Program and General Education Outcome Assessment

In 2014/15 TMCC revitalized the Assessment Committee and gave it the new name of Student Learning Committee (SLC). The committee, comprised of faculty, staff, and administrative representatives, spent the year examining the current assessment procedures in place at TMCC and worked to develop a new assessment format designed to increase transparency, and demystify the assessment process. In the 2015/16 school year, those changes were implemented for the first time.

The basic assessment process has been streamlined at TMCC and it is now the same process for the assessment of programs and general education outcomes. At the beginning of the year the Student Learning Committee provides an assessment plan form for each program or general education outcome at the institution. Assessment plans are due in October of each year and the results of the assessment plans are reported in-person to the Student Learning Committee at the end of the school year. The SLC provides feedback to the creators of the assessment plans and rates the plans according to assessment methods, findings, analysis of the data, and recommended actions resulting from the assessment.

Since this is the first year of these large changes to the assessment procedure at TMCC, the Student Learning Committee focused on meeting each program where it was in the assessment process. All programs had existing assessment procedures, but those procedures varied dramatically. Some programs had very robust and established assessment procedures in place, while others needed to solidify measurable learning outcomes for their programs. The SLC designed individual goals for each program depending on its current assessment practices. For some programs, the goal for the year was to write a set of learning outcomes that could be assessed in the future. Other programs were asked to articulate their existing assessment procedures in the language adopted in the assessment plan forms. This report will include the assessment plans from all programs and general education outcomes at the institution, along with the ratings and feedback for each plan as provided by the SLC committee members.

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 Student Learning 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 students 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.

General Education outcomes were assessed by the three general education departments at TMCC: the Science and Math Department, Arts and Humanities Department, and the Department of Social Sciences. Each department developed an assessment plan to assess for a selection of general education outcomes relating to their area. The assessment plans varied by department with some departments carrying out their assessment plans, and others, developing the plans. The focus of this year's general education assessment was to develop and test assessment procedures with the knowledge that assessment of the general education outcomes will continue to evolve in the future.

Department ___Science/Mathematics___

Submission Purpose: __x__ Initial Assessment Plan ___ Revised Assessment Plan ___ Updating Results/Actions   Academic Year ___2015-16___

Department Goals:

1. Provide opportunities for students to practice mastery of material which can be categorized under five general education outcomes.
2. Determine the level of competence in general education outcomes by rubric for one evaluated course per semester.
3. Assess at least 2 examples of student competence in areas which are not departmental specialties.
4. Assessment statistics and examples of evidence will be provided in a departmental report.
5. Suggest, as a department, what can be done to increase mastery of general education outcomes.

1. General Education Outcome (Communication, Mathematics, Science, Humanities and Social Science, Culture/Diversity, Critical Thinking, Technology)	2. Program Competencies- Assessed	3. Program Courses/ Assignments Assessed- Relevant coursework to ensure that the student have the opportunity to learn this outcome.	4. Assessment Methods- How will you assess how well your students are learning this for the results?	5. Implementation Plan- When, how and who will collect the assessment information? Who teaches the course and is responsible for the results?	6. Assessment Results- How did the students do in the assessment? What were the findings?	7. Action Plans/ Follow-Up- What do you plan to do as a result of what you learned from the assessment activities?
	Describe the acceptable achievement criteria and/or benchmarks that would satisfy this general education outcome.					
Communication	All students will reach 100% competency in the general education outcomes.	Written coursework as reports, journals, essays corrected at various times in Math 100, Math 111, Chem 115, Biol 124, Biol 220	At least two samples compared from early and late dates, evaluated by rubric.	Each dept member selects one course, evaluates 2 samples early and late in semester by rubric. Dept. head collects samples, reviews, averages his/her score with instructor's.		
Culture/Diversity	"	Evidence will include culture assignments including PP prep, culture quizzes, Lab report.	"	Each dept member will evaluate student evidence by the "Culture" rubric.		

	interpret, and draw conclusions. Behavior –the depth of our business graduates will demonstrate knowledge of math, science and the fundamentals of business. (attitude)	3. Get feedback, Revise draft by 3/1/16 4. Present to CTE Director by 4/1/16
2.Map Curriculum		1. Will develop curriculum map by 4/15/16 using introduce, develop and master 2. 2. Present to CTE Director by 5/1/16

Instructions: Goals-outcomes in general terms

Objectives-are in specific terms

Mapping: Fundamentals of Business	Principles of Management	Customer Service	Business Math
Students will learn the history	Students will learn the	Students will learn	Students will learn

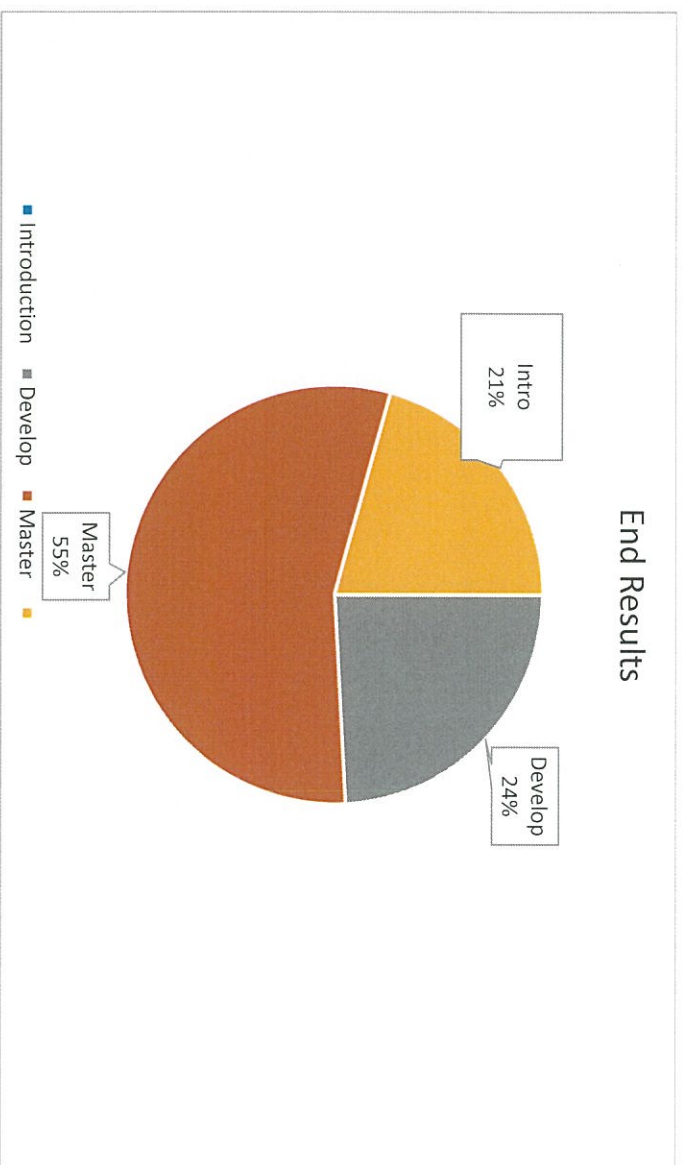Of the Scientific Management   many different areas of   the value of providing

