



Turtle Mountain Community College 2018-19 Assessment Report



Submitted May 14, 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 (SLO) 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: SLO #1: Culture and Language, SLO #2: Critical Thinking, SLO #3: Communication, and SLO #4: Research

Each outcome will be assessed on an annual basis. All general education faculty who are not already assessing a program will choose an outcome to help assess. This will result in an ‘assessment team’ for each SLO comprised of faculty from across the institution. Each team will be responsible for generating the assessment methods and collecting assessment data for that academic year relating to their SLO. The following academic year, SLO teams will hold a professional development for all TMCC faculty based on the results of the prior year’s assessment.

Procedure

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

approve or reject the plan. Rejected plans will be returned with suggestions for improvement from the Committee.

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

1. Prior Assessment Actions
2. Program Outcomes
3. Assessment Methods
4. Assessment Results
5. Assessment Recommendations
6. Assessment-Based Requests

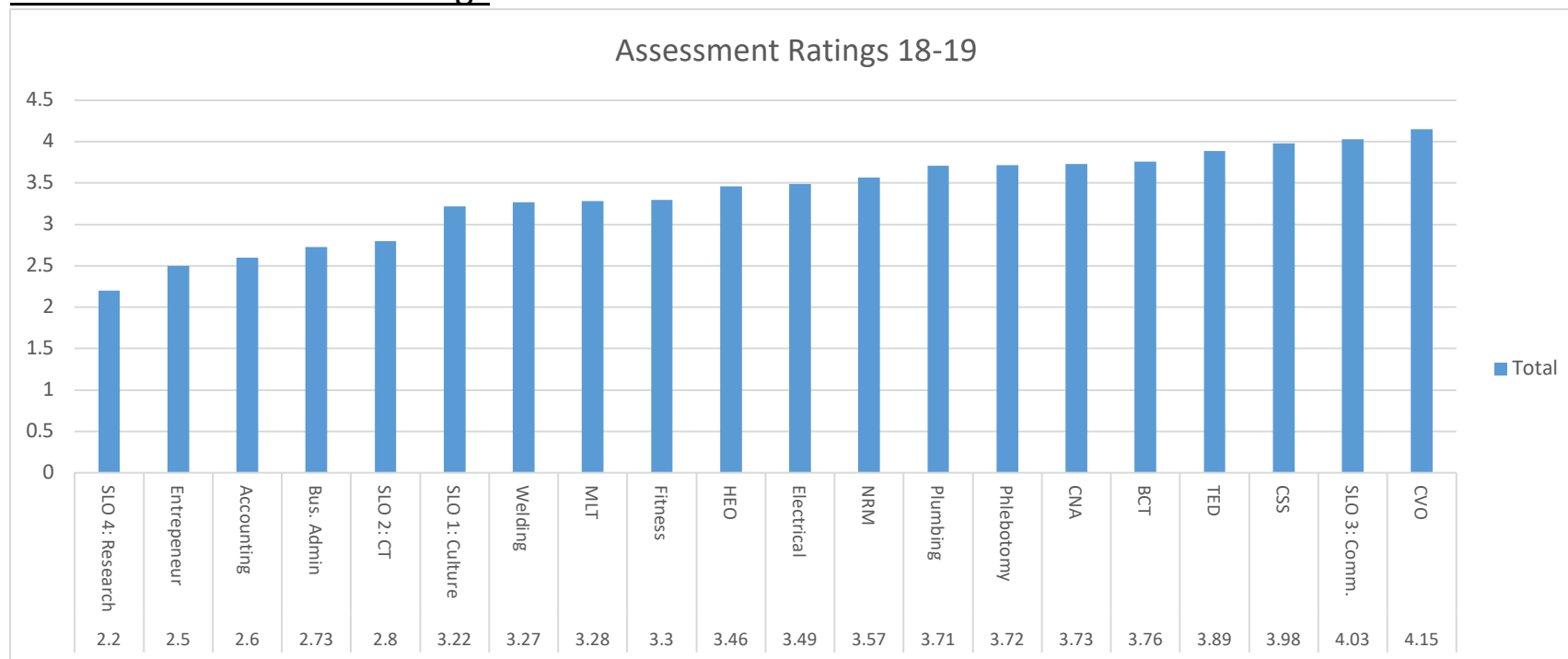
Assessment Metrics

Metrics	18-19	17-18	16-17
Programs Assessed	17/18	14/17	8/13
Outcomes Assessed	4/4	7/7	7
Faculty Participation	36/38	26/31	23

Average Ratings

Section	18-19	17-18	16-17
Prior Assessment Actions	3.50	3.26	N/A
Outcomes	3.58	3.28	3.0
Methods	3.49	3.33	3.0
Results	3.18	3.38	2.94
Recommendations	3.30	3.32	3.06
Requests	13/14 Approved	17/19 Approved	9/9 Approved
Composite Average	3.37	3.31	3.03

Results of Assessment Ratings



The numerical rating of a program or SLO's assessment plan represents the committee's way of commenting on the health of the assessment process in that program or SLO including outcomes, methods, results, recommendations, and the movement from one year's recommendations to the next year's improvements. It does not reflect the quality of student work or achievement, neither does it reflect on the overall health of a program.

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

- Accounting
- Building Construction Technology
- Business Administration
- Certified Nurse Aide
- Certified Vehicle Operations
- Computer Support Specialist
- Electrical
- Entrepreneurship
- Health and Fitness Technician
- Heavy Equipment Operator
- Medical Lab Technology
- Phlebotomy
- Plumbing
- Welding

Accounting Program Assessment

Assessor: Diane Bercier

18-19 Composite Average: 2.60 – (First Assessment)

Reviewer	Section 1 Prior Actions	Section 2 Outcomes	Section 3 Methods	Section 4 Results	Section 5 Recommendations	Section 6 Requests	Comments
Reviewer #1		2	3	3	3	Y	
Reviewer #2		2	3	3	4		Good Job
Reviewer #3							
Reviewer #4		2	3	2	2	Y	Need more description of program results separate the degrees
Reviewer #5		3	3	2	3		Statistical Data would help this assessment
Reviewer #6		2	3	3	5		
Reviewer #7		3	2	2	2		Connect results to recommendations
Reviewer #8		2	3	2	2		Good start
Reviewer #9		2	2	2	2	Y	
Reviewer #10							
Reviewer #11		2	2	2	3	Y	(2) work on streamlining outcomes, (3) Identify student struggles, (4) Keep developing methods to get more results -- Recommended to add capstone for each business program to be better able to assess
Reviewer #12		3	4	3	3		
Average		2.30	2.80	2.40	2.90	Yes	

Turtle Mountain Community College
Annual Assessment Plan

Name Diane Bercier

Area of Assessment Accounting Program Academic Year 2018-19

Submission Purpose: Initial 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. Students will have the ability to perform accounting functions including the preparation of the following forms: trial balance, income statement, statement of owner’s equity, cash flow and balance sheet. (Accounting Class)
2. Students will have the ability to complete year end payroll forms and reports (Payroll Class)
3. Students will be able to effectively use QuickBooks software to process financial transactions and create reports needed for a company.

Section 3: Assessment Methods:

Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.

1. Students will be given a pre-test and a post test on their understanding of the fundamentals of accounting. Students will be assessed on their ability to complete the period end forms and reports along with the required adjusting entries.
2. Students will complete a project requiring year end payroll forms and reporting including the preparation of the following forms: W-2, 941, and 940.
3. Students will test for certification as a QuickBooks user.

Section 4: Assessment Results

Give an overview of the results of your assessment. Make sure to provide separate results for each of your assessment methods.

1. Out of the 15 students that started Fundamentals of accounting 10 were given a pre-test on accounting fundamentals which contained 22 questions. The results of comparing the pretest to the post test for these 10 students was an average increase of 27.7%, with three questions having a negative change.
2. Out of 8 students starting the payroll class, there were four that completed the project requiring the year-end payroll reports.
3. I was not able to get the testing for certification done this year for QuickBooks and have no data, but the students did complete all course work that

Section 4b: Longitudinal Results

Compare current assessment results to data from the last three assessment reports. Only include data that is the same from year to year. If you change your methods do not compare the results to prior years.

Example:

<i>Outcome</i>	<i>Academic Year 16/17</i>	<i>Academic Year 17/18</i>	<i>Academic Year 18/19</i>
<i>Outcome #1</i>	<i>N/A</i>	<i>N/A</i>	<i>27.7% average increase</i>
<i>Outcome #2</i>	<i>N/A</i>	<i>N/A</i>	<i>4/8 students completed</i>
<i>Outcome #3</i>	<i>N/A</i>	<i>N/A</i>	<i>No data</i>

Section 5: Assessment Recommendations:

Explain how you will use the assessment results to improve your program. Make sure to connect recommendations to specific assessment results.

1. I didn't pre-test on the knowledge they had of financial forms, only on the concepts, I will adjust the pre-test to encompass the forms, so when I assess them at the end, I can include their knowledge of financial forms. I will develop a project to assess their knowledge of preparation of the financial forms. Review the questions that had lower increases/decreases and implement more instruction and homework problems on the topics
2. Spend more instruction time on the year-end reports.
3. To have the data, I will make sure that the certification test is completed in a timely manner and implemented into the course work as part of the curriculum. I will utilize the Extend Your Skills portion of the chapters to further assess their efficiency with the QuickBooks program.

