.36	2.25
Question 7: Chippewa Treaties	2.31	2.06
Question 4: Tribal Stories	2.28	2.07
Question 5: Michif Culture	2.05	1.72
Averages	**2.41**	**2.56**
2016-17 Averages	**2.94**	**1.46**

Section 5: Assessment Recommendations:

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

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: Jody Delong

Review Date: 5/8/18

Composite Average: 2.98

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	2	2		
Reviewer #2		4	3	3	3		
Reviewer #3		4	3	4	3	Y	
Reviewer #4							
Reviewer #5		2	3	3	4	N	
Reviewer #6		4	5	4	1		For developmental math only -- recommendations not linked to results good start.
Reviewer #7		4	4	3	3	Y	
Reviewer #8		5	5	3	5	Y	
Reviewer #9		3	3	3	2	N	Need to assess math level gen ed courses
Reviewer #10		3	3	3	3		
Reviewer #11	1	3	3	2	2	N	Split and show both completed and non-completed data
Reviewer #12	3	3	3	3	3	Y	
Average	**2.33**	**3.36**	**3.36**	**3.00**	**2.82**		
Compoosite Average	2.98		**16-17 Average**	3.27			

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Turtle Mountain Community College
Annual Assessment Plan

Name_____Jody DeLong_____ Area of Assessment_____Mathematics_____ Academic Year___2017 - 2018_____ 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

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 3 Exam pertaining to solving various formulas.

2. Problem Solving – Embedded questions from Course Exam. Students will be scored based on Assessment Rubric using questions taken from the Chapter 7 Exam pertaining to solving quadratics by factoring.

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 finding the equation of a line when given two ordered pairs.

Section 4: Assessment Results Give an overview of the results of your assessment.

(See Attached Mathematics Assessment Rubric for General Education)

1. Computation – 41% of Students scored (4) N=39 13% of Students scored (3) 8% of Students scored (2) 38% of Students scored (1)

2. Problem Solving - 23% of Students scored (4) N=39 31% of Students scored (3) 8% of Students scored (2) 38% of Students scored (1)

3. Working with Data 46% of Students scored (4) N=39 8% of Students scored (3) 8% of Students scored (2) 38% of Students scored (1)

Section 5: Assessment Recommendations: Explain how you will use the assessment results to improve your program

21% of students had an attendance 6
0% or lower
8% never showed up for class
 8% withdrew

To improve the assessment results I want to implement more hands on learning, as recent research shows more movement creates better learning.

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.

General Education Outcome Assessment Review

Program: Science General Education Outcome
Instructors: Renee Auland Deb Hunter, Stacie, Crystal

Review Date: 5/8/18   **Composite Average: 3.00**

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	3	2	2		
Reviewer #2		4	4	4	4		Very Good Assessment!
Reviewer #3	1	4	4	5	4		
Reviewer #4							
Reviewer #5		3	1	3	4	N	
Reviewer #6							
Reviewer #7	0	2	3	3	3	y	Look at prior years as instructors change
Reviewer #8	1	4	4	4			job changed hands. Go deeper in understanding sci concepts.
Reviewer #9		3	2	2	3	y	
Reviewer #10	1	3	3	3			
Reviewer #11	1	4	4	4	5	Y	
Reviewer #12	3	3	3	5	5	Y	
Average	**1.43**	**3.20**	**3.10**	**3.50**	**3.75**		
Compoosite Average	3.00						

Turtle Mountain Community College
Annual Assessment Plan

Name <u>Renee Aalund</u>

Area of Assessment <u>Science</u>   Academic Year <u>2017-18</u>
Submission Purpose: _x__Initial Assessment Plan   ___Revised Assessment Plan   ___Updating Results/Actions

Section 1: Prior Assessment Actions: This is my first assessment plan

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.	33 % of the students had a score of 85% or higher	70% of the students were proficient	17% had a score of 50% or lower
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.	28% of the students had a score of 85% or higher	78% of the students were proficient	22% of the students were 50% or lower
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.	90% of the students were 85% or above	98% of the students were proficient	2% (one student) scored 50% or less on the assessment

Section 3: Assessment Methods:

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

Students will be administered a general science assessment which includes questions on general science facts and concepts, lab procedures, and analysis of science questions. (This assessment is attached to this document)
The assessment will be given to students in the following general science classes:
Chemistry 115-Introduction to chemistry
Chemistry 116-Introduction to organic and biochemistry
Biology 111-Concepts of biology
Biology 124 Environmental science
Biology 151-General biology II
Geology 105-Physical geology
Biology 202 Microbiology

Section 4: Assessment Results
60 students were given the general assessment, which was broken down into 3 areas: Knowledge of the science and the scientific method, Knowledge of lab apparatus and Analysis of results. Each area was analyzed and the results were based on if students were proficient or not. Proficient would be consider a score of 70% or higher on that part of the assessment.