Theorist   managers.   Customer service. And attitude

End Results

Intro
21%

Develop
24%

Master
55%

- Introduction
- Develop
- Master

Science/Math Program Outcomes	Measurement Tools	Assessment Findings	Analysis of the Data	Recommended Actions	Comments
3	2	3	3		A lot of information. Is hard for me to see what is going on. I will need to study more. Good info but a lot. Definitely spend more time creating this document. Good job.
NA	3	3	2	2	
	3	3	3	2	
3	3	3	3	3	Excellent data plan. Good at being a dept chair person.
3	2	3	3	2	How does dept. work together? That doesn't come out.
3	3	3	3	2	Documentation of data to reflect actions for improvement.
2	2	2	1	Add data for the percentages.	
2.8	*2.57*	*2.86*	*2.57*	*2.2*	

TURTLE MOUNTAIN DEPARTMENT ASSESSMENT PLAN

Department: **SOCIAL SCIENCE**

Academic Year: 2016-(2017)

Submission Purpose: ___X___ Initial Assessment Plan _____ Revised Assessment Plan _____ Updating Results/Actions

Department Goals:
We plan on implementing a standard assessment protocol that includes a mix of indirect and direct assessment. Individual instructors will be responsible for conducting formative assessment throughout the course of the semester. Formative assessment will gauge student understanding, engagement, and competency of course goals. Types of formative assessment may include: Tests, journaling, surveys/questionnaires, reflections, oral presentations, etc.

Direct assessment of departmental goals will be conducted at the end of each semester. We will create a portfolio system of assessment where faculty will assess random samples of student work to assess for each of the assessment criteria. It should be noted that most faculty members in the TMCC Social Science department teach courses of various disciplines, including arts and humanities. [This raises the possibility of Social Science faculty conducting assessment in conjunction with faculty from the Arts and Humanities Department on a more formal basis; it may indicate a joining of disciplines into one Department: e.g., Arts, Humanities, and Social Science, keeping in mind the requirements of the Associate of Arts Degree Program. Catalog pp. 58-60]

1. General Education Outcomes: (Communication, Humanities and Social Science, Culture/Diversity, Critical Thinking, Technology)	2. Program Competencies- Describe the acceptable achievement criteria and/or benchmarks that would satisfy this general education outcome.	3. Program Courses/ Assignments Assessed- Relevant coursework to ensure that the student have the opportunity to learn this outcome.	4. Assessment Methods- How will you assess and who will collect the assessment information? Who teaches the course and is responsible for the results?	5. Implementation Plan- When, how did the students do in the assessment? What were the findings?	6. Assessment Results- How do you plan to do as a result of what you learned from the assessment activities?	7. Action Plans/ Follow-Up- What resources & personnel will be needed?
		Include direct and indirect methods.				

		Indirect:	
All students will reach 100% competency in the general education outcomes.	Gen. Ed. Objectives will be assessed using random student work samples from selected courses in required A.A. disciplines--in a three year cycle, such as: Year 1-- History, Political Science, Year 2-- Native Studies, Law Year 3-- Sociology, Economics etc. ---- Course selections will be made on a rotating basis over a three year period; thus all required course areas contribute to the assessment process. --It is important to include writing based courses as well as test based courses, for example.	Indirect assessment will take place on a class-by-class basis and will be used by individual instructors to inform their pedagogical decisions. Indirect assessment techniques may include student journaling, reflective essays, response papers, etc. **Direct:** Direct assessment will take place after each semester. See attached assessment plan for detailed assessment methods.	Individual instructors will process the Indirect assessment themselves. Direct assessment will take place at the end of each semester. An assessment committee comprised of representatives from each department discipline will meet to assess student work chosen at random from selected courses. (See column 3.) See attached assessment plan for detailed assessment methods.

Social Science Department Assessment Plan

Overview
The Social Science Department will conduct assessment on general education (GE) outcomes
each semester. Faculty in the Social Science Department typically teach courses from various
general education disciplines. Faculty from the various disciplines will participate in the
assessment process based on a rotation within a three-year cycle.

Students in the General Education (GE) courses taught in the Social Science Department will
compile portfolios of the major assignments they completed throughout the course.

Five randomly selected student portfolios will be chosen from selected courses. The randomly
selected portfolios will be brought to an assessment meeting attended by representatives of the
following disciplines: History, Sociology, Humanities, Languages, Political Science, and Law.
These representatives will assess the student work for the following GE outcomes:
Communication, Culture and Diversity, Technology, Critical Thinking, and Arts and
Humanities. Each portfolio will be scored on a scale of 1-5 for each of the GE outcomes. The
scores will be averaged, compiled, reported, and stored by the Chair of the Arts and Humanities
Department. Recommendations will be made for future Social Science courses based on the
results of the assessment.

Outcomes
Each student portfolio will be evaluated for all five of the selected general education outcomes
based on the following criteria. The scoring will be as follows:

1 – Student demonstrates little to no evidence of the outcome.

2 – Student demonstrates basic competencies of the outcome but does not meet satisfactory
competency levels.

3 – Student demonstrates satisfactory competency of the outcome, but room for improvement is
still evident.

4 – Student demonstrates above average competency of the outcome.

5 – Student demonstrates very high competency of the outcome with little room for
improvement.

Communication

*The student demonstrates the skills to gather information appropriately and communicate clearly
both orally and in writing. (Catalog 50)*

1   2   3   4   5

Communication competence represents the ability of students to read, accurately interpret, and
critically analyze written material, and express themselves effectively through narrative,
explanatory, and investigative writing utilizing standard rhetorical techniques in diverse
communities, cultures, and interests.

Post-Assessment Procedures

Assessment will be held at the beginning of the following semester. For example, assessment for Fall 2015 will take place in January of Spring 2016. Results of the assessment will be averaged out to provide a baseline set of numbers that we can use to inform future decisions regarding the GE writing courses at TMCC. A post-assessment evaluation will also be done with the committee members who participated in the assessment process to allow them to comment and help evolve the assessment process itself to better fit out department and institutional needs.

Possible Future Adjustments

This plan may work for institutional assessment, but it does not necessarily help for assessing student writing at TMCC. I propose alternating assessing for general education outcomes one semester, then specific writing outcomes the second semester of each year. Student writing is an institutional concern and the Arts and Humanities recognizes the value in inter-departmental cooperation to enhance our student's ability to communicate professionally in a wide variety of situations.

References

2015-16 Turtle Mountain Community College Catalog. Turtle Mountain Community College. 2015. Print.