Section 6: Assessment-Based Requests:

Describe the resources, support, or professional development your program needs to act on the findings of your assessment. Requests must be specific, and clearly connected to assessment results and recommendations. Administrators will respond to approved requests and these responses will be recorded in the Assessment-Based Request form and publicized at the Assessment Kick-Off meeting the following academic year.

- 1.
- 2.
3. I will be requesting funding for the certification of QuickBooks.

Building Construction Technology Program Assessment

Assessor: Ron Parisien, Luke Baker

18-19 Composite Average: 3.76 – 17-18 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	4	3	4	2	2	N	(6) possibly look at a tool checkout station to reduce the loss of tools throughout the year.
Reviewer #2							
Reviewer #3	4	4	3	3	4		Methods and results sections need to be clearer. Separating results into section 4 and organizing them by outcome (and outcome strand) would help to 'digest' the data and find meaning from it. Using Canvas for course materials is good and it will help with overall organization. Possibly be ready with student-support for digital literacy for some students. Also make requests crystal clear in how they tie to data.
Reviewer #4	3	3	3	3	5	y	
Reviewer #5	4	4	4	4	4		Great job!
Reviewer #6	5	4	4	4	3		
Reviewer #7	3	4	5	4	3		Great work! It has been such a pleasure watching and hearing how you assess student learning! Great job!
Reviewer #8	4	5	4	4	5	Y	Very good. Good improvements from year to year
Reviewer #9	5	5	5	2	3	Y	The combination of two instructors with some common students makes the results unclear what's being reported. Results reported are unclear.
Reviewer #10	5	4	4	3	4	Y	Show % increase for outcome 2. Are these increases or decreases in success rate? Even if all modules are not completed, those that are completed are considered successful => good!
Reviewer #11	4	4	4	3	4	y	(3) talk about the tools a bit more, (4) show specifics of where students struggle
Reviewer #12	3	3	4	3	4		
Average	4.00	3.91	4.00	3.18	3.73	Yes	

Turtle Mountain Community College Annual Assessment Plan

Name_Ron Parisien/Luke Baker

Area of Assessment: Building Construction Technology Academic Year: 2018/2019

Submission Purpose: ___Initial Assessment Plan __x_Year-End Submission

Please provide the number of students involved in assessment: _21___

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.*

Outcome # 1

1. Used more Youtube video resources: Examples would be for showing components and their use and relationship to each other in each residential framing system.
2. Changed shop hours from being split in morning and afternoon to all morning or afternoon shop hours, this increased attendance and shop project lab participation.

Outcome # 2

1. Created a course map where safety is thought and were safety is practiced.

Outcome # 3

1. Provide an example of Performance Proficiency Checklist.
2. Create a course map where tool and equipment are identified, maintained, and safety is thought and practiced throughout the school year
3. Changed shop hours from being split in morning and afternoon to all morning or afternoon shop hours, this increased attendance and shop project lab productivity.

Section 2: Program Outcomes:

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: Students will demonstrate a knowledge and proficiency in the maintenance and the safe use of the tools and equipment used in the Building Construction Technology discipline.

Section 3: Assessment Methods:

Outcome #1

1. Pre-Post test administered covering carpentry terminology and building component content.
2. Record student scores or grades for modules or chapter required for each course.
3. Complete a curriculum map where instruction is thought and where it is practiced.

Outcome #2:

1. Record number of students who successfully complete the OSHA 10 certification.
2. Record students who successfully complete Core Curriculum Basic Safety Module.
3. Complete a course map where tool and equipment are identified, maintenance, and safety is thought and practiced throughout the school year.

Outcome #3

1. Successful completion written knowledge test for each module of instruction.
2. Performance Testing on safe use of equipment, and maintenance of equipment used in the carpentry field.
3. Performance Test for hands on task proficiency for each module of instruction.

Student module written and performance test records.

Outcomes # 1,2,3: Ron student pretest scores averaged 32%, student post test scores averaged 80% for a 48% increase.

Outcome #2: 1. Twelve out fourteen students completed the OSHA Ten.

2. Twenty out of twenty-three students successfully completed the Core Curriculum Basic Safety.

Ron's module scores, outcomes 1, 2, 3:

Twelve students successfully completed 100% of modules

Two students successfully completed 80 % of modules.

Two students successfully completed 50% of modules.

Five students successfully completed 30% of modules.

Two students did not complete any modules successfully.

Luke's module scores, outcomes 1, 2, 3:

Thermal Moisture module, twelve out of fourteen students completed successfully

- Pretest scores averaged 41.43%, post test scores averaged 77.09% for an increase of 35.66 %.

Drywall Finishes, twelve out of fourteen successfully completed the module.

- Pretest scores averaged 36.43%, post test scores averaged 68.34% for an increase of 31.91%.

Cabinet Installation module, twelve out of fourteen successfully completed the module.

- Pretest scores averaged 33%, post test scores averaged 70.84% for an increase of 37.84%

Section 4: Assessment Results *Give an overview of the results of your assessment. Make sure to provide separate results for each of your assessment methods.*

Outcome Academic Year 16/17 Academic Year 17/18 Academic Year 18/19

Outcome #1 no average to record

average increase

57% average increase

48 % average increase

48 % average increase

48 % average increase

Outcome #2 15/19 student

completed

18/22 students completed

12/14 students completed

12/14 students completed

12/14 students completed

Outcome #3 81 % average score 83% average score 80% average score

Section 5: Assessment Recommendations: *Explain how you will use the assessment results to improve your program. Make sure to connect recommendations to specific assessment results.*

1. **Outcome # 1:** We will be designing and implementing a new Pretest Post Test

Assessment Tool for the First Year and Second Year students for Fall of 2019, as of right now, each of us have use our own assessment test, we feel we will better our assessment process if we design an assessment that covers the entire program together.

2. **Outcome # 1:** We will be adding some hands-on Pretest and Posttest assessment. 3. **Outcomes 1,2, and 3:** We will be going over our syllabi to ensure we are offering

material that we can properly assess, and methods of assessments for each course, maybe taking some material out or adding something material in. 4. **Outcomes 1,2, and 3:** We will be putting course materials and lessons in canvas.

Section 6: Assessment-Based Requests: *Describe the resources, support, or professional development your program needs to act on the findings of your assessment. Requests must be specific, and clearly connected to assessment results and recommendations. Administrators will respond to approved requests and these responses will be recorded in the Assessment-Based Request form and publicized at the Assessment Kick-Off meeting the following academic year.*

Outcomes 1,2,3: New books, videos and magazine resources for project research.

Outcomes 1,2,3: Safety PPE for students.

Outcomes 1,2,3: Hand tools and power tools for student labs.

Business Administration Program Assessment

Assessor: Stephanie Bear

18-19 Composite Average: 2.73 -- (First Assessment)

Reviewer	Section 1 Prior Actions	Section 2 Outcomes	Section 3 Methods	Section 4 Results	Section 5 Recommendations	Section 6 Requests	Comments
Reviewer #1		2	2	2	3		
Reviewer #2							
Reviewer #3		4	3	3	3		Assessment recommendation on pre/post at the program level makes sense. Detailing where students lack understanding could bring clarity. Narrowing down outcomes, data for greater specificity would be a big help for your program decisions also.
Reviewer #4		3	2	1	4		
Reviewer #5		4	3	2	3		I would recommend getting more statistics available to show a broader understanding of the data
Reviewer #6		4	3	2	2		
Reviewer #7		3	2	2	3		Great job! Discuss areas of improvement, how will they be addressed?
Reviewer #8		4	3	2	3	Y	Good basics for 1st time. Have a good understanding of assessment.
Reviewer #9		4	4	2	3		Reporting results needs to be tweaked to make the outcome clearer.
Reviewer #10		3	3	2	3		Students for business, accounting, etc. all in classes, makes it difficult to assess. --Difficult to interpret assessment results. First assessment plan- expect it to improve with time.
Reviewer #11		2	2	2	2		(2) Outcomes have multiple points (3) Include demonstrated results in outcome 1 and 2 (4) Results unclear for outcomes 2 and 3 (5) Be more specific with suggestions. Let's think about how these business classes are assessed.
Reviewer #12		3	3	3	2		
Average		3.27	2.73	2.09	2.82		

Turtle Mountain Community College
Annual Assessment Plan

Name Stephanie Bear

Area of Assessment Business Admin. A.A.S. Academic Year 2018/19

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.

Newly Assessed

Section 2: Program Outcomes:

List each outcome separately

Management Principles

1. Students will be able to demonstrate knowledge of Fundamental business concepts and principles

Effective Management Skills

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

Communication Skills

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

Section 3: Assessment Methods:

Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.

Management Principles

1. Students were given a pretest and a post test on Business Ethics and the Four Functions of Management. *This was as quiz developed using Canvas.*

Effective Management Skills

2. Students filled out a check-list the beginning of the semester and at the end of the semester. *This checklist was developed using Google forms.*

Effective Business Communication Skills

3. Students participated in a team project, at the end of the project each student filled out a skill assessment which assessed their understandings of working in a real-world team project. This simulation identified how communication takes place within a business/team. This assessment was measured using an essay in which each student reflected on the project and which skills they used and how they used them.

Section 4: Assessment Results

Give an overview of the results of your assessment.