Results:

 Knowledge: 42 students that took the assessment were proficient, which is 70% of the students. Of that 70%, 33% of the students scored 85% or higher and 17% scored 50% or lower.

 Lab skills: 59 (98 %) students were proficient on this part of the assessment. Of the students who scored proficient, 90% of them scored 85% or higher on this part of the assessment and 2%, which is only one student, scored 50% or less on the assessment.

Analysis: 47 (78%) were proficient on this part of the assessment. Of those students that were proficient, 28% scored 85% or higher and 22% scored 50% or less on the assessment.

Section 5: Assessment Recommendations:
Explain how you will use the assessment results to improve your program
Looking at our results, the student have a very good understanding of lab equipment and uses of lab equipment. They do need work in the area of understanding scientific method, the steps involved and what each part of an experiment is for instance the difference between an independent variable and a dependent variable.

I would recommend making each instructor aware of these findings and then having them develop lessons in their curriculum to first identify and then reinforce this topic. For instance, graphing the results of a lab, have them identify the independent variable on the graph, discuss how it affects the dependent variable, was there a control group, if so, why? These are just some examples. Students seem to have a good grasp on analysis, but this area could be improved as well. Again by adding more analysis to lessons can help reinforce this process with the students. Each test could have a question or two about reading results and interpreting what they mean. Another example could be adding a few more analysis questions to each lab activity.

Section 6: Assessment-Based Requests:

Describe the resources or support your program needs to act on the findings of your assessment
Resources that could be used would be materials that reinforce the
scientific method, more lab manuals with lab activities that support more analysis, maybe even a workshop or two on how to incorporate more inquiry and analysis into our labs.

Scientific Method and Lab Quiz Sheet

Put the following steps of the scientific method in the proper order.

_____ Research the problem

_____ Observe and record

_____ Make a hypothesis

_____ Identify the problem

_____ Arrive at a conclusion

_____ Test the hypothesis

Match the following terms with the correct   *definition.*

_____ 1. Hypothesis   A. Organized process to test a hypothesis

_____ 2. Control   B. An educated guess about the solution to a problem

_____ 3. Dependent Variable   C. Observations & measurements recorded

_____ 4. Experiment   D. A judgment based on the results of an experiment

_____ 5. Conclusion   E. Used to show that the result of an experiment is really due to the condition being tested

_____ 6. Data   F. The factor that is manipulated during an experiment

_____ 7. Independent Variable   G. The response that is measured in an experiment

CAN YOU SPOT THE SCIENTIFIC METHOD?

Each sentence below describes a step of the scientific method. Match each sentence with a step of the scientific method listed below.

A. Recognize a problem
B. Form a hypothesis

C. Test the hypothesis with an experiment
D. Draw conclusions

_____ 8. Stephen predicted that seeds would start to grow faster if an electric current traveled through the soil in which they were planted.

_____ 9. Susan said, "If I fertilize my geranium plants, they will blossom."

_____ 10. Jonathan's data showed that household cockroaches moved away from raw cucumber slices.

_____ 11. Rene grew bacteria from the mouth on special plates in the laboratory. She placed drops of different mouthwashes on bacteria on each plate.

_____ 12. Kathy used a survey to determine how many of her classmates were left-handed and how many were right-handed.

_____ 13. Dana wanted to know how synthetic fibers were different from natural fibers.

_____ 14. Jose saw bats catching insects after dark. He asked, "How do bats find the insects in the dark?"

_____ 15. Justin wondered if dyes could be taken out of plant leaves, flowers, and stems.

_____ 16. Arjulia soaked six different kinds of seeds in water for 24 hours. Then she planted the seeds in soil at a depth of 1 cm. She used the same amount of water, light, and heat for each kind of seed.

_____ 17. Bob read about growing plants in water. He wanted to know how plants could grow without soil.

_____ 18. Kevin said, "If I grow five seedlings in red light. I think the plants will grow faster than the five plants grown in white light."

_____ 19. Angela's experiment proved that earthworms move away from light.

_____ 20. Scott said, "If acid rain affects plants in a particular lake, it might affect small animals such as crayfish, that live in the same water."

_____ 21. Michael fed different diets to three groups of guinea pigs. His experiment showed that guinea pigs need vitamin C and protein in their diets.

_____ 22. Kim's experiment showed that chicken egg shells were stronger when she gave the hen food to which extra calcium had been added.