Social Science					
Program Outcomes	Assessment Methods	Assessment Findings	Analysis of the Data	Recommended Actions	Comments
1	2	2	2		Need more info- Looks like just one course, not full program outcome assessment.
NA	1	2	1	3	
3	3	2	3	2	The collection of data, Rubric and critical thinking was great.
N/A	3- Use of portfolio	1	2	2- Good- looking forward, notes limitations	Need to look at department plans to include the whole department. Right now, only one participating.
3-Critical Thinking	3- Portfolios	3	NA		Good future plans for more.
1	1	1	1	The report needs to be inclusive of the Dept.	Talked about … start and future ideas. Need more actual assessment.
2	*2.16*	*1.83*	*1.5*	*2.33*	

TMCC Department Assessment Plan

Department : <u>Arts and Humanities</u>

Academic Year <u>2015/16</u>

Submission Purpose: <u>X</u> Initial Assessment Plan _____ Revised Assessment Plan _____ Updating Results/Actions

Department Goals:

We plan on implementing a standard assessment protocol that includes a mix of indirect and direct assessment. Individual instructors will be responsible for conducting formative assessment throughout the course of the semester. Formative assessment will gauge student understanding, engagement, and competency of course goals. Types of formative assessment may include: Journaling, surveys/questionnaires, reflections etc.

Direct assessment of departmental goals will be conducted at the end of each semester. We will create a portfolio system of assessment where faculty will assess random samples of student work to assess for each of the assessment criteria. Due to the limited number of faculty in the department, outside faculty may be asked to participate in the departmental assessment.

1. General Education Outcome (Communication, Mathematics, Science, Humanities and Social Science, Culture/Diversity, Critical Thinking, Technology)	2. Program Competencies- Describe the acceptable achievement criteria and/or benchmarks that would satisfy this general education outcome.	3. Program Courses/ Assignments Assessed- Relevant coursework to ensure that the student have the opportunity to learn this outcome.	4. Assessment Methods- How will you assess how well your students are learning this outcome? Include direct and indirect methods.	5. Implementation Plan- When, how and who will collect the assessment information? Who teaches the course and is responsible for the results?	6. Assessment Results- How did the students do as a result of assessment? What were the findings?	7. Action Plans/ Follow-Up- What do you plan to do as a result of what you learned from the assessment activities?
	All students will reach 100% competency in the general	Gen. Ed. Objectives will be assessed using random student writing samples	**Indirect:** Indirect assessment will take place on a class-by-class	Individual instructors will process the indirect assessment		

⟨		report.		Each dept member will evaluate student evidence by the "CT" rubric.
Critical Thinking	"	Evidence will include test questions, assignments, laboratory reports.	"	
Technology	"	Evidence will include laboratory reports, assignments, test questions which require computer, calculator and instrument use.	"	Each dept member will evaluate student evidence by the "Culture" rubric.
Mathematics	"	Evidence will include math tests and assignments containing math problems.	"	Each math dept member and anyone else using math in their course will evaluate math student evidence by the "math" rubric.
Science	"	Evidence will include science tests and assignments containing science applications.	"	Each science dept member and anyone else using science in their course will evaluate student evidence by the "science" rubric.

Arts and Humanities Assessment Plan

Overview

The Arts and Humanities Department will conduct assessment on general education (GE) outcomes each semester. Students in the GE courses ENGL 110 (Composition 1) and ENGL 120 (Composition 2) will compile portfolios of the major assignments they completed throughout the course. Five randomly selected portfolios will be chosen from each GE writing course. The randomly selected portfolios will be brought to an assessment meeting attended by representatives of the following departments: Arts and Humanities, Social Sciences, Teacher Education, Math and Science, and CTE. These representatives will assess the student work for the following GE outcomes: Communication, Culture and Diversity, Technology, Critical Thinking, and Arts and Humanities. Each portfolio will be scored on a scale of 1-5 for each of the GE outcomes. The scores will be averaged, compiled, reported, and stored by the Chair of the Arts and Humanities Department. Recommendations will be made for future writing courses based on the results of the assessment.

Outcomes

Each portfolio will be evaluated for all five of the selected general education outcomes based on the following criteria. The scoring will be as follows:

1 – Student demonstrates little to no evidence of the outcome.

2 – Student demonstrates basic competencies of the outcome but does not meet satisfactory competency levels.

3 – Student demonstrates satisfactory competency of the outcome, but room for improvement is still evident.

4 – Student demonstrates above average competency of the outcome.

5 – Student demonstrates very high competency of the outcome with little room for improvement.

Communication

Student demonstrates rhetorical awareness while maintaining academic stylistic standards.

1   2   3   4   5

Rhetorical awareness represents the ability of a student to recognize different writing situations and adapt their style and organization to meet unique purposes, genres, and audiences. For instance, an academic document such as a research paper should follow academic discourse standards: formal language, proper citation protocols, neutral tone etc., while journalistic writing will have a more personal tone and different approach to dealing with sources in the document.

Culture and Diversity

> *Portfolio demonstrates awareness and knowledge of personal, local, and/or global cultural issues. Student demonstrates the ability to "consider a variety of perspectives based on differences such as those stemming from culture, cultural heritage, class, gender" (Catalog 50).*

1   2   3   4   5

Here we will be examining the portfolio for signs that students are aware of their own position within a larger culture, be it local, national, or global. This will be evidenced by topic choice, subject matter, and recognition of alternate viewpoints in addition to those held by the student.

Technology

> *Portfolio demonstrates ability to "select and apply the techniques and procedures of technology at a level of complexity appropriate to their TMCC studies" (Catalog 51).*

1   2   3   4   5

We will be primarily evaluating papers in the portfolios so adequate and appropriate technology in this case will involve primarily word processing competencies. Students should demonstrate correct font styles, margins, spacing, and design elements.

Critical Thinking

> *Portfolio demonstrates the ability to "raise vital questions, gather and assess relevant information, come to well0reasoned 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" (Catalog 50).*

1   2   3   4   5

We will assess critical thinking by looking at the student's ability to synthesize complex information and their ability to go beyond their own opinion when addressing a topic. Critical thinking can also be observed by a student's ability to manage multiple complimentary purposes within a given project.

Arts and Humanities

> *Portfolio demonstrates the student's ability to be flexible and disciplined as they "approach life situations from multiple perspectives and solve problems in diverse situations that span their work, personal and civic lives" (Catalog 50).*

1   2   3   4   5

The Arts and Humanities outcome will be assessed by looking at student's subject matter, and their ability to examine issues from multiple perspectives. Does the work in the portfolio show the student engaging with real-world situations?