Management Principles

1. 13 students participate in the pre and posttests. The average correct from the pretest overall was 56%; the average correct from the post test was 89%.

Effective Management Skills

2. 12 Students participated in the checklist which was sent via google forms through e-mail. The results were close. Half of the students already knew the skills taught and the other half knew them by the time the semester was over. The Results were:

	Before	After
Planning Skills	44%	56%
Decision-Making Skills	52%	48%
Problem-Solving Skills	56%	44%
Critical-Thinking Skills	52%	48%
Conflict Resolution Skills	42%	58%
Team Management Skills	53%	47%

Effective Business Communication Skills

3. 15 students who are in their last year in the Business Administration program participated. Out of those 15 students, 11 students fully understood how to effectively communicate in each stage of the project; 4 students partially understood. *Partial understanding means that students either did not understand how to effectively communicate in some stages of the project or they were not actively involved.*

Section 4b: Longitudinal Results

Compare current assessment results to data from the last three assessment reports. Only include data that is the same from year to year. If you change your methods do not compare the results to prior years.

Not Applicable at this time, this is my first assessment plan

Section 5: Assessment Recommendations:

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

Management Principles

1. I will expand the student base that is used for this assessment

Effective Management Skills

2. In the next assessment of these skills I will develop an easier method of measurement using the same tool. I will need to learn a little more about assessing with Google forms. I would like to assess Freshmen just starting the program and then assess the same ones as they leave the program to obtain better data.

Effective Business Communication Skills

3. I will take more time to instruct where students lacked understanding

Section 6: Assessment-Based Requests:

Describe the resources, support, or professional development your program needs to act on the findings of your assessment. Requests must be specific, and clearly connected to assessment results and recommendations. Administrators will respond to approved requests and these responses will be recorded in the Assessment-Based Request form and publicized at the Assessment Kick-Off meeting the following academic year.

No requests

Certified Nurse Aide Program Assessment

Assessor: Rainy Allery

18-19 Composite Average: 3.73 -- (First Assessment)

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	2	2	N	
Reviewer #2	3	4	4	4	3	N/A	Good Assessment. Rainy was very up and motivated during the assessment. Good job
Reviewer #3		4	4	4	4	N/A	Make the connection clear between assessment data and requests
Reviewer #4	2	3	3	2	4	Y	
Reviewer #5	4	5	5	4	4	N/A	Very well done!
Reviewer #6		3	5	3	2	N/A	(2)Content knowledge not stated measurably. "demonstrate understanding by..." - (3)Using textbook quizzes from ND. - (4)Results were clearly explained - (5)No direct reference to assessment results
Reviewer #7	3	4	5	5	3	N/A	Great Job!
Reviewer #8	4	5	4	4	5	Y	Very good for 1st time presentation
Reviewer #9	4	4	3	5	4	Y	Make sure to align the outcomes to methods--Congrats on being a certification site! --Evaluating based on "grandma and grandpa" care is a respectable standard to apply to all-- Enjoyed the excellent presentation!
Reviewer #10	4	5	5	5	5	N/A	
Reviewer #11	3	4	3	4	4	Y	Where do students struggle the most? Where is there room for improvement?
Reviewer #12	3	2	3	4	4	N	
Average	3.33	3.83	4.00	3.83	3.67	Yes	

**Turtle Mountain Community College
Annual Assessment Plan 2018-2019**

Name: Rainy Allery RN

Area of Assessment: Certified Nurse Aide Course (CNA) **Academic Year:** 2018-2019

Submission Purpose: Assessment Plan

Section 1: Prior Assessment Actions:

Students are requesting more possible clinical hours and experience. We have added an additional 2 days (16 hours) of clinical experience to the curriculum.

2018-2019 Changes made to Curriculum:

- CNA Course started out with 2 extra days of clinical experience for students, updated curriculum to 1 extra day (3 days total). This was a result of students stating that 1 extra clinical day provided them with appropriate experience; a fourth day was not needed.
- 1 day of to discuss “Employment Opportunities” was added to the curriculum. This change was made to assist the students with employment opportunities such as creation of a resume, distribution of health care facility job applications, and local positions currently available.

Section 2: Program Outcomes:

Content Knowledge: Students will comprehend all course content knowledge, including general concepts from the textbook, quizzes, and skill practice.

Equipment Knowledge: Students will demonstrate the correct use of nursing equipment and supplies used for patient transfers and personal care.

Safety Knowledge: Students will demonstrate proper safety guidelines and procedures when practicing nursing care for patients.

North Dakota Certified Nurse Aide Competency Examination: Students will successfully pass the ND CNA Competency Examination provided by Headmaster and receive their CNA Licensure through the North Dakota Department of Health.

Section 3: Assessment Methods:

Content: Students will be given a theory portion of the course. They will complete all textbook chapters and submit all end of chapter questions to the instructor. Students will be given quizzes on course content; each student must receive a grade of 70% (70 points) or better on each quiz. There is a total of 13 quizzes the student will be required to complete. These specific quizzes were approved by the NDDOH to administer to the students regarding course content. Each quiz is worth 100 points (10 points questions), each student can receive a total of 1300 possible points. If a 70% is not achieved the first time the student takes a quiz, they will be allowed a second attempt. Failing a quiz at a second attempt will result in dismissal from the course. To achieve a passing grade percentage to complete the course, the student must achieve a quiz point total from 910-1300 points or a letter grade of C=70%-100%.

Equipment: The instructor will complete an Equipment Evaluation for each student. Students will be evaluated during all nursing skill practices, procedures, and use of equipment. Each student will have to receive at least a score of “Meets the Standard of Practice” during their skill evaluation to proceed to qualify to take the North Dakota Standardized Certified Nurse Aide Examination. Scoring during equipment use is as follows:

- One= “Needs Improvement”, student requires more instruction, practice, and evaluation with skill.
- Two= “Meets the Standard”, student is able to demonstrate the skill correctly and safely, requires minimal assistance from instructor.
- Three= “Exceeds the Standard”, student is able to demonstrate the skill correctly and safely without assistance from the instructor.

Safety: During the completion of the Skills Evaluation and Checklist, the instructor will monitor each student’s safety practices. Students will be evaluated on their use of safety practices and technique during all nursing skills practices and procedures. Each student will have to receive at least a score of “Meets the Standard of Practice” during their skill evaluation to proceed to qualify to take the North Dakota Standardized Certified Nurse Aide Examination. Scoring during equipment use is as follows:

- One= “Needs Improvement”, student requires more instruction, practice, and evaluation with skill.
- Two= “Meets the Standard”, student is able to demonstrate the skill correctly and safely, requires minimal assistance from instructor.
- Three= “Exceeds the Standard”, student is able to demonstrate the skill correctly and safely without assistance from the instructor.

North Dakota Certified Nurse Aide Competency Examination: Students will be able to successfully pass the ND CNA competency Examination with a score of 75% or higher on the written portion (72 multiple choice questions) and a result of “No Steps Missed”, on the skill portion of the examination (5 random skills selected from 27). Student must pass both the written portion and

the skill portion of the examination to receive their Certified Nurse Aide Licensure and become listed under the Nurse Aide Registry for the North Dakota Department of Health.

Section 4: Assessment Results

Outcome	January-December of 2018 50 Students Completed/Certified	January-April of 2019 22 Students Completed/Certified
Content: Students are given quizzes on course content; each student must receive a grade of 70% or better on each quiz.	<p><i>Average Quiz Scores of Each Course</i></p> <p>Course 1: 95% Course 2: 95% Course 3: 91% Course 4: 92% Course 5: 95% Course 6: 91% Course 7: 93% Course 8: 91% Total Average: 92%</p>	<p><i>Average Quiz Scores of Each Course</i></p> <p>Course 1: 96% Course 2: 91% Course 3: 92% Course 4: 93% Total Average: 93%</p>
Equipment: The instructor completed an Equipment Evaluation Checklist for each student. Students are evaluated during all nursing skill practices, procedures, and use of equipment. Each student will have to receive at least a score of “Meets the Standard of Practice” during their skill evaluation.	<p><i>Students received a rating of “Meets the standards” or higher</i></p> <p>Course 1: 6/6 Course 2: 3/3 Course 3: 5/5 Course 4: 6/6 Course 5: 8/8 Course 6: 8/8 Course 7: 7/7 Course 8: 7/7</p>	<p><i>Students received a rating of “Meets the standards” or higher</i></p> <p>Course 1: 5/5 Course 2: 5/5 Course 3: 6/6 Course 4: 6/6</p>