A balance would be the best tool for measuring which of the following?
A The texture of soil
B The length of a stick
C The mass of a rock
D The color of a leaf

2   What tool is used to find the temperature at which water boils?

A

C

B

D
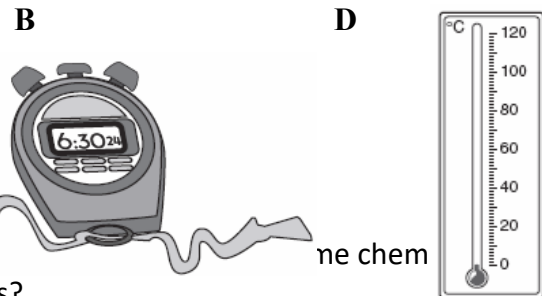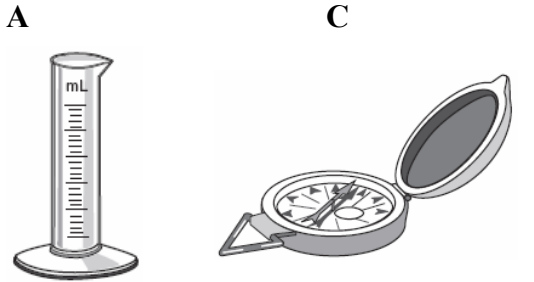
ne chem   e   science lab today. What piece of equipment   will help him protect his eyes?

A safety goggles
B a lab apron
C gloves
D a magnet

4 If you were going camping and you didn't want to get lost, you would take a tool that helps you know which direction you are hiking. Which tool would you take?

A an eyedropper
B a hand lens
C a meter stick
D a compass

5 If you traveled to the moon, you would weigh less than you do on Earth. Which tool would help you know your weight on the moon?

A a balance
B a scale with a spring in it
C an anemometer
D a telescope

6 You would needed to pick up some steel nails, which tool would you use?

A a telescope
B a microscope
C a collecting net
D a magnet

7 A tool that uses many lenses to magnify objects is a --

A hot plate
B stop watch
C mirror
D microscope

Write the letter of the definition that matches the measurement tool.

_____ magnet   a. a tool used to measure liquids accurately

        b. a tool used to measure wind speed

_____ anemometer   c. a tool used to attract iron or steel objects

        d. a tool used to collect or capture things

_____ graduated cylinder   e. A tool used to measure time

        f. a handheld tool that magnifies objects

_____ stopwatch

_____ collecting net

_____ hand lens

Write the name of the tools on the lines below the pictures:
(Microscope, hot plate, beaker, spring scale, graduated cylinder

_____   _____   _____

_____   ___ _____
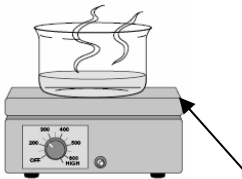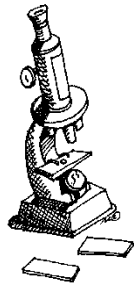
Use the graph below to answer the following questions:
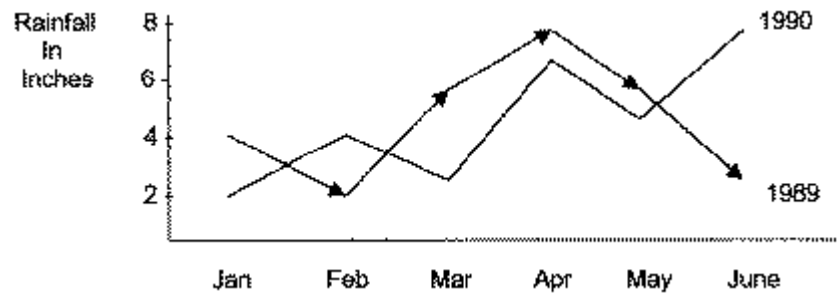
a. How   much rain fell in Mar of 1989?

b. How much more rain fell in Feb of 1990 than in Feb of 1989?

c. Which year had the most rainfall?

d. What is the wettest month on the graph?

Technology General Education Outcome Assessment Review

Program: Technology General Education Outcome

Assessor: Erik Kornkven

Review Date 5/8/18

Composite Average: 3.83

Reviewer	Section 1 Prior Actions	Section 2 Outcomes	Section 3 Methods	Section 4 Results	Section 5 Recommendations	Section 6 Requests	Comments
Reviewer #1	4	4	4	4	4	Y	
Reviewer #2	5	3	5	5	5	Y	
Reviewer #3	3	3	4	4	3	Y	
Reviewer #4	5	5	4	4			Outcomes would be observable in the technology practice exercise. Assessment results speak directly to outcomes. The performance and survey comparison indicates a disconnect between confidence and ability. Good data. Could it be seven who did not complete the task were capable but simply chose not to do so? Is the self confidence survey the best way to assess technology proficiency? Maybe the self-survey could focus on access outside of the institution. Also, an internal assessment of student training and required use across the institution would reveal gaps.
Reviewer #5	2	3	3	3	3		
Reviewer #6							
Reviewer #7							
Reviewer #8							
Reviewer #9							
Reviewer #10							
Reviewer #11							
Reviewer #12							
Average	**3.8**	**3.6**	**4**	**4**	**3.75**		
Compoosite Average	3.83		**16-17 Average**	3.31			