Post-Assessment Procedures

Assessment will be held at the beginning of the following semester. For example, post-assessment for Spring 2016 will take place in August of 2016. Results of the assessment will be averaged out to provide a baseline set of numbers that we can use to inform future decisions regarding the GE courses at TMCC. A post-assessment evaluation will also be done with the committee members who participated in the assessment process to allow them to comment and help evolve the assessment process itself to better fit out department and institutional needs.

Possible Future Adjustments

This plan may work for institutional assessment, but it does not necessarily help for assessing student learning at TMCC. It may be advisable to alternate assessing for general education outcomes one semester, then specific discipline outcomes the second semester of each year. Student liberal arts learning is an institutional concern and the Social Science Department recognizes the value of inter-departmental cooperation to enhance our student's ability to communicate professionally in a wide variety of situations.

References

2015-16 Turtle Mountain Community College Catalog. Turtle Mountain Community College. 2015. Print.

Post Assessment Narrative

Details

When:	Fri. Feb. 26 2016 -- 9:
Where:	Room 220
# invited:	6 participants, open invitation to SLC committee members to come as observers
# in attendance:	5 official participants, 4 observers, 1 facilitator
# of Portfolios:	20
# of Portfolios Assessed:	15

Process

We used the following agenda:

1. Introduction and assessment overview
2. Norming Process
3. Portfolio Assessment
4. Tabulate scores (allow for any portfolios that require a 3rd reader)
5. Exit surveys and interviews

Introduction and Assessment Overview

The facilitator began by explaining the overview of the assessment process. We discussed the agenda, then examined the different documents we would be using to carry out the assessment. As a group we discussed the different educational outcomes that we would be assessing for, and talked about how we would identify those outcomes in the student portfolios.

Norming Process

After we had established the criteria we would be using to assess the portfolios, we conducted a norming exercise. In this exercise, all participants read and scored the same portfolio. We then went through each criteria getting the different scores and discussing our reasoning. This was a useful way of making sure we were all clear on the criteria and expectations being used for this assessment process.

Portfolio Assessment

To conduct the actual assessment, participants were placed into groups of two. Each group was provided a random group of six student portfolios. The groups were asked to number their portfolios. Then both members of the group proceeded to assess all six

portfolios. They recorded their scores on their own separate score sheets. Participants were advised to try to spend between 10-15 minutes per portfolio, though some were faster than others.

Tabulate Scores

After each of them had completed assessing all six portfolios, they compared their scores and completed the group score sheet. Scores up to two numbers off were split, so a 3 and a 4 would be recorded as a 3.5. Any scores more than two numbers apart required a third reader to give the final score. Once each group submitted their combined scores, those scores were recorded and averaged to come up with the final tally.

Exit Surveys and Interviews

Finally, all participants were asked to complete an exit survey. The survey asked for feedback concerning the process of the assessment, as well as feedback and observations concerning the writing exemplified in the portfolios. Interviews were conducted as each group finished since groups finished at different rates.

Considerations for Future Adjustments

This was a successful first attempt at portfolio assessment. That said, there were both positive and negative elements to the process.

Positives
Diverse Faculty Involvement
We very much appreciated the participation of members of the faculty across the spectrum here at TMCC. We had participants active in Academic, CTE, and Teacher Education programs. Several participants expressed that it was helpful for them to see what was being asked of the students in Composition 1.

Effective Norming Exercise
Another topic mentioned in many of the exit surveys was the norming process. Some participants pointed out that the norming process was especially important with faculty from such a diverse set of disciplines.

Things to Improve
Assess for Just Communication Outcome
The main element to improve in the future is to reassess the general education outcomes, and to limit the number of criteria assessed. Some of the outcomes seemed arbitrary, or didn't seem to apply to the type of student artifact we were examining (i.e. Technology). While others seemed to assess similar aspects (Culture/Diversity and Arts and Humanities). Only assessing for the communication general education outcome would allow us to craft more specific criteria that would give us a more complete image of student writing here at TMCC.

Because this process was developed towards the end of the Fall semester, portfolios were not a required element in the courses being assessed. Therefore, students were asked to submit a portfolio, but no points were attached to that request. The result was that only a portion of the students submitted portfolios, and those were more than likely the better performing students. In the future, students will be required to submit a portfolio at the end of both Composition 1 and 2 to ensure that the portfolios completely represent the students at TMCC.

Assessment Results

Portfolio	Communication	Culture and Diversity	Technology	Critical Thinking	Arts and Humanities
Portfolio 1	2	2	2	2.5	2.5
Portfolio 2	3.5	3	3	2.5	3
Portfolio 3	3	2	3	2.5	2
Portfolio 4	2	2	2.5	2.5	2
Portfolio 5	3	2.5	3.5	3.5	3
Portfolio 6	4	2.5	3.5	3.5	3
Portfolio 7	3.5	4	4	3.5	4
Portfolio 8	3	4	2	2.5	3.5
Portfolio 9	3.5	4	4	3	3.5
Portfolio 10	3.5	3.5	4	3.5	3.5
Portfolio 11	4	4	3.5	3.5	4
Portfolio 12	3.5	3.5	4	2.5	3.5
Portfolio 13	3.5	3.5	3	2.5	3
Portfolio 14	3	3	3.5	2.5	3
Portfolio 15	3.5	2.5	4	3	3.5
Average Scores	3.23	3.07	3.30	2.90	3.13

Arts/Humanities					
Program Outcomes	Assessment Methods	Assessment Findings	Analysis of the Data	Recommended Actions	Comments
N/A	3	3	3		Very Good Job – lots of info
	3	3	3	3	This was a good model.
3	3	3	3	3	All Program Data Needed. Great Job on Assessment Plan.
N/A- Gen. Ed.	3	3	3	3	Good use of tools- exit survey and interviews.
3	3	3	3	3	Possible more faculty in to help with more assessment procedures
N/A	3	2	3		Having been involved in the process in engages several faculty of various disciplines on campus.
	3	*2.83*	*3*	*3*	

Program Assessment

Each program at TMCC assesses their program on a yearly basis. This was the first year that programs were asked to provide a standardized assessment plan to the Student Learning Committee. Programs began the process at very different levels. Some programs used this year to develop measurable outcomes, while other programs entered the process with fully developed assessment plans that had been in practice for a considerable amount of time. Each program completed the Department Assessment Plan and reported their plan to the Student Learning Committee at the end of the school year. The committee rated each assessment plan and provided the instructors with feedback to help improve their program assessment.