<p>Safety: During the completion of the Skills Evaluation Checklist, the instructor monitored each student’s safety practices. Students are evaluated on their use of safety practices and technique during all nursing skills practices, procedures, and use of equipment. Each student will have to receive at least a score of “Meets the Standard of Practice” during their skill evaluation.</p>	<p><i>Students received a rating of “Meets the standards” or higher</i></p> <p><i>Course 1: 6/6</i> <i>Course 2: 3/3</i> <i>Course 3: 5/5</i> <i>Course 4: 6/6</i> <i>Course 5: 8/8</i> <i>Course 6: 8/8</i> <i>Course 7: 7/7</i> <i>Course 8: 7/7</i></p>	<p><i>Students received a rating of “Meets the standards” or higher</i></p> <p><i>Course 1: 5/5</i> <i>Course 2: 5/5</i> <i>Course 3: 6/6</i> <i>Course 4: 6/6</i></p>
<p>North Dakota Certified Nurse Aide Competency Examination: students must pass written portion (72 questions) with a 75% or better, and pass all 5 randomly chosen skills, to receive their licensure.</p>	<p><i>Average Exam Scores of all students compiled: 87%</i></p> <p><i>48/50 students passed first time</i></p> <ul style="list-style-type: none"> • <i>Of the 2 students that failed the first attempt, 1 student failed the written portion, 1 student failed the skill portion.</i> • <i>Both students passed their 2nd exam attempts with an 81% and “No steps missed”.</i> • <i>Pass rate of the ND CNA examination for this year was 96% first attempt, 100% with second attempt.</i> 	<p><i>Average Exam Scores of all students complied: 80%</i></p> <p><i>20/22 students passed first time</i></p> <ul style="list-style-type: none"> • <i>Of the 2 students that failed the first attempt, both failed the written portion.</i> • <i>Both students passed their 2nd exam attempts with a 93%.</i> • <i>Pass rate of the ND CNA examination at this time for this program is 92% first attempt, 100% with second attempt.</i>

Section 5: Assessment Recommendations:

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

- Based on the success rate of the student's quizzes, equipment uses, and safety during skill practice, course content and study procedures will be critiqued.
- Updated Equipment evaluation to one separate evaluation form.
- Offer more skill practice during an added by of clinical experience at the long-term care center.
- In ADDITION to the ND Competency Examination, the study guide was updated, new practice test was made.

Section 6: Assessment-Based Requests:

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

- Maintain our skill one-time use teaching supplies; gloves, wipes briefs, alcohol swabs, etc.
- Mechanical Lifts: Hoyer Lift, Easy-Stand

Commercial Vehicle Operations Program Assessment

Assessors: Edwin Acosta, Craig Johnson

18-19 Composite Average: 4.15 -- 17-18 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							
Reviewer #2	3	4	4	4	4		Good job Edwin and Craig, good assessment, methods and results.
Reviewer #3	4	4	4	4	4	Y	The assessment-based request is sound, and it is aligned to results conveyed.
Reviewer #4	3	5	4	5	5	Y	
Reviewer #5	3	4	4	4	3		Great assessment
Reviewer #6	5	4	4	4	5	Y	
Reviewer #7	4	5	4	5	5	Y	Loved it! Especially the results! Very honest and looking at what can be improved. Way to go!!!
Reviewer #8	4	4	5	5	5	Y	Excellent very well presented
Reviewer #9	5	5	5	5	4	Y	Excellent presentation!
Reviewer #10	4	4	4	3	5	Y	(4) success rate 'completion of program'
Reviewer #11	3	3	3	4	5	Y	(2) Use verbs, (3) expand safety assessment, give a bit more detail. (4) can you narrow down what specifically students struggle with?
Reviewer #12	3	4	4	4	4		
Average	3.73	4.18	4.09	4.27	4.45	Yes	

Turtle Mountain Community College
Annual Assessment Plan

Name: Edwin Acosta & Craig Johnson

Area of Assessment: Commercial Vehicle Operations

Academic Year: 2018-19

Submission Purpose: Initial Assessment Plan Year-End Submission

Please provide the number of students involved in assessment: _____

Section 1: Prior Assessment Actions:

The assessment results for content knowledge showed a 78% average on the post-assessment. At this time there will be no change unless the post-assessment goes lower. As far as the other areas assessed, there is no need for changes due to the high results overall.

Section 2: Program Outcomes:

1. Content Knowledge: Students will be assessed on content knowledge to include general concepts of commercial vehicle knowledge, and hours of service with an 80% or higher.
2. Equipment Knowledge: Students will be assessed on a hands-on backing exercise with our tractor- trailer. Each student will demonstrate proficiency backing the tractor trailer with an 80% or higher.
3. 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:

1. Content: Students will be administered a pre and post-test to gauge their knowledge attained throughout the class.
2. Equipment: Students will perform a hands-on backing with a tractor trailer at the beginning and at the end of the class to measure their progress.
3. Safety: Students will be evaluated to ensure that they apply the proper safety techniques in and out of the classroom.

Section 4: Assessment Results

1. Content Knowledge: 11 students performed a pre and post-test for content knowledge.

	Pre-test Score Avg.	Pre-test Percentage Avg.	Post-test Score Avg.	Post-test Percentage Avg.	Overall Result
Commercial Vehicle content knowledge	11.36/19	59%	18.27/19	96%	An overall 37% increase from pre to post.
Hours of Service content knowledge	16.09/25	64%	17.72/25	70%	An overall 6% increase from pre to post.

2. Equipment Knowledge: 12 students performed a pre and post-test for equipment knowledge. The instructors used an in-house checklist that closely mirrors the state administered backing test.

	Pre-test Score Avg.	Post-test Score Avg.	Overall Result

Equipment Knowledge Backing Exercise	56.83/100	90.25/100	An overall 33.42% increase from pre to post.
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There were 2 students that did not meet the 80% or higher on their post-test. The reasoning for not achieving an 80% percent or higher was: 1 did not following the verbal directions given to him, and 1 sounded the horn indicating he was done with the backing even though he was outside the exercise area.

3. Safety: 11 students satisfactorily completed all safety requirements in the program. 4 out of the 11 students had completed OSHA 10 hour and H2S Gas Safety from a previous program.

Section 4b: Longitudinal Results

Outcome	Academic Year 16/17	Academic Year 17/18	Academic Year 18/19
Content Knowledge	Incomplete information	Incomplete information	37% average increase
Equipment Knowledge	Incomplete information	31% increase; 61 – 92%	33.42% average increase
Safety	Incomplete information	8/8 completed the safety courses	11/11 completed the safety courses

Section 5: Assessment Recommendations:

1. Content Knowledge: In the commercial vehicle knowledge post-test, the most common questions that were incorrect were in relation to the use of brakes on a commercial vehicle. We will ensure that the braking system will be discussed in more detail to improve the students' knowledge. For Hours of Service, we will look at revamping the exercises that are given to the students to assist them in their learning of the Hours of Service.
2. Equipment Knowledge: No change is recommended at this time.
3. Safety: No change is recommended at this time.

Section 6: Assessment-Based Requests:

We feel that a hands-on visual aid can help the students better understand how the braking system works on a commercial vehicle. The visual aid can be a poster showing the different components of the braking system and how they work in relation to each component. Another visual aid that would help could be a mockup of the actual components assembled on some type of frame. Currently there are no visual aid posters or mockup that can be ordered, so it will need to be created/assembled either in house or outsourced.

Computer Support Specialist Program Assessment

Assessor: Marlin Allery

18-19 Composite Average: 3.98 -- 17-18 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	3	3	3	3	2		
Reviewer #2	4	4	4	4	4		Great job Marlin. Your assessment is spot on. Very easy to read and it covers the complete circle of assessment from start to finish. You have created an assessment to improve your program and students.
Reviewer #3	5	4	4	4	3		Engaging the advisory board and making decisions based on their feedback is an excellent approach. Overall, assessment practice is robust, adequately comprehensive, developing how improvements are to be made is the next step, but remember that 100% scores will not always happen every year.
Reviewer #4	3	3	4	5	5		
Reviewer #5							
Reviewer #6	4	4	4	5	5		
Reviewer #7	3	3	3	3	2		Great job! Use the results to inform the recommendations. As it is currently written it's a very vague as to how it'll be addressed.
Reviewer #8							
Reviewer #9	5	5	5	5	4		Excellent assessment and presentation!
Reviewer #10	5	5	5	5	5	Y	(4) student's vs instructor role in outcomes (5) focus on areas not meeting 100%. Even though all students pass certification test.
Reviewer #11	3	4	5	4	4		(1) connect to previous recommendations, (4) missing results for outcome #3 (5) show specific areas in recommendation that you will address next year.
Reviewer #12	4	4	4	4	4		
Average	3.90	3.90	4.10	4.20	3.80		

Turtle Mountain Community College
Annual Assessment Plan

Name: *Marlin Allery*

Area of Assessment Computer Support Specialist Academic Year 2018/2019

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.

Each year there are 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 & post-test and/or 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 gain the knowledge to install, manage, and secure computer hardware and master home and corporate OS environments.

Outcome 2: Students will gain skills in the Microsoft Windows Server environment to be able to install operating systems, implement storage and make all configurations necessary to secure and develop a productive environment by getting a complete understanding of all roles & features that associated with the MS Windows Server platform.

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

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 Certification Practice exams upon entering the classes. They will also take the same exams 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. 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 the semester in which they will have to use their knowledge to see how many items they can complete. At the end of each 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 Exams 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:

In each of the Networking courses, students will take a Pre-Test on the first day of class and complete a post-test during the last week of class to track the progress that was made during their time in the program. Students will use 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. Along with the software, students will use physical equipment (Routers, Switches, etc..) to complete numerous labs to prepare them for real world scenarios. For the Cisco software, the program will show a percentage of completion in all simulation labs. The labs will not show 100% until all actions are performed in lab. Students can 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.