Turtle Mountain Community College
Annual Assessment Plan

Name_____Erik Kornkven_____

Area of Assessment_____Technology_____ Academic Year____17-18_____
Submission Purpose: ___Initial Assessment Plan ___Revised Assessment Plan _X_Year-End Submission

Please provide the number of students involved in assessment: 50

Section 1: Prior Assessment Actions:

Describe the actions taken as a result of last year's program assessment. Include a discussion of the implementation of any new resources added as a result of the assessment-based requests.

The assessment process stayed the same from last year. No significant changes were made as a result of last year's assessment.

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:
Question 1: Rate your Confidence in your use of Technology prior to entering TMCC.
Question 2: Rate your confidence in the use of technology after your education at TMCC.
Question 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.
Technology Practice Exercise:
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.

Using Microsoft Word, please respond to the following question in a three paragraph essay.

Use 12 pt. font, times new roman, and a clear title.

Attach the completed document here.

Question: **In what ways can you take what you've learned at TMCC and use it to help your community?**

Section 4: Assessment Results

Give an overview of the results of your assessment.
There were a total of 50 respondents to the Technology Survey (compared to 18 in 16-17):
Question 1 Rate your confidence in the use of technology prior to entering TMCC:

Question 1	Responses	Percent
1 – No Confidence	3/50	6%
2- Some Confidence	16/50	32%
3- Substantial Confidence	26/50	52%
4- High Confidence	5/50	10%
Average	**2.66**	
2016-17 Average	2.83	

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

Question 2	Responses	Percent
1 – No Confidence	0	0
2- Some Confidence	4/50	8%
3- Substantial Confidence	26/50	52%
4- High Confidence	20/50	40%
Average	**3.32**	
2016-17 Average	3.28	

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

Software	*2017-18 Percent*	2016-17 Percent
Microsoft Word	*100%*	100%
Canvas	*100%*	*100%*
Jenzabar	*98%*	*100%*
Powerpoint	*94%*	94%
Excel	*60%*	*72%*

Access	30%	50%
Read and Write	34%	33%
Prezi	6%	17%
Go Animate	0	6%
Other	20%	39%

Results of Student Technology Exercise:

Year	# of Students	Percent meeting expectations	Average Score
2017-18	50	66%	3.44
2016-17	15	53%	No Data

There are a few concerning results in this data. Seven 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 92% 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 remains a difficult area to assess on campus. We need more information about the level of technology our students can access away from the college, how much they rely on campus hardware, whether the college is offering the necessary training and education opportunities for all the required software that students use.

While the number of students meeting expectations has risen over the past year, further work is needed to improve the student's comfortability with technology. One place this can happen is by a review of the Intro to Computers course that is required of all students. It may be time to redesign the Intro to computer curriculum.

Section 6: Assessment-Based Requests:

Describe the resources or support your program needs to act on the findings of your assessment. Requests must be specific, and clearly connected to assessment results and recommendations.

-Conduct a review of the Intro to computer curriculum and delivery

Associate of Science Degree Assessment

Program: Associate of Science Degree
Assessor: Stacie Blue

Review Date 5/8/18

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	4	4	4	4		No clear outcomes, doesn't reflect what a graduate should look like
Reviewer #2		4	4	4	4		
Reviewer #3		4	3	3	4	Y	
Reviewer #4							
Reviewer #5		4	4	1	3	Y	
Reviewer #6		3	2	1	1		Little to no connection to recommendation. Appears to be very individualistic rather than department based
Reviewer #7		2	2	2	2		make all areas understandable. Answer what do we want our graduates to look like? Need a total of % for all areas. Develop measurable outcomes for the entire A.S.
Reviewer #8		4	2	4	4	5	all results should be presented in course date format rather than by narrative. Develop clear outcomes. Need to work on greater specificity in outcome statements. Clean up #s.
Reviewer #9		3	2	2	2		Use 100% consistently in the reporting based on the number of students being assessed. Need to have consistent data for the A.S. degree.
Reviewer #10							
Reviewer #11		3	2	1	3		Needs more details about method. Need breakdown of #2 to show totals
Reviewer #12	3	3	3	3	3		
Average	**3.50**	**3.40**	**2.80**	**2.50**	**3.00**		
Compoosite Average	3.04						

Turtle Mountain Community College
Annual Assessment Plan

Name: SBlue, DHunter, AVallie, CStarr, RAalund, JDeLong

Area of Assessment: Associate of Science　　　　　Academic Year_____2017/18_____

Submission Purpose: ___Initial Assessment Plan　___Revised Assessment Plan　_x_Year-End Submission

Please provide the number of students involved in assessment: _____

Section 1: Prior Assessment Actions:

Describe the actions taken as a result of last year's program assessment. Include a discussion of the implementation of any new resources added as a result of the assessment-based requests.