TMCC Department Assessment Plan

Department___Phlebotomy___

Academic Year___2015-2016___

Submission Purpose:___Initial Assessment Plan ___X___ Revised Assessment Plan ___Updating Results/Actions

Department Goals:

1. 100% Student Graduate rate as entry Level Phlebotomists
2. 80% Student Passage rate on National Certification Exam
3. 80% of Students at completion of the Program will continue on with their education or be employed

1 Program outcomes	2. Assessment Activity Plan	3. Assessment Methods	4. Implementation Plan	5.	6.	7.
1.To prepare competent entry-level Phlebotomy Technicians in a cognitive (knowledge) Psychomotor(skills) and affective(behavior) learning domain, Preparing them for Graduation and National Certification exam success. (80% or higher pass rate.) 2. To prepare students to use equipment safely, follow proper phlebotomy techniques, relate laboratory data to various disease processes, display professionalism, identify the	**Outcome #1** 1. Review Phlebotomy Detailed Test Plan 2. Revise syllabus of Course CLS 104 to reflect 8 weeks of instructional review based on Content of test categories. Preparing students for Certification exam. **All outcomes** Review all competencies to match outcomes Change current Rubric to: 90-100% = 4 Advanced 80-89 % = 3 Accomplished 70-79 % = 2 Acceptable	Student % rates on competencies Completion rates Number of Graduates Graduate surveys Employee Surveys Evaluation of low % test areas on National exam TMCC Pass rate of National Exam compared to National rates.	**Outcome #1** By: Marilyn Delorme When: 1. Nov. 2015 2. Dec. 2015-Jan 2016 **All out comes:** By: Marilyn Delorme When : Nov 2015- April 2016 How: All outcomes Competency % rates Graduation rates Certification Exam rates Where TMCC			

role of Phlebotomists in the health care team.

3 . to prepare students to perform within the ethical and legal boundaries of the phlebotomy technicians scope of practice. To integrate and value the needs of patients within the patient's family, culture, society and health circumstances. Interact and communicate with Providers and all medical staff.

Phlebotomy					
Program Outcomes	Assessment Methods	Assessment Findings	Analysis of the Data	Recommended Actions	Comments
2	3	3	3		Outcomes are lengthy and have a lot in them. Could be hard to assess all. Maybe shorten outcomes or make a couple more. Very good analysis of student assessments. Assessment is in place. Very good.
1	3	2	1	2	
	3	3	3	3	Very precise.
3	3	3	3	3	Good at follow-up with student and data collection. Good dept. chairperson. Shares' assessment findings with her group.
3	3	3	3	3	Great job! Follow through with use of data.
3	3	3			Great accomplishment to have tests site on campus.
2.4	*3*	*2.83*	*2.6*	*2.75*	

Department _____ (CTE) _____ Machine Technology

Academic Year _____ 2016

Submission Purpose: __X__ Initial Assessment Plan _____ Revised Assessment Plan _____ Updating Results/Actions

Department Goals: To prepare students for the machining and manufacturing Industry. Students will successfully produce a work-piece from a workable blueprint that they have created.

2. Program Competencies- Describe the acceptable achievement criteria and/or benchmarks that would satisfy this general safety education outcome.	All Students will be able to demonstrate proper safety procedures that are required in a shop environment	PPE/Personal Protection Equipment: Machine Safety. Knowing your surroundings	Students will demonstrate their knowledge of using the micrometers and the Vernier scale	All students will reach 100% competencies in all work assignments.		
3. Program Courses/ Assignments Assessed- Students will have the opportunity to learn the outcomes of tool mechanics and machine	Machine tool, textbook along with workbook exams.	Measuring and layout instrument Training videos/also machine mechanics setup videos.	Blueprint reading, Tools of the trade, Power point presentations/videos	Student will produce a machined part that meets the print drawings tolerances		

mechanics				
4. Assessment Methods- How will you assess how well your students are learning this outcome? Include direct and indirect methods	Student Pre-assessment Or evaluation	Prior Knowledge or Work history/ practical demonstration	Pre-Test Mid-Term Final examine	All students will reach 100% competencies in all work, and text book assignments.
5.Implementation Plan- When, how and who will collect the assessment information? Who teaches the course and is responsible for the results?	At the end of each week's class all previous testing and attendance will be collected for students' progress. Time line for implementation: April 1, 2016	Hands on training: Machining, Blueprint Creating, and Pump trainer unit		
6. Assessment Results- How did the students do in the assessment? What were the findings?	Work toward the development of course syllabi, all lesson plans have been added to each course syllabi	. Measure the student progress through the bell curve graphs		

Machine Tool					
Program Outcomes	Assessment Methods	Assessment Findings	Analysis of the Data	Recommended Actions	Comments
3	3	2-3	2		Very good info. Data is there to help identify outcomes and needs.
2	2	1	1	1	I like the variety you have of the different ways you assess.
	3	3	3	3	Very precise.
3- Developed outcomes	NA	NA	NA	NA	Great job! Measurable and clear outcomes that match nicely to curriculum. Watch for retention next year and if you see similar patterns, research ways to address.
3	3	3	3	2- Take students on tours.	Compose numbers into data. Above requirements.
3	2	2	2	Record your ideas on how student who didn't complete can be successful.	Great data report- multiple periods of assessment. Opened classes from M&W to T&Th to meet student needs.
2.8					

Department Career and Technical Education Plan- Computer Support Specialist

Academic Year _____ 2015 -2016

Submission Purpose: _X_ Initial Assessment Plan _____ Revised Assessment Plan _____ Updating Results/Actions

Department Goals: Develop Program

Goals _____

Program Outcomes	2. Program Competencies-	Areas of Focus	Implementation Plan- When, how and who will collect the assessment information? Who teaches the course and is responsible for the results?	Assessment Results- How did the students do in the assessment? What were the findings?	Action Plans/ Follow-Up- What do you plan to do as a result of what you learned from the assessment activities?
1.Develop Program Outcomes		The IT-CSS graduate will be proficient with Microsoft Office, Windows operating systems, computer hardware, design and development of databases, basic computer	Fall 2015 to Spring 2016 1. Attend PD training on outcomes, December 2015 2. Will develop outcomes draft by 2/15/16	To Be Announced by May 2016	To Be Announced by May 2016

	network technologies, formal help desk environments and mobile computing devices.	3. Get feedback, Revise draft by 3/10/16 4. Present to CTE Director by 4/1/16	
2.Map Curriculum		1. Will develop curriculum map by 4/15/16 2. 2. Present to CTE Director by 5/1/16	

Program Outcomes

- Manage information technology hardware
- Manage software
- Support computer networks
- Provide end user support
- Solve information technology problems
- Demonstrate customer service skills as an IT professional

Instructions: Goals-outcomes in general terms

Objectives-are in specific terms

<u>Mapping:</u>

Hardware

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

Software

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

Networking

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

Operating Systems

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

Customer Service

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

Technology					
Program Outcomes	Assessment Methods	Assessment Findings	Analysis of the Data	Recommended Actions	Comments
1	1	1	1		Course being taught in Williston using same pre and post testing.
3	Pre-Post Certifications	Projects. Competency.	NA	NA	
3-Developed outcomes	NA	NA	NA	NA	Great job! Use the wheel from K. Dionne to insert language into your program outcomes. Think about how to measure simply and easily.
2	3	2	3	2	
	3	3	3	3	Work with Marlin to clarify points.
1	1	NA	NA	NA	Let's sit down and work on language for your outcomes.
2	3	3	3		Marlin uses a lot of certifications to show assessment. Needs to develop outcomes a bit more. Data is good.
2					