Outcome 1:

7 students completed the pretest for their Certification exam. Out of those 7 students, 6 completed the posttest at the end of the year. 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	Certification Results
Student 1	17%	83%	66% Increase	Pass
Student 2	21%	71%	50% Increase	Pass
Student 3	45%	86%	41% Increase	Pass
Student 4	14%	76%	62% Increase	Pass
Student 5	6%	67%	63% Increase	Pass
Student 6	19%	Didn't Take	0% Increase	Didn't take test
Student 7	35%	79%	44% Increase	Pass
			<i>47% Increase</i>	<i>86% Passed</i>

Outcome 2:

4 Students were tested on their skills at the beginning of the semester by using the best of their knowledge to complete a checklist that contained all the different areas of Server that they be covering in the program. All 4 completed the checklist at the end of the semester. ALL students passed their certification exam. 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			X
Student 3	X		X			X	X
Student 4	X			X			X
<i>Overall</i>	<i>100%</i>	<i>0%</i>	<i>50%</i>	<i>75%</i>	<i>0%</i>	<i>25%</i>	<i>100%</i>

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
Student 2	X	X	X	X	X		X
Student 3	X	X	X	X		X	X
Student 4	X	X	X	X	X	X	X
<i>Overall</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>50%</i>	<i>75%</i>	<i>100%</i>

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

Student	Certification Results
Student 1	Pass

Student 2	Pass
Student 3	Pass
Student 4	Pass
	<i>100% Passed Certification Exam</i>

Outcome 3:

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

Outcome 1:

After reviewing the results in **Outcome 1**, it looks that the students did fairly well on improving their skills and knowledge in each of the areas. However, there is definitely room for improvement. With the fact that no one received a 100% on the pre or posttest, I will look at the areas that the students struggled in or we weak in and look at an improvement plan.

Outcome 2:

After reviewing the results in **Outcome 2**, it looks as though there is room for improvement here as well. With only 1 student completing the checklist with ALL items checked, that shows that there is definitely room for improvement. I will take the results and develop an improvement plan to help strengthen the areas where the students struggled or were weak.

Outcome 3:

With **Outcome 3** being the Networking skills & knowledge portion of the program, these skills are offered from another site (Williston State College). I would like to improve this area by becoming more interactive with the instructor from WSC and collect more data on the assessment process he has in place for the “course” so that I can use that data to implement it into the “program” assessment.

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.

For all of the different Outcomes, I believe we have enough resources to improve this area. We have plenty of equipment for the hand-on portion of the class and plenty of resources for the knowledge portion of the class. Just have to find another, or more productive, way to push the content & skills across to the students. As stated previously, I believe that developing an action plan based on the data of where the students were weak or struggled, will definitely improve the results for future classes.

Electrical Program Assessment

Assessor: Wayne Sande

18-19 Composite Average: 3.49 -- 17-18 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	2	3	3	2	3	n	
Reviewer #2	2	3	3	3	4		Good job Wayne. Covered most areas well. Need some work on checklist for safety and equipment
Reviewer #3	4	4	4	4	4		
Reviewer #4	5	5	5	4	5		
Reviewer #5	4	3	3	2	3		I would like to see more in-depth data in the assessment results
Reviewer #6		4	4	3	4		
Reviewer #7	3	4	4	4	2		Great job!
Reviewer #8	4	5	4	4	5	Y	Very good. Shows yearly progress as to understanding of assessment. It's great.
Reviewer #9	4	3	3	2	2	Y	Outcome formatting needs minor correction. Document results, use checklist
Reviewer #10	4	4	4	3	4		(4) not easy to understand, -- Electrical technician versus electrician?
Reviewer #11	3	4	2	2	5		(1) Connect actions to previous year, (3) Missing method for outcome 3
Reviewer #12	3	3	3	3	4		
Average	3.45	3.75	3.50	3.00	3.75	Yes	

Turtle Mountain Community College
Annual Assessment Plan

Name _____ Wayne Sande _____

Area of Assessment _____ Electrical Program _____ Academic Year _____ 2018-19 _____

Submission Purpose: _____ Initial Assessment Plan _____ X _____ Year-End Submission _____

Please provide the number of students involved in assessment: _____ 9 _____

Section 1: Prior Assessment Actions:

Curriculum changes made to improve and meet program goals

- We did some research on Job openings in the area.
- We have received some training on canvas.
- Still working on putting courses into canvas.
- With the curriculum changes we did cut down on the credit loads, the contact hours increased to meet lab contact per credit hour for federal regulations.

Section 2: Program Outcomes:

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

1. **Safety:** Students will demonstrate the knowledge and application of all required safety procedures and practices in the Electrical Technician Program.
2. **Equipment/Tools:** Students will demonstrate knowledge and proficiency in the maintenance, and the safe use of tools and equipment used in the Electrical Technician discipline.

Section 3: Assessment Methods:

Outcome 1 Content Knowledge:

Pretest and Post Test: A pretest given during first week of class. The test will cover the areas of content knowledge of 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.

Outcome 2 Safety: Students will complete the state OSHA certification exam

Outcome 3 Equipment/Tools: Students must successfully perform hands-on performance tests. 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.

Section 4: Assessment Results

Outcome 1: Content Knowledge: Pre/Post results

Pretest 68%
Posttest 83%

Outcome 2: Safety OSHA Certifications

All students passed OSHA TESTING.

Outcome 3: Equipment/Tools Students were monitored in class room, shop ,and on working projects for proper operation of tools as per individual.

4b. Longitudinal

<i>OSHA TESTING</i>	<i>16-17</i>	<i>17-18</i>	<i>18-19</i>
<i>Outcome 1</i>	<i>Tools Changed</i>	<i>Tools Changed</i>	<i>Tools Changed</i>
<i>Outcome 2</i>	<i>16 students received 12 completed</i>	<i>16 received & 11 completed</i>	<i>11 received 10 completed</i>
<i>Outcome 3</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>

Section 5: Assessment Recommendations:

Explain how you will use the assessment results to improve your program. Make sure to connect recommendations to specific assessment results.

Outcome 1: Content Knowledge: Continue to add new areas to meet State Electrical Board standards

Outcome 2: Safety: Use checklists to measure in the field safety performance

Outcome 3: Equipment/Tools: Develop checklists for major tools and equipment

Section 6: Assessment-Based Requests:

Outcome 1: Content Knowledge:

Update books to comply with new National Electrical Codes

Outcome 2: Safety

No. request. Will have data with safety check lists and review.

Outcome 3: Equipment/Tools

Update to new tools related to electrical trade.

Entrepreneur Program Assessment

Assessor: Diane Bercier

18-19 Composite Average: 2.50 -- (First Assessment)

Reviewer	Section 1 Prior Actions	Section 2 Outcomes	Section 3 Methods	Section 4 Results	Section 5 Recommendations	Section 6 Requests	Comments
Reviewer #1		2	3	3	4	Y	
Reviewer #2		2	3	3	4		Need to look at outcomes, very vague and would be hard to assess. Good job Diane. Hard area to assess. No real program of studies, very confusing.
Reviewer #3		2	2	3	3		Assessment results could break down aspects of how "fundamentals of accounting" are learned. What skill sets are embedded and how is each skill set showing signs of learning? Using a rubric to measure success of business plans would also help, and it may clarify expectations for program success.
Reviewer #4		2	3	2	2	Y	
Reviewer #5		3	3	2	3		Statistical Data would help this assessment
Reviewer #6		2	3	3	5		
Reviewer #7		2	2	2	2		Connect recommendation to results
Reviewer #8		1	3	3	2		Good start
Reviewer #9		2	2	2	2	Y	Change the world "understanding" to something more measurable.
Reviewer #10							
Reviewer #11		2	1	1	2	Y	
Reviewer #12		3	3	3	3		
Average		2.09	2.55	2.45	2.91	Yes	

Turtle Mountain Community College
Annual Assessment Plan

Name Diane Bercier

Area of Assessment Entrepreneur Academic Year 2018-2019

Submission Purpose: Initial Assessment Plan Year-End Submission

Please provide the number of students involved in assessment: 7

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. Students will develop an understanding of how to start up a business.
2. Students will have an understanding of the Fundamentals of accounting.
3. Students will be able to effectively use QuickBooks software to process financial transactions and create reports needed for a company

Section 3: Assessment Methods:

Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.

1. Students will have a completed business plan that includes management and operations plan, marketing plan, financial plan, their mission along with all supporting documents.
2. Students will take a pre-test and post-test and results will be assessed.
3. Students will test for certification as a QuickBooks user.

Section 4: Assessment Results

Give an overview of the results of your assessment. Make sure to provide separate results for each of your assessment methods.

1. Out of seven students that started the Entrepreneur program in the fall, we had six continue on to the spring semester with four remaining enrolled through the end. Of these two completed their business plan.
2. Out of the 7 students that started Fundamentals of accounting, 5 students took the pre-test which contained 22 questions. The results of comparing the pretest to the post test was an average increase of 37.3% and only one question having a decrease.
3. I was not able to get the testing for certification done this year for QuickBooks and have no data.

Section 4b: Longitudinal Results

Compare current assessment results to data from the last three assessment reports. Only include data that is the same from year to year. If you change your methods do not compare the results to prior years.

Example:

<i>Outcome</i>	<i>Academic Year 16/17</i>	<i>Academic Year 17/18</i>	<i>Academic Year 18/19</i>
<i>Outcome #1</i>	<i>N/A</i>	<i>N/A</i>	<i>2/7 completed plans</i>
<i>Outcome #2</i>	<i>N/A</i>	<i>N/A</i>	<i>37.3% increase</i>
<i>Outcome #3</i>	<i>N/A</i>	<i>N/A</i>	<i>No data</i>

Section 5: Assessment Recommendations:

Explain how you will use the assessment results to improve your program. Make sure to connect recommendations to specific assessment results.