Section 2: Program Outcomes:

List each outcome separately

1. Demonstrate knowledge and comprehension of Scientific Method
2. Have the ability to interpret data (graphs, data tables), develop a conclusion, and communicate results
3. Demonstrate ability to use deductive reasoning.
4. Demonstrate competent and relevant technology skills (lab skills, scientific calculator, technology in the classroom).

Section 3: Assessment Methods:

The Associate of Science faculty selected courses from Spring of 2018, in each course the faculty member used embedded questions to determine if students met each of the Associate of Science outcomes.

	Accomplished	Developing	Beginning
1.Demonstrate knowledge and comprehension of Scientific Method			
2. Have the ability to interpret data (graphs, data tables), develop a conclusion, and communicate results.			
3. Demonstrate ability to use deductive reasoning.			
4. Demonstrate competent and relevant			

technology skills (lab skills, scientific calculator, technology in the classroom).			

Section 4: Assessment Results

Give an overview of the results of your assessment.

Outcome 1- The Science Gen Ed Tool, Analysis measured for the ability to use scientific method and was distributed in the science and math gen ed courses.

	Advanced	Developing	Beginning
Analysis Science Gen Ed	28% of the students had a score of 85% or higher	78% of the students were proficient	22% of the students were 50% or lower

Outcome 2

	Advanced	Developing	Beginning
S Blue			
BIOL 124	60%	40%	
BIOL 151	90%	10%	
GEOG 100	100%		
NRM 150*			
D Hunter			
GEOL 105	x		
BIOL 150		x	
BIOL 202	x		
A Vallie			
MATH 129	100%		

C Starr			
BIOL 111	25%	50%	25%
BIOL 220	85%	10%	5%
BIOL 221	60%	40%	0%
R Aalund			
CHEM 115	28%	72%	
CHEM 116	28%	72%	
CHEM 121			
CHEM 122			
J DeLong			
MATH 102	35%	58%	7%
MATH 100*			

Outcome 3

	Advanced	Developing	Beginning
S Blue			
BIOL 124	55%	45%	
BIOL 151	53%	37%	10%
GEOG 100	100%		
NRM 150*			
D Hunter			
GEOL 105	10%	40%	50%
BIOL 150	90%		
BIOL 202	90%		

A Vallie			
MATH 129		100%	
C Starr			
BIOL 111	90%	5%	5%
BIOL 220	70%	13%	12%
BIOL 221	45%	50%	5%
R Aalund			
CHEM 115			
CHEM 116			
CHEM 121	50%	50%	
CHEM 122			
J DeLong			
MATH 102	48%	38%	16%
MATH 100*			

Outcome 4

	Advanced	Developing	Beginning
S Blue			
BIOL 124	77%	23%	
BIOL 151	71%	29%	0%

GEOG 100	100%		
NRM 150*			
D Hunter			
GEOL 105	93%	7%	
BIOL 150	100%		
BIOL 202	100%		
A Vallie			
MATH 129	100%		
C Starr			
BIOL 111	60%	40%	
BIOL 220	80%	20%	
BIOL 221	90%	5%	
R Aalund			
CHEM 115	50%	23%	27%
CHEM 116	55%	23%	22%
CHEM 121	41%	34%	25%
CHEM 122	38%	46%	16%
J DeLong			
MATH 102	81%	16%	3%
MATH 100*			

Section 5: Assessment Recommendations:

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

Every full-time Science and Math instructor provided assessment recommendations, the following are the themes of recommendations.

- Increasing the number of hands-on, in class assignments to work out problems with the instructor.

- Provide opportunity for different types of learners, including movement and interaction for brain based learning.
- Develop assignments for students to develop outlines and use their textbook to help understand the material.
- Develop review sessions over sections within a unit to help students comprehend the content

Section 6: Assessment-Based Requests:
Describe the resources or support your program needs to act on the findings of your assessment. Requests must be specific, and clearly connected to assessment results and recommendations.