TMCC Department Assessment Plan

Department: Pharmacy Technician Training Program

Academic Year: 2015-2016

Submission Purpose: _____ Initial Assessment Plan ___X___ Revised Assessment Plan _____ Updating Results/Actions

Department Goals:

1. 100% Student Graduate rate as entry Level Pharmacy Technician
2. 90% Student Passage rate on Pharmacy Technician Certification Broad exam (PTCB)

1 Program outcomes	2. Assessment Activity Plan	3. Assessment Methods	4. Implementation Plan	5.	6.	7.
1. To prepare competent entry-level Pharmacy Technicians in personal/interpersonal, foundational knowledge and skills, processing and handling of medications and medication orders, sterile and nonsterile compounding, procurement, billing, reimbursement and inventory management, patient and medication safety, technology and informatics, regulatory issues and quality assurance. Preparing them for Graduation and PTCB exam	**Outcome #1** 1. Review student evaluation of externship survey form. Same survey is used for community (retail) and institutional (hospital) practicum. 2. Revise institutional (hospital) Practicum Sills check list from pass/pass to letter grade. Preparing students for Certification exam. 3. Revise community (retail) Practicum skills check from pass/fail to letter grade. Preparing students for certification exam.	1. Analyze data, use finding to make suggestions for changes to pharmacy technician preceptors. 2. Analyze grading data, use finding to make suggestions for changes in the institutional skills listed. 3. Analyze grading data, use finding to make suggestions for changes in the community skills listed.	**Outcome #1** By: Director of Pharmacy Technician Training Program. When: 1. February 2016 2. March 2016 3. March 2016 **All out comes:** April 2016 Director will present analyzed date to advisory committee for discussion and recommendations.			

success (90% or higher pass rate).

All outcomes
Review all skills to match outcomes
Change current Rubric to:
90-100% = 4 Advanced
80-89 % = 3 Accomplished
70-79 % = 2 Acceptable

Pharmacy					
Program Outcomes	Assessment Methods	Assessment Findings	Analysis of the Data	Recommended Actions	Comments
1-Program Outcomes	1	1	1		Needs work on assessment activation. Assessment methods- probably has them but not stated or shown. Develop template for Allied Health.
1-Split up and reduce program outcomes	1	NA	NA	1	
	2	?	?	?	?
2	2	2- No clear	2	2- Work Allied Health to make a plan.	No program outcomes, have assessment data
2	1-Not completed	Not completed	Not completed	Not completed	Data was not analyzed due to internship not yet happening. No assessment was completed.
2-Shorten	2-Use data	NA	NA	Go back pull past data.	
1	NA	NA	NA	Focus on the specific outcomes.	No students until summer 2016?
1.5	*1.5*	*1.5*	*1.5*	*1.5*	

TMCC Department Assessment Plan

Department _____ TMCC Nursing Department

Academic Year _____ 2015-2016

Submission Purpose: ___X___ Initial Assessment Plan _____ Revised Assessment Plan _____ Updating Results/Actions

Department Goals:

1   Analyze evaluation data and use findings.
2   Appoint an Advisory Committee.

1 Outcomes	2. Assessment Activity Plan	3. Assessment Methods	4. Implementation Plan	5.	6.	7.
1. To use evaluation data findings for improvement of the TMCC AASPN courses, clinical and program.	**Outcome #1**	Course Evaluation	**Outcome #1**			
	1. Review evaluations.	Clinical Evaluation	By: Aleta Delorme			
	2. Determine positive or negative findings	Facility Evaluation	When:			
		Program Evaluation	By January, 2016			
	3. Address areas of need to improve program outcomes and success.	Job Readiness Evaluation				
2. To use appointed Advisory Committee to assist in any needed improvement of course, clinical or program, as deemed necessary by collected evaluations.		Clinical Skills Evaluation				
		Graduate Exit Evaluation				
	Outcome #2		**Outcome #2**			
	1. Appoint 5 representatives for committee.		By: Aleta Delorme			
	-2 individuals from clinical sites.		When:			
	-An individual who is familiar with NDBON Policies.		By February, 2016.			
	-Student.					
	-Community member.					

Nursing					
Program Outcomes	Assessment Methods	Assessment Findings	Analysis of the Data	Recommended Actions	Comments
2-3	2	No Info- Has assessment materials. Need to report assessment.	No info.		Needs to evaluate assessments to help assess student learning. Evaluate program goals. She as a lot of information but doesn't' seem to be documented for assessment purposes.
NA	2	NA	NA	NA	
2	3	3	3	2	Use your dept. chairperson as a go to. Then you have assessment questions.
3	2	1	2		Follow through on the data. The list of surveys is great but the data is not present on surveys.
3	3	Plug in findings	NA		Instructors, Agencies, students.
2	2- partial	1	1	Complete process before presenting.	Still waiting to be completed. Waiting until July to complete report.
2.4	*2.33*	*1.67*	*2*	*2*	

Assessment Plan

Department Career and Technical Education Plan- __Business/ Entrepreneurship__

Academic Year ___2015 -2016___

Submission Purpose: _X____ Initial Assessment Plan _____ Revised Assessment Plan _____ Updating Results/Actions

Department Goals: Develop Program Goals

Program Outcomes	2. Program Competencies-	Areas of Focus	Implementation Plan- When, how and who will collect the assessment information? Who teaches the course and is responsible for the results?	Assessment Results- How did the students do in the assessment? What were the findings?	Action Plans/ Follow-Up- What do you plan to do as a result of what you learned from the assessment activities?
1.Develop Program Outcomes		Knowledge- students should be able to recognize and explain methods of business, economics and math. Skills-students will be able to analyze data,	Fall 2015 to Spring 2016 1. Attend PD training on outcomes, December 2015 2. Will develop outcomes draft by 2/1/16	To Be Announced by May 2016	To Be Announced by May 2016

education outcomes.	from ENGL 110, and ENGL 120.	basis and will be used by individual instructors to inform their pedagogical decisions. Indirect assessment techniques may include student journaling, reflective essays, response papers, etc.	themselves.
	Non-Gen. Ed. Classes will be assessed on a departmental level.	**Direct:** Direct assessment will take place after each semester. See attached assessment plan for detailed assessment methods.	Direct assessment will take place after each semester. An assessment committee comprised of representatives from each department will meet to assess student work chosen at random from ENGL 110 and 120 students. See attached assessment plan for detailed assessment methods.