1. Implement more instruction on the finished product of the program, which is the business plan.
2. Review the questions that had lower increases/decreases and implement more instruction and homework problems on the topics
3. To have the data, I will make sure that the certification test is completed in a timely manner and implemented into the course work as part of the curriculum.

Section 6: Assessment-Based Requests:

Describe the resources, support, or professional development your program needs to act on the findings of your assessment. Requests must be specific, and clearly connected to assessment results and recommendations. Administrators will respond to approved requests and these responses will be recorded in the Assessment-Based Request form and publicized at the Assessment Kick-Off meeting the following academic year.

1. Seek mentors from the community to do presentation that will encourages the students in starting a business.
- 2.
3. I will be requesting funding for the certification of QuickBooks.

Health and Fitness Technician Program Assessment

Assessor: Roger Mitchell

18-19 Composite Average: 3.30 -- (First Assessment)

Reviewer	Section 1 Prior Actions	Section 2 Outcomes	Section 3 Methods	Section 4 Results	Section 5 Recommendations	Section 6 Requests	Comments
Reviewer #1		2	2	3	3	Y	Section 2 seems like multiple outcomes in each listed.
Reviewer #2	3	3	3	4	4		A lot to consider with outcomes and methods. To coordinate them all. Lots of good material and good methods for certificate and support. Good job Roger!
Reviewer #3		4	4	4	4		How do the assessment results lead to these requests? How would these requests lead to better results? Clarity on this would underscore aspects of the process.
Reviewer #4	3	2	4	3	3	Y	(2) Break down each outcome
Reviewer #5	3	4	4	4	4		Really good assessment report
Reviewer #6		3	3	3	4	Y	
Reviewer #7		2	4				Great job! Need clear program outcomes
Reviewer #8		2	3	3	3	N	Good start overall excellent layout for student success
Reviewer #9		2	2	2	3	Y	Outcomes need more focus/measurability. Less verbiage in future reports
Reviewer #10		5	5	5	5	Y	
Reviewer #11		3	4	2	4	Y, N, Y	
Reviewer #12	3	3	4	4	4		
Average	3.00	2.92	3.50	3.36	3.73	Yes	

Turtle Mountain Community College
Annual Assessment Plan

Name Roger Mitchell

Area of Assessment Program Assessment of Health & Fitness Technician Program Academic Year Fall 2018-Spring 2019

Submission Purpose: Initial Assessment Plan Revised Assessment Plan x Year-End Submission

Please provide the number of students involved in assessment: 14

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.

*****Note:** Last year I did not perform the end of the year Annual Assessment as I took over the program in late January of 2018. These actions are a result of my own internal assessments/observations

- *We have added a tremendous new resource in our Health and Fitness cohort, adjunct technician Dillion Allery who is teaching the Nutrition and Prevention of Injuries courses. This has allowed us to offer more classes for the students to gain their respective certificates in the prescribed time period of 16 weeks. Dillion himself holds several certifications in many of these disciplines.*
- *We have purchased the most updated recent editions of books (NASM) and state of the art auxiliary materials for the program through the Heart Project and NASM.*
- *We have applied for 2 paid Internships at TMCC for select students to implement the practices learned in our program at our very own Fitness Center/ Weight Room.*
- *All of our 2nd year cohort students are presently certified in CPR/AED by the American Heart Association for the years 2017-2019. They are also nationally certified in the Fundamentals of Coaching as provided by the NFHSLearn.org.*
- *We have recruited well so that our Health and Fitness cohort has more than doubled in size in just 1 year.*

Section 2: Program Outcomes:

List each outcome separately

1. Students will have developed the Interpersonal skills to successfully interact with a diverse clientele. They will have successfully completed a Fundamentals of Coaching course taught by industry leaders in the NFHSLearn.org. Students will understand how to implement Behavior Change methods/strategies when dealing with a diverse clientele in the development of creating a training program.
2. Students will exhibit the industry's Professional Code of Conduct. They will be able to apply their complete understanding and application of national Safety Standards and Liability Issues.
3. Students will be able to successfully perform the many assessments required in the Fitness Industry. They will also be proficient in building/constructing individual training programs for a single client and developing strength and conditioning programs for youth athletic teams.

Section 3: Assessment Methods:

1. The PAR-Q Assessment has an element of role playing between the 2nd year cohort students (advanced) and 1st year cohort students (beginners). Using a Rubric/checklist provided by the NASM, the instructor will assess the students on such things as introduction, eye contact, attention to detail, notetaking, asking questions on important health related issues, goal setting with inclusion from client. Extracting information on client physical and mental limitations, work and lifestyle behaviors and Nutritional habits using Cognitive Behavior Therapy techniques
2. Hold national certifications in the Fundamentals of Coaching (NFHS) and CPR/AED (American Heart Association) students will have earned these national certifications through industry testing and exams in both fields. They will have gained a Certificate in Coaching (Code of Conduct, Safety and Liability) and a card for their CPR/AED training (Emergency Safety/Wellness).
3. Students will be Assessed in the following area's
 - a. **Health Screening Assessment**- by obtaining medical information: past injuries, surgeries, chronic conditions and medications used by the client. (FITT 130, 155 & 220)
 - b. **Subjective Fitness Assessment**- gathering information from the client regarding, occupation and lifestyle behaviors. (FITT 130, 155 & 220)
 - c. **Objective Fitness Assessment**- taking physiological measurements, body composition assessment, cardiorespiratory assessment, posture assessment, movement (dynamic posture) assessment and performance assessment. (FITT 130, 155 & 220).
 - d. **Program Design**- Implementing the NASM (National Academy of Science and Medicine) OPT Model (Optimum Performance Training) to design a specific and detailed 12-week program (4 phases) tailored for and individual or team. (Final Exam Project in FITT 130 & 220)

Section 4: Assessment Results

Let me premise that in our field attention to detail, liability and confidentiality are our top concerns. This is why the 80% proficiency although high is critical on these assessments. All of the above Assessments are conducted and scored using a specific Rubric provided for by the National Academy of Sports Medicine (NASM) the industry leader on Scientifically Tested results for Personal and Strength Training modalities. This is the program we subscribe to and use at TMCC.

1. Performance Assessment Readiness (PAR-Q) results.

Using the NASM Rubric: 86 % of class scored 80 or higher. (12 of 14)
2-100%, 4- 90%, 3- 85 %, 3- 80% and 2 -0%.

2. Earned National Certification in Fundamentals of Coaching and CPR/AED

(11 of 14) Successfully completed online Fundamentals of Coaching course presented by the NFHS.org 79% success rate.

American Heart Association CPR/AED
10/14 successfully completed face to face course.
71 % success rate

3. **a. Health Screening Assessment-** 12 of 14 scored successful proficiency for 86% average.
- b. Subjective Assessment-** 12 of 14 successful proficiency for 86% average
- c. Objective Assessment** - 12 of 14 successful proficiency for 86% average
- d. Program Design** (both 1 on 1 and Team Strength & Conditioning Training)
10 of 14 for a 79% average in proficiency.

Section 5: Assessment Recommendations:

1. After considerable thought and analyzing the data, I believe I am going to have to raise the proficiency rate to 90 % and tweak the rubric. While the students are successfully scoring proficient it isn't necessarily translating to higher achievement on the National Certification exam.
2. While it is difficult to making changes to the CPR/AED certification provided by the American Heart Association, I can add an element to the Fundamentals of Coaching by creating an actual coaching internship to go along with the online class where students are assessed on their actual performing of learned modalities with a challenging Rubric.
3. Lower scores on section 3 are due to absenteeism due to weather and scheduling conflicts. Creating an incentive program to get them there will be helpful in raising our scores. Once again raising the proficiency score is going to make this an even more challenging module.

Section 6: Assessment-Based Requests:

1. Performing the Par-Q Assessment on a total stranger not from the co-hort would be a challenging addition to this assessment. It would raise the stress factor/comfortability and raises the stakes.
2. Probably going to require myself to create an in-line with the Industry Assessment on Safety and Liability. The assessment for these modules needs to be more stringent/challenging.
3. Adding an Internship to the Program Design would require the student to actually train a youth athletic organization. Presently they are creating the programs based on the modalities they are taught. But implementing them would be even more challenging. Let's see if this really works!

What do I want our Health & Fitness Technician graduates to look like?

1. Have successfully earned the 3 certificates we provide (a. Fitness & Wellness, b. Personal Training, c. Coaching/Prevention and Care of Athletic Injuries) as well as obtaining the A.A.S. degree in Health & Fitness Technician
2. A grassroots agent for change in the Turtle Mountain community for leading and living a Health and Wellness lifestyle. Believe that one person can make a difference.
3. A caring and compassionate individual who provide great customer service. One who has developed a set of values and “Code of Ethics” for their personal and professional life that is infused with the 7 teachings of the Anishinaabe People.
4. Maintaining Confidentiality and attention to Liability are critical to our field and profession. Professionalism.
5. A teacher/coach/leader who understands that allowing individuals to continue to perform wrong/mistakes is creating bad habits and that’s a bad teacher/coach. They must be patient and always pay attention to detail and make the right corrections. A person who can set goals for others and help them achieve their goals using positive reinforcement. No shortcuts and no excuses.
6. Finally, a person who understands that the journey and the process are lifelong goals and that we occasionally fall off the wagon, but that it’s never too late to climb back aboard.
Sharing knowledge with a many people as will listen is the greatest gift we can give as Health & Wellness professionals.