Develop clear outcomes that represent what a TMCC Associate of Science student should be able to do when they graduate from TMCC.
Establish an assessment protocol for the Associate Degree programs so that we can compare results over time.

Programs Developing Outcomes

This year found many new academic programs adding outcomes. Some of the programs are new to TMCC, while others are existing programs that had yet to be assessed under the new process. Programs developing outcomes are asked to meet with members of the SLC committee to develop meaningful and measurable learning outcomes for their program. They are not required to assess the outcomes the year they are created. Programs creating new outcomes will be asked to begin measurement of those outcomes the following academic year.

Accounting Program: Initial Outcome Development

Turtle Mountain Community College
Annual Assessment Plan

Name_____Diane Bercier_____

Area of Assessment_____Accounting_____ Academic Year____2017/18_____
Submission Purpose: X___Initial Assessment Plan ___Revised Assessment Plan ___Year-End Submission

Please provide the number of students involved in assessment: _____

Section 1: Prior Assessment Actions:

Describe the actions taken as a result of last year's program assessment. Include a discussion of the implementation of any new resources added as a result of the assessment-based requests.

Section 2: Program Outcomes:

List each outcome separately

1. Ability to perform period ending accounting functions including preparing trial balance, income statement, statement of owner's equity, cash flow and balance sheet. (AccountingClasses)

2.Ability to complete year-end payroll forms and reports (Payroll Class)

3. Effectively use QuickBooks software to process financial transactions and create reports needed for a company.

Section 3: Assessment Methods:

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

1. Semester project requiring period end forms and reports and adjusting entries.
2. Semester project requiring completed year end payroll forms and report including W-2, 941 & 94
3. Semester ending case study.

Entrepreneurship Program: Initial Outcome Development

Turtle Mountain Community College
Annual Assessment Plan

Name_____Stephanie Bear_____

Area of Assessment_____Entrepeneurship_____ Academic Year____2017/18_____
Submission Purpose: X___Initial Assessment Plan ___Revised Assessment Plan ___Year-End Submission

Please provide the number of students involved in assessment: _____

Section 1: Prior Assessment Actions:
Describe the actions taken as a result of last year's program assessment. Include a discussion of the implementation of any new resources added as a result of the assessment-based requests.

Section 2: Program Outcomes:
List each outcome separately

Students will:
- be able to identify and apply the principles of preparing a startup business plan highlighting financing, marketing, and organizing
- be able to identify and apply the principles of entrepreneurial growth through strategic plans and/or implementing their own businesses
- be able to define, identify and/or apply the principles of entrepreneurial and family business

Business Administration Program: Initial Outcome Development

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Turtle Mountain Community College

Annual Assessment Plan

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Name_____Stephanie Bear_____

Area of Assessment_____Business Admin. A.A.S.   Academic Year_____2017/18_____

Submission Purpose: _X__Initial Assessment Plan   ___Revised Assessment Plan   ___Year-End Submission

Please provide the number of students involved in assessment: _____

Section 1: Prior Assessment Actions:

Describe the actions taken as a result of last year's program assessment. Include a discussion of the implementation of any new resources added as a result of the assessment-based requests.

Newly Assessed

Section 2: Program Outcomes:

List each outcome separately

- **Students will be able to demonstrate knowledge of Fundamental business concepts and principles**

- **Students will be able to demonstrate critical thinking, teamwork, collaboration, problem-solving, and decision making skills required in the Business environment**

- **Students will be able to apply effective oral and written communication, quantitative reasoning, and technology competencies to real-world business scenarios**

Certified Physical Trainer Program: Initial Outcome Development

Turtle Mountain Community College
Annual Assessment Plan

Name_____Dave Agnes_____

Area of Assessment_____ Academic Year: 2017/18_____

Submission Purpose: _X__Initial Assessment Plan   ___Revised Assessment Plan ___Year-End Submission

Please provide the number of students involved in assessment: _____

Section 1: Prior Assessment Actions:
Describe the actions taken as a result of last year's program assessment. Include a discussion of the implementation of any new resources added as a result of the assessment-based requests.

Section 2: Program Outcomes:
List each outcome separately

1. Students will be able to perform basic first aid and determine if a person has suffered a concussion.
2. Students will be able to use an AED "Automated External Defibrillator" on a person to restore a normal heart rhythm after suffering sudden cardiac arrest.
3. Students will be proficient in performing CPR – "Cardio-pulmonary resuscitation" a person who has had a heart attack and has stopped breathing.
4. Students will learn how to adapt the 'optimum performance training' model to provide a range of age appropriate programs
5. Students will develop the knowledge to help clients seeking nutritional guidance to ensure a comprehensive health and fitness strategy that delivers maximum results.