Business Program Outcomes	Assessment Methods	Assessment Findings	Analysis of the Data	Recommended Actions	Comments
3	NA	NA	NA	No information presented but did present some material on assessment methods.	Completed outcomes and mapping. Need a person to oversee over business so all are on same page to assessment.
3	NA	NA	NA	NA	
	NA	NA	NA	NA	
3	3	2	2	2	Good outcomes. Good graphs.
3-Developed outcomes	NA	NA	NA	NA	Great job! Just clean up the spelling on the outcomes and send to Sheila to get into the catalog.
3-Business Administration	NA	NA	NA	NA	Fragmented department. No director-people teaching courses under contact person.
3	NA	NA	NA	Create assessment to measure outcomes.	
3					

TMCC Department Assessment Plan

Department ___ Teacher Education Department

Academic Year ___ 2015-2016

Submission Purpose: ___ Initial Assessment Plan ✓ Revised Assessment Plan ___ Updating Results/Actions

Department Goals:

1. CIA Alignment – Design one assessment tool that best assesses candidate proficiency with each InTASC Standard.

2. Purchase/Design/Select an assessment data collection/management system.

Rationale for Goal Selection: Goals have been established based on recommendations by the ESPB Accreditation Team.

Goal 1: Curriculum/Instruction/Assessment Alignment

1. TED Outcomes	2. Program Competencies	3. Program Courses/Assignments	4. Assessment Methods	5. Implementation Plan.
TED candidates will meet InTASC Standards as indicated by transition point scores.	All students will reach 100% competency on the InTASC Standards.	TED will engage in CIA realignment to ensure student success. A course that best meets a specific standard will be identified. Next, faculty will design or embellish the learning activity that best meets the standard.	Faculty will design one assessment to assess the selected learning activity that best exemplifies achievement of the standard.	Faculty will record scores in the data base consistent with NCATE/CAEP requirement.

Goal 2: Data Collection/Management System

1. TED Outcomes	2. Program Competencies	3. Assessment Alignment	4. Assessment Methods	5. Implementation Plan.
A data collection platform will be adopted and implemented.	InTASC Standards will be entered into the data base. Candidate will be assessed on each standard. Database will generate group averages and composites.	TED will redesign course assessments to serve as a type of capstone assessment to ensure NCATE/CAEP standards are met.	For each InTASC Standard, TED will select one assessment to assess the learning activity that best exemplifies achievement of the standard. Results will be entered in database.	Faculty will begin recording data in data base end of Spring Semester – seniors only. Directors Delorme, Davis, and Martin-Parisien oversee implementation of data collection plan.

Teacher Ed					
Program Outcomes	Assessment Methods	Assessment Findings	Analysis of the Data	Recommended Actions	Comments
3	3	3	3		Wow! A lot of info. One assessment (?). Definitely have a grab on assessment and goals.
3	2	2	N/A	N/A	
	3	3	3	3	
3	3	3	3	3	
3	3	3	3	3	Great job! I really appreciate that TED not only produces data, but most importantly, that you use the data to make or inform decisions. Remember to follow-up on changes to determine whether they made a difference.
3	Portfolio	3	3	3- Built in internship fall semester	Internship. Service learning.
3	3	3	3	Take seriously our contemplations of any changing what's working!	SMART- (meeting accreditation recommendation). NCATE- InTASC Standards.
3	*2.83*	*2.86*	*3*	*3*	

Building Construction Technology Assessment

Program Outcomes and Mapping

Building Construction Technology Instructors: Ron Parisien and Luke Baker

1. Ron and Luke will be responsible for researching and developing program outcomes for TMCC's Building Construction Technology. This will be completed February 26, 2016.
2. Ron and Luke will develop program and course mapping for the Building Construction Technology program. This will be completed by April 1st 2016

Construction					
Program Outcomes	Assessment Methods	Assessment Findings	Analysis of the Data	Recommended Actions	Comments
3	1	1	1	Follow up with syllabi content. Include TMCC mission on culture when possible.	"Beginning a process"- Ron. Director is training the staff with computer training and education faculty to help out with document, collect data and decisions.
2	NA	NA	NA	NA	
3					Developed program outcomes and curriculum mapping. Nice job! Recommendation- Include tribal representation. Put in catalog.
3	2	2	2	2	More data needed for assessment findings.
	?	?	2	?	
3	NA	NA	NA		Notice how job readiness doesn't…
2-3 Need to work on program outcomes	3	2	2		Very good information. Good job. Mapping can be more informative. Definitely have a lot of stuff to assess from other institution.
2.67					

Welding Technology Assessment

Program Outcomes and Mapping

Welding Technology Instructors Carl Eller and Curtis Poitra

1. Researching and developing program outcomes for TMCC's Welding Technology program. This will be completed February 26, 2016. Carl Eller and Curtis Poitra will be responsible to complete this task

    2. Develop program and course mapping for the Welding Technology program. This will be completed by April 1st 2016. Carl Eller and Curtis Poitra will be responsible to complete this task.

Welding					
Program Outcomes	Assessment Methods	Assessment Findings	Analysis of the Data	Recommended Actions	Comments
3	3	N/A	N/A		Mapping w2as done and outcomes are in place.
3	N/A	N/A	N/A	N/A	
2- my have to many outcomes	3	N/A	N.A	2	Create a rubric for assessment.
3	NA	NA	NA	NA	Great job! Next year, you'll begin measuring the program outcomes.
3	NA	NA	NA	NA	
3	NA	NA	NA		
2.83					

Residential Electrical Technology Assessment

Program Outcomes and Mapping

Residential Electrical Technology Instructor Wayne Sande

1. Researching and developing program outcomes for TMCC's Residential Electrical Technology program. This will be completed February 26, 2016. Wayne Sande will be responsible to complete this task .
2. Develop program and course mapping for the Residential Electrical Technology program. This will be completed by April 1st 2016. Wayne Sande will be responsible to complete this task.

Electric					
Program Outcomes	Assessment Methods	Assessment Findings	Analysis of the Data	Recommended Actions	Comments
3	3	2	N/A	N/A	
2- Add something about culture perhaps?	N/A	N/A	N/A	N/A	
3	3	2	2	2	Use the collection of data to better assess your program.
3	N/A	N/A	N/A	N/A	Include outcome that is representative of TMBCI. Good job on outcomes and curriculum mapping. Put in catalog.
3	N/A				
3	1	1	1		How many students are you reporting on in the assessment report? 16 students now 8 students. Beginning stages of this Wayne.
2.83					

TMCC Department Assessment Plan

Department: Commercial Vehicle Operations

Academic Year: 2015-16

Submission Purpose: ___X___ Initial Assessment Plan _____ Revised Assessment Plan _____ Updating Results/Actions

Department Goals: The golas of the Commercial Vehicle Operations program is to provide students with competencies and skills to assist in obtaining a North Dakota Class "A" Commercial Driver License (CDL).