Heavy Equipment Operations Program Assessment

Assessors: Kurt Fleury, John Trim

18-19 Composite Average: 3.46 -- 17-18 Composite Average: 2.82

Reviewer	Section 1 Prior Actions	Section 2 Outcome s	Section 3 Methods	Section 4 Results	Section 5 Recommendations	Section 6 Requests	Comments
Reviewer #1	3	3	3	4	2	N	
Reviewer #2	3	4	4	3	4	N/A	Good job guys. I think your thoughts on starting in March through Nov. is good.
Reviewer #3	3	4	4	3	4	Y	Results could indicate deficits that students face that align with anticipated needs. Otherwise, this is a good approach to measuring student learning.
Reviewer #4	3	5	5	4	4	Y	
Reviewer #5	2	4	3	3	3	N/A	Maybe get more in depth with statistical data. Would help with sections 4, 5 and 6.
Reviewer #6	3	4	4	3		N	
Reviewer #7	3	4	4	4	4	N/A	Great job! Based on results, what can be improved?
Reviewer #8	3	4	3	4	3	Y	Good assessment overall assessment of student- know where strengths and weaknesses are. Good job.
Reviewer #9	2	4	4	5	5	Y	Very clear information and demonstrates consistent alignment. Excellent presentation!
Reviewer #10	4	5	5	3	3	N/A	Recommend moving program to include more good days (spring summer, fall) and break during winter
Reviewer #11	3	4	3	2	3	N	(3) Describe methods a bit more. (4) Show where students struggle
Reviewer #12	2	2	2	3	3	N/A	
Average	2.83	3.92	3.67	3.42	3.45	Yes	

Turtle Mountain Community College
Annual Assessment Plan

Name John Trim/Kurt Fleury

Area of Assessment_ Heavy Equipment Operation _____ Academic Year_ 18-19 _____

Submission Purpose: _____ Initial Assessment Plan _____ X Year-End Submission _____

Please provide the number of students involved in assessment: 12

Section 1: Prior Assessment Actions:

In the last assessment it was recommended, that we acquire a Wheel Scraper Simulator. As a result, we have been working with administration and have reached out to several companies looking for a viable option. At this time the search is still ongoing.

Section 2: Program Outcomes:

List each outcome separately

Outcome #1: Content Knowledge

- 1• Students will demonstrate knowledge and application of the policies, practices, and procedures that represent the knowledge base required to succeed in the Heavy Equipment industry.

Outcome #2: Safety:

- 2• Students will demonstrate the knowledge and application of all required safety procedures and practices in the Heavy Equipment industry.

Outcome #3: Equipment:

- 3• Students will demonstrate a proficiency in the maintenance and use of the tools and equipment used in the Heavy equipment Industry.

Section 3: Assessment Methods:

1. *Content knowledge/ Students were assessed using pre and post- tests for both the in-class textbook and simulator training.*
2. *Safety/ Students are required to take and pass the osha10 safety test, as well as be evaluated in the field for safe equipment operation practices.*
3. *Equipment/ Students were evaluated using pre and post tests for the hands on portion of the course, each student will demonstrate proficiency in the proper operation of each piece of equipment, and they are given specific tasks to complete for each piece of equipment and evaluated on the safe and proper completion of those tasks.*

Section 4: Assessment Results

1. Content Knowledge/ 12 students performed pre and post tests for content knowledge

	Pre- Test average score	Posttest average score	Overall result
Heavy equipment General content knowledge.	60%	100%	An overall average of 40% improvement from pre to post.

2. Safety/ 11 out of 12 students successfully completed the osha- 10 safety program.

3. Equipment/ 11 out of 12 students successfully completed the equipment knowledge portion of the course. Pre and posttest evaluation forms were used to score the students ability to perform common tasks required in the discipline.

	Pre and post-test average score	Post-test average score	Overall result
Heavy Equipment field Evaluation.	70%	98%	An overall average of 28% improvement from pre to post.

Section 4b: Longitudinal Results

Compare current assessment results to data from the last three assessment reports. Only include data that is the same from year to year. If you change your methods do not compare the results to prior years.

Outcome	Academic Year 16/17	Academic Year 17/18	Academic Year 18/19
1. Equipment knowledge	N/A	7/7 students completed with an average of 90 %	11/12 students completed With an average of 92% For an increase of 2%
2. Safety	N/A	7/7 students completed successfully	11/12 students completed successfully
3. Equipment	N/A	7/7 students completed with an average of 100%	11/12 students completed with an average of 100%

Section 5: Assessment Recommendations:

1 Content knowledge. / After training using the current textbooks, post test scores were very good. As a result, we have no recommendations in this area at this time.

2. Safety / The OSHA 10 training coupled with the machine and site-specific safety training is working very well. As a result, we have no recommendations in this area at this time.

3. Equipment knowledge/ we currently have a wheel loader simulator in the classroom, but do not have one for the lab portion, several students expressed interest in getting experience on one, and we will look at options for acquiring one in the future. We will also be looking at making the outdoor lab assessment more challenging.

Section 6: Assessment-Based Requests:

We feel that acquiring a scraper simulator, and a loader would be very beneficial to the program.

In our search for a scraper simulator we were only able to find one company manufacturing one at this time. It is very highly priced. We are currently searching for used simulators and also spoke with another company that is developing a possibly more affordable unit within the next 2 years.

As far as a wheel loader we have been getting bids on used units and are looking into the government GSA website to possibly find one.

Medical Lab Technology Program Assessment

Assessors: Tyler Parisien, Dorothy Hoffer

18-19 Composite Average: 3.28 -- 17-18 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	2	3	4	2	2		
Reviewer #2	3	4	4	2	3		good job. Need more percentage data to help make assessment recommendations. This is a good showing of work that you have started
Reviewer #3	4	4	4	3	3		Overall, the assessment seems neatly conducted and conveyed. Providing average content knowledge percentages and providing the target percentage would help. Interpreting data clearly on how progress will be made will support improvements
Reviewer #4	3	5		3	3	Y	
Reviewer #5	3	4	4	3	2		Tie assessment results to program outcomes
Reviewer #6	4	3	3	2			
Reviewer #7	3	4	4	3	1		Great job! You have to connect results to recommendations regardless of who taught. It's program assessment
Reviewer #8	4	4	3	3	2		Good start for 1st year
Reviewer #9	4	4	4	4	4	Y	Very good presentation
Reviewer #10	4	3	4	3	4		I am interested in seeing comparison between 2 curriculums. Agree with changing to clinic micro text.
Reviewer #11	3	4	5	2	2		(3) Very impressive methods, (4) break down data a bit more, (5) connect recommendations to specific data
Reviewer #12							
Average	3.36	3.82	3.90	2.73	2.60		

Turtle Mountain Community College
Annual Assessment Plan

Name _____ Tyler Parisien/Dorothy Hoffer _____

Area of Assessment _____ MLT Program _____ Academic Year _____ 2018-2019 _____

Submission Purpose: ___ Initial Assessment Plan ___ Revised Assessment Plan ___ Year-End Submission

Please provide the number of students involved in assessment: ___ 11 ___

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.

- Curriculum changes were made to better suit NAACLS standards and to assist student Board of Certification preparation.
- Program Director retired; hired new program director.
- Based on 2017-2018 requests, added full-time MLT/Phlebotomy instructor and finding replacement instructors for adjunct pool. More faculty is expected to improve competency and allow for more one on one instruction.
- Program was previously focused on success in a job setting; program is now moving to a more cohesive focus, including competencies in both theory and bench knowledge.

Section 2: Program Outcomes:

List each outcome separately

Outcome 1: Content knowledge

- Students will demonstrate knowledge and application of the theory and skills using Cognitive, Psychomotor and effective learning.

Outcome 2: Safety

- Students will be proficient in using equipment safely and follow proper laboratory safety protocols.

Outcome 3: Equipment

- Students will demonstrate the effective use and proficiency of laboratory equipment and technology.

Section 3: Assessment Methods:

Provide assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own

assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.

Outcome 1: Content knowledge

- Students will be evaluated by a comprehensive pre and post test administered after the summer integrated lab simulation course and again at the end of Clinical Internship II.

Outcome 2: Safety

- Students will be evaluated by instructors and affiliate laboratories based on their knowledge and utilization of appropriate safety measures, PPE, communication and problem-solving skills. (Competency levels are 3= excellent 2= satisfactory 1= unacceptable).

Outcome 3: Equipment

- Competency used by affiliate laboratories to evaluate students on quality of work, communication and problem-solving skills. (Competency levels are 4= excellent 3 = good 2= satisfactory 1= unacceptable or Hire/Do not hire).

Section 4: Assessment Results

Give an overview of the results of your assessment.

Outcome 1: Content Knowledge: Seven (7) students participated in both the pre and posttest. After evaluating student scores on the test, it was found that there was an average **8.143% increase** between the pretest and post test results. This result was calculated by taking the percent increase for each student, combining the scores and finding a mean. Individual results were +18, +12, +4, -2, +10, +11, +4.