Co-Curricular Assessment

In 2017-18 the Student Learning Committee asked certain co-curricular units on campus to begin the assessment process. It is the opinion of the committee that all functional units at TMCC are connected ultimately to student success. Just as the academic programs are assessed, so too the co-curricular units will be asked to complete the annual assessment form. As with all programs new to the assessment process, each unit was asked only to develop outcomes or goals, they will begin measuring those goals during the next academic year.

Bookstore: Initial Outcome Development

Turtle Mountain Community College
Annual Assessment Plan

Name_____Shirley Morin_____

Area of Assessment_____Bookstore_____ Academic Year_____2017-18_____
Submission Purpose: ___Initial Assessment Plan   ___Revised Assessment Plan __X_Year-End Submission

Please provide the number of students involved in assessment: _____

Section 1: Prior Assessment Actions:
Describe the actions taken as a result of last year's program assessment. Include a discussion of the implementation of any new resources added as a result of the assessment-based requests.
N/A

Section 2: Program Outcomes:
List each outcome separately

Outcome #1: Sales
The bookstore will offer an appropriate variety of items for our customers at a reasonable price.

Outcome #2: Customer Service
The customers will be treated with patience, courtesy, and helpfulness.

Outcome #3: Work Experience
The bookstore will provide a meaningful training experience for all student employees.

Business Office: Initial Outcome Development

Turtle Mountain Community College
Annual Assessment Plan

Name Tracy Azure

Area of Assessment Business Office   Academic Year 2017-2018
Submission Purpose: _X_Initial Assessment Plan   ___Revised Assessment Plan ___Year-End Submission

Please provide the number of students involved in assessment: _____

Section 1: Prior Assessment Actions:
Describe the actions taken as a result of last year's program assessment. Include a discussion of the implementation of any new resources added as a result of the assessment-based requests.

Section 2: Program Outcomes:
1. Customer Satisfaction (students and staff) - 90% of the customers will be satisfied with the services received in the office.
2. Maintain clean audits and being a low risk auditee
3. Inventory records 90% accurate

Section 3: Assessment Methods:
1. Measured by a comment card at the counter with a drop box nearby;
   a. Were you helped promptly?
      i. If no, why not? Comment
   b. Was the staff friendly and helpful?
      i. If no, why not? Comment
   c. Did you accomplish what you came to the office for?
      i. If no, why not? Comment
   d. Comment Section
2. Measured by the external audit
3. Measured by the following:
   a. Physical inventory completed in order to know who has which items, where things are located, pictures taken of items if necessary, tag untagged items,
   b. Software cleaned up,

    i. thrown items and obsolete items disposed of in software

    ii. Enter items into the software

    iii. items assigned to appropriate people

    iv. Pictures of items uploaded

  c. Items have tags

    i. Items assigned to people have tags

    ii. Tag items as they arrive

  d. Physical inventory taken in accordance with policy

Financial Aid Office: Initial Outcome Development

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Turtle Mountain Community College
Annual Assessment Plan

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Name_____Sheila Morin_____

Area of Assessment_____Financial Aid Office_____ Academic Year_____2017-18_____
Submission Purpose: ___Initial Assessment Plan ___Revised Assessment Plan ___Year-End Submission

Please provide the number of students involved in assessment: _____

Section 1: Prior Assessment Actions:

Describe the actions taken as a result of last year's program assessment. Include a discussion of the implementation of any new resources added as a result of the assessment-based requests.

N/A

Section 2: Program Outcomes:

List each outcome separately

Outcome #1: Community Service

The community will be treated professionally and their concerns met in a timely manner

Outcome #2: Community Engagement

The community will be aware of, and use, the services provided by the department.

Outcome #3: Department Accessibility

The services offered by the department will be efficient and effective for their intended purpose.

Office for Institutional Research, Accreditation, and Assessment: Initial Outcome Development

Turtle Mountain Community College
Annual Assessment Plan

Name: Ace Charette

Area of Assessment: IRAA Office   Academic Year: 2017-2018
Submission Purpose: _X_ Initial Assessment Plan   ___Revised Assessment Plan   _X_ Year-End Submission

Please provide the number of students involved in assessment: _____

Section 1: Prior Assessment Actions:
Describe the actions taken as a result of last year's program assessment. Include a discussion of the implementation of any new resources added as a result of the assessment-based requests.

Section 2: Program Outcomes:
List each outcome separately
Research:
- Goal 1: Offer research conferences, research-related grant trainings, and/or research opportunities directly to relevant faculty or staff for consideration of specialized projects.