1. Program Outcomes (Gen Ed is not a requirement in this program)-	2. Program Competencies-	3. Program Courses/ Assignments Assessed-	4. Assessment Methods- How will you assess and who will collect the	5. Implementation Plan- When, how the students do in the	6. Assessment Results- How did do you plan to do	7. Action Plans/ Follow-Up- What
CDL Permit, Maintain a Hours of Service Log, Operate a Skid Loader, Safely operate a CMV, CDL License	Describe the acceptable achievement criteria and/or coursework to ensure that the student have the opportunity to learn this outcome.	Relevant coursework to learning this outcome? Include direct and indirect methods.	how well your students are assessment information? Who teaches the course and is responsible for the results?	assessment? What were the findings?	as a result of what you learned from the assessment activities?	
CDL Permit (CDL 101)	All students will reach 100% competency in order to attain a North Dakota CDL Permit.	There are 3 quizzing and group work that is completed by all students further emphasizing material taught in class.	The 3 quizzes reflect what the State's CDL Permit test resembles, as well as the group activity which offers students to actively engage in discussion of classroom material	After each day of instruction, students will complete the quiz. The quiz is performed on the college's LMS.		

Outcome	Goal	Instruction	Activity	Assessment
Maintain a Hours of Service Log (CDL 110)	All students will reach 100% competency in maintaining an Hours of Service (HoS) log.	There is a slideshow presentation and video instruction explaining the rules and regulations regarding HoS.	Students will perform 3 activities filling out a log. Once the class is completed, students will maintain a log while in CDL 105.	After all instruction is completed, students work on filling out a log with information provided simulating a typical truck driver's day. The instructor then checks for accuracy and explains if there are any mistakes.
Operate a Skid Steer Vehicle (CDL 190)	All students reach 100% competency in operating a skid steer vehicle.	There is a video that explains all safety features of the skid steer vehicle, followed by the instructor demonstrating the operation for the skid steer vehicle.	Students will apply all they learned from the video and instructor while operating the skid steer vehicle.	If a student cannot safely operate the vehicle, or struggles with safe operation, then the instructor will provide remedial training. If a student is successful then no further action is needed.
Safely operate a Commercial Motor Vehicle (CDL 181 and 105)	All students will reach 100% competency in safely operating a commercial motor vehicle.	CDL 181 offers the students the opportunity to safely operate a commercial vehicle in a simulated world, increasing difficulty. CDL 105 the students will perform all	CDL 181 has a multitude of scenarios in which students complete with increasing difficulty. CDL 105, students perform all	There are no assessments per se in CDL 181 or CDL 105. What the instructor is looking for is the performance in student's ability to safely operate a

Department Choice: CDL Class "A" License	All students will reach 100% competency in obtaining a CDL Class "A" License.	This is the final step in the CVO Program. Once a student has satisfactorily completed all requirements of the program, the student will be scheduled for a road test through the ND DMV.	During CDL 105, all students learn all that is necessary to pass a road test through the ND DMV. The instructors do not perform the assessment, but an evaluator through the ND DMV will perform the exam.	The instructor schedules the road when he/she feels that the students are capable enough to pass the road test.
	hands on operation with the commercial vehicle.	maneuvers that will be required of a CDL holder.	commercial vehicle.	

Instructions:

1. Use this form to guide the development of your department assessment plan for Academic Year 2015-16. If the Assessment Plan table/chart presented is cumbersome, feel free to use another template, or to write out department comments. However, the questions presented in the Assessment Plan table/chart will need to be included and addressed in the template that the department chooses. **Note:** Column 2, Program Competencies, are pre-set as "All students will reach 100% competency in the general education outcomes."

2. The Arts & Humanities, Math & Science, and Social Science departments will all assess four general education outcomes. Those general education outcomes include Communication, Culture/Diversity, Technology, and Critical Thinking. Each department will also pick one general education outcome for a total of five general education outcomes. All other departments/programs will develop a plan according to their program outcomes. For example, students in Business Administration will be able to "Demonstrate working knowledge of financial statements". If your program does not list any program outcomes, consider developing these outcomes as your plan for the academic year.

CDL					
Program Outcomes	Assessment Methods	Assessment Findings	Analysis of the Data	Recommended Actions	Comments
3	3	3	2-3		Very good information. Very thorough info.
3	2- Still some areas to improve.	3	3	2	Love how the assessment crosses classes.
	3	2	2	3	Very precise.
3	3	3	2	3	Good outcomes
2	3	3	2	3	Number of completers per each outcome- good. Put in catalog.
3	3	3	3	3	Compile data- to reflect areas of improvement.
3	3	2	2		"Stated we prepare as much as we can" it's up to DMV. Clarify program vs. course outcomes.
2.83	*2.87*	*2.71*	*2.29*	*2.4*	

Department: CLT/MLT

Academic Year: 2015 - 2016

Submission Purpose: _____ Initial Assessment Plan ___X___ Revised Assessment Plan _____ Updating Results/Actions

Department Outcomes:

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

1. Program Outcomes	2. Program Competencies	3. Assessment Methods	4. Implementation Plan	5.	6.	7.
NAACLS Standard 15 Systematic Review	Students are graded using these criteria: 90-100% = 4 Advanced 80 - 89% = 3 Accomplished 70 – 79 % = 2 Acceptable	1. Course Evaluations 2. Graduation survey 3. Community survey 4. Program Evaluations	By: Wayne C. Olson Systematic Review – Oct 2016			
NAACLS Standard 16 Outcome Measures			Outcome Measure – Oct 2016			
NAACLS Standard 17 Graduation and Placement Rates	Program competencies are available in Hematology, Urinalysis, Immunology, Clinical Chemistry, Blood Banking, Clinical Microbiology, Laboratory Operations and Parasitology.	Outcome Measures: # of students enrolled # of students graduated # of students placed or continuing education # certified either by ASCP or AMT	Graduation Rates – May 2016 Placement Rates – Oct 2016			
NAACLS Standard 18 Program Evaluation and Modification			Program Evaluation and Modification Aug 2015 thru Oct 2016			

Medical Lab					
Program Outcomes	Assessment Methods	Assessment Findings	Analysis of the Data	Recommended Actions	Comments
2	2	1	1	Complete surveys if not already doing these assessments.	
3	3	2	2	Pull data together to prove improvement.	
2	1	1	1	1	Did not follow through on plan.
2	2	2	2	1-Do survey for placement.	Work with Terri to develop outcomes and data collection.
	?	?	?	?	
3	3	1	1	2	
2	3	3	2	Uses accreditation to assess program outcomes and graduates. Uses competency to evaluate student learning. Uses graduation rate or # of students places as assessment	Outcomes are not a look of what a student of the program will look like or what a person or employer wants to know of the program. Way to long and repetitive outcomes. Hard for me to understand this one.
2.33	*2.33*	*1.67*	*1.5*	*1.33*	