Assessment:
- Goal 2: Facilitate assessment for co-curricular campus units to support broad campus functions.
    - Sub-goal: Respond in a timely fashion to ongoing requests for survey updates

Accreditation:
- Goal 3: Conduct Accreditation Steering Committee meetings each semester regardless of visit status, and apply streamlined methods of evidence argument writing and document management.

Campus-wide satisfaction:
- Goal 4: Administer a survey once per year that a) inquires about needed campus assessments and b) provides Likert scales to indicate level of satisfaction with assessment results availability for each area of campus.

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

- <u>Goal 1</u>: Provide a year-long summary of 1) research-related opportunities offered directly to faculty and/or staff members and 2) opportunities offered by a Research Committee member as a result of engagement in this committee.
- <u>Goal 2</u>: Provide the number of assessments (and their associated campus unit) developed and updated within each year.
- <u>Goal 3</u>: Hold one Accreditation Steering Committee meeting per semester regardless of HLC visit timelines; compile a summary of updates and changes to accreditation arguments and file management.
- <u>Goal 4</u>: Develop appropriate survey and decide best time to administer.

Information Technology Office: Initial Outcome Development

Turtle Mountain Community College
Annual Assessment Plan

Name_____**Chad Davis**_____

Area of Assessment_____ **Information Technology Department** _ Academic Year_____**2018**_____
Submission Purpose: _X_Initial Assessment Plan   ___Revised Assessment Plan ___Year-End Submission

Please provide the number of students involved in assessment: _____

Section 1: Prior Assessment Actions:
Describe the actions taken as a result of last year's program assessment. Include a discussion of the implementation of any new resources added as a result of the assessment-based requests.

Section 2: Program Outcomes:
List each outcome separately

Outcome #1: Maintain an efficient, reliable, and secure infrastructure to support the operations of the institution.
Outcome #2: Provide quality and timely technical support for the institution.
Outcome #3: Provide the necessary training to staff, faculty, and students for effective use of campus technology.
Outcome #4: Provide access to information that enables college staff and faculty to make timely and informed decisions.

Library: Initial Outcome Development

Turtle Mountain Community College
Annual Assessment Plan

Name_____Laisee Allery_____

Area of Assessment_____Library_____ Academic Year_____2018/2019_____
Submission Purpose: _X_Initial Assessment Plan ___Revised Assessment Plan ___Year-End Submission

Please provide the number of students involved in assessment: _____

Section 1: Prior Assessment Actions:

Describe the actions taken as a result of last year's program assessment. Include a discussion of the implementation of any new resources added as a result of the assessment-based requests.

Section 2: Program Outcomes:

TMCC Library Goals
1. Provide relevant tribal materials for patron use
2. Provide access to online resources
3. Provide in-classroom instruction on information literacy

Section 3: Assessment Methods:

1. Measurable data include reports from our database on library statistics
2. Online databases provide usage statistics
3. **there may be difficulty measuring effectiveness this goal, perhaps questions about IL may be included in a student survey

Turtle Mountain Community College
Annual Assessment Plan

Name_____Angel Gladue_____

Area of Assessment_____Registrar's Office_____ Academic Year___2017-2018_____
Submission Purpose: _X__Initial Assessment Plan   ___Revised Assessment Plan   ___Year-End Submission

Please provide the number of students involved in assessment: _____

Section 1: Prior Assessment Actions:
Describe the actions taken as a result of last year's program assessment. Include a discussion of the implementation of any new resources added as a result of the assessment-based requests.
N/A

Section 2: Program Outcomes:
List each outcome separately
Outcome #1: Community Service
The community will be treated professionally and their concerns met in a timely manner
Outcome #2: Community Engagement
The community will be aware of, and use, the services provided by the department.
Outcome #3: Department Accessibility
The services offered by the department will be efficient and effective for their intended purpose.

Academic Success Program: Initial Outcome Development

Turtle Mountain Community College
Annual Assessment Plan

Name_____Brenda Slater _____

Area of Assessment_____Academic Success Program_____ Academic Year_____17-18_____
Submission Purpose: ___Initial Assessment Plan ___Revised Assessment Plan ___Year-End Submission

Please provide the number of students involved in assessment: _____

Section 1: Prior Assessment Actions:

Describe the actions taken as a result of last year's program assessment. Include a discussion of the implementation of any new resources added as a result of the assessment-based requests.

Section 2: Program Outcomes:

List each outcome separately

Outcome #1: First Year Experience

Develop and refine a First-Year-Experience course that introduces students to academic and cultural expectations of TMCC.

Outcome #2: Student Support

Provide an innovative and comfortable learning environment to facilitate student success including technological, recreational, and basic needs support services.

Outcome #3: Tutoring

Provide direct and supplemental academic support for all TMCC students that helps facilitate ongoing student success.