Outcome 2: Safety: Six (6) students were evaluated by instructors following safety practices in laboratory sessions and instructors noted that all six students followed safety practices and would be rated at 2 or satisfactory. Five (5) students were evaluated by affiliate laboratories and were scored by their competency levels. Clinical affiliates rated all (5) students at a 3 or excellent for following safety protocols.

Outcome 3: Equipment: Five (5) students were evaluated by the affiliate laboratories to evaluate students on quality of work, communication and problem-solving skills. Four (4) students were rated as 3 or good, while only one (1) student was rated as 2 or satisfactory.

Note: Some students chose not to participate in the posttest assessment. Only students at clinical sites were assessed in Outcome 3.

Section 5: Assessment Recommendations:

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

The assessment results are showing a slight increase in pre and posttest results between the beginning of the academic year and the end of the year, which is what we would hope to see. A majority of the assessment exams were taken by second year, graduating students who were at clinical rotations for the academic year. These students are still under an old curriculum and I would like to hold off and see how the results compare next year with students who are under the new MLT curriculum. These results also show me that while our students are following good safety practices, we need to emphasize these practices better in the classroom vs at clinical rotations. The MLT Program plans to implement a review in the Clinical Seminar course, where students at clinical rotations will get another exposure to the core curriculum and this will hopefully improve scores on the posttest and better prepare our students for the board of certification exam.

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.

The MLT Program requests to keep additional faculty brought on during the 2018/2019 school year. Additionally, the MLT Program requests an update of computer and presentation equipment (Computer and promethean board) in the MLT classroom. An update in equipment will allow the program's faculty offsite to better connect with students during their course and allow for more clear instruction on safety practices.

Phlebotomy Program Assessment

Assessor: Marilyn Delorme

18-19 Composite Average: 3.72 -- 17-18 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	3	3	3	3	3	Y	
Reviewer #2							
Reviewer #3	3	4	4	4	4		Ensuring clarity on the link between assessment results and the request will strengthen the need. For example, professional skill development is the rationale for the request, but the link to a specific outcome or to data results is not fully clear.
Reviewer #4	3	3	3	3	3	Y	
Reviewer #5	3	3	3	3	3		Good work
Reviewer #6	4	5	4	4	5	Y	
Reviewer #7	4	5	5	4	4	Y	Great job! It's good to hear that you're questioning the process.
Reviewer #8							
Reviewer #9	4	4	4	2	4	Y	
Reviewer #10	5	4	4	3	4	Y	(3) Longitudinal results for outcome ...are these increases or decreases per year? Recommend also listing %
Reviewer #11	3	4	4	4	5	Y	
Reviewer #12	4	4	4	4	4		
Average	3.60	3.90	3.80	3.40	3.90	Yes	

Turtle Mountain Community College
Annual Assessment Plan

Name Marilyn Delorme

Area of Assessmen Phlebotomy Program Academic Year 2018-2019

Submission Purpose: Initial Assessment Plan Year-End Submission

Please provide the number of students involved in assessment: 5

Section 1: Prior Assessment Actions:

As a result of a NACCLS visit a curriculum change was made and implemented. More Phlebotomy equipment was ordered as well as educational material. This material will enhance the hands-on education in the training lab.

Section 2: Program Outcomes:

- a. Students will have the knowledge of entry level Phlebotomy Technician theory and skills. By using Cognitive, Psychomotor, and effective learning.
- b. Students will be proficient in using equipment safely and following proper phlebotomy techniques.
- c. Students will perform within the legal and ethical boundaries of a Phlebotomist's scope of work.

Section 3: Assessment Methods:

- a. Chapter tests, midterm and final exams, plus a year end competency covering laboratory orientation, laboratory safety, specimen collection and handling , and quality control. (Competency levels are 3=excellent, 2 = satisfactory, 1= unacceptable.)
- b. Competency used by affiliate laboratories to evaluate the student's ability to follow proper procedures when drawing blood. (Competency levels are 4= accomplished 3 = advanced, 2 = adequate.
- c. A 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

- a. Results for evaluating students learning of Phlebotomy 103 and 108(seven students were

evaluated 5) received **excellent**= A 2 received **satisfactory**. **B**

- b. Results of the competency used by affiliates to assess student learning in Phlebotomy techniques and displaying proper procedures of drawing and handling specimens.
(Five students were evaluated) 100% received a level 4 which is **accomplished**.
- c. Results of competency that measures student professionalism.(4 students were evaluated)
2 received a level of **Always professional**. **2** received a level of **professional most of the time**.

Section 4b: Longitudinal Results

Compare current assessment results to data from the last three assessment reports. Only include data that is the same from year to year. If you change your methods do not compare the results to prior years.

Example:

<i>Outcome</i>	<i>Academic Year 16/17</i>	<i>Academic Year 17/18</i>	<i>Academic Year 18/19</i>
<i>Outcome #1</i>			
<i>Outcome #2</i>	<i>8/8 completed</i>	<i>7/7 completed</i>	<i>7/8 completed</i>
<i>Outcome #3</i>	<i>6/8 always professional 2 most always profess.</i>	<i>5/7 always professional 2 /7 most always profess.</i>	<i>3/5 always professional 2 most always profess.</i>

Section 5: Assessment Recommendations:

In reviewing my assessment results this past year, I found I need to restructure some of my teaching techniques, due to the curriculum change. I need to extend the time used for students to learn specimen handling and quality control.

Section 6: Assessment-Based Requests:

I would like to request funding to take my students on field trips to laboratories outside of our area. I believe if they could observe professionals in action it would improve their professional skills.

Plumbing Program Assessment

Assessor: Richard Jay

18-19 Composite Average: 3.71 -- 17-18 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	3	2	2	3		
Reviewer #2							
Reviewer #3	4	4	4	4	4		
Reviewer #4	5	5	4	5	5		
Reviewer #5	4	4	4	4	3		Great Job!
Reviewer #6	5	4	3	3	3		Call assessment for outcome 3 'performance-based assessment'
Reviewer #7	4	4	4	5	2		(4) Wow! --Great job! Loved the results! Discuss how results will connect to recommendations
Reviewer #8	5	5	5	4	4		Improvement of assessment methods very good. Overall very good.
Reviewer #9	4	4	5	4	4		Very well presented! Shows where improvements are needed
Reviewer #10	4	4	4	3	4		(4) Difficult to interpret--Would there be a way to have all students in all CTE classes requiring OSHA take the exam at the beginning of the program?
Reviewer #11	3	4	2	2	2		(1) Include recommendations from previous year, (3) share a bit more detail about the methods (4) show where students are struggling (5) tie recommendations to specific areas of student struggle
Reviewer #12	3	3	3	3	2		
Average	4.09	4.00	3.64	3.55	3.27		

Turtle Mountain Community College
Annual Assessment Plan

Name Richard Jay

Area of Assessment Plumbing Program Academic Year 2018-2019

Submission Purpose: Initial Assessment Plan Year-End Submission

Please provide the number of students involved in assessment: 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.

Outcome # 1

I changed the first Pretest to better reflect the content covered by the material and I added a second Pre & Posttest.

Outcome # 2

In the process of changing to a block schedule to accommodate the OSHA class.

Outcome # 3

I am developing checklists for every performance-based activity.

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:

Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.

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 is done in 4 major areas PVC, Soldering, Threading, and Waste and Vent.

Section 4: Assessment Results

Give an overview of the results of your assessment. Make sure to provide separate results for each of your Assessment methods.

Outcome 1

Pretest 1 Average 38% Posttest 1 Average 74% - 36% increase

Pretest 2 Average 5% Posttest 2 Average 72% - 67% increase

Outcome 2

Of 8 students 6 successfully passed OSHA 10 certification.

Outcome 3

Average tries Before passing	PVC	SOLDERING	THREADING	WASTE & VENT	
17/18	N/A	N/A	N/A	N/A	
18/19	2	4	5	8	

Section 4b: Longitudinal Results

Compare current assessment results to data from the last three assessment reports. Only include data that is the same from year to year. If you change your methods do not compare the results to prior years.

Outcome	Academic Year 17/18	Academic Year 18/19	

Outcome #1	30%average increase	N/A Pre 2- 5% Post2 72%	
Outcome #2	9/5 student completed	8/6 students completed	
Outcome #3	N/A	Results above	

Section 5: Assessment Recommendation

Explain how you will use the assessment results to improve your program. Make sure to connect recommendations to specific assessment results.

Outcome 1: Combine Pre and Posttests together in one test.

Outcome 2: My prior assessment recommendation of doing a block schedule did not work because only part of the students needed OSHA.

Outcome 3: No recommendations at this time.

Section 6: Assessment-Based Requests:

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

Administrators will respond to approved requests and these responses will be recorded in the Assessment-Based Request form and publicized at the Assessment Kick-Off meeting the following academic year.

Welding Program Assessment

Assessors: Carl Eller, Carl Bercier

18-19 Composite Average: 3.27 -- 17-18 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	1	2	3	2	n	(4) show different results for pre/post test
Reviewer #2	2	4	3	3	3		Good job Carl and Carl. Pretest posttest for entire school year needs to be developed and used or is he using pretest/posttest for each course and averaging them. Need to know the follow up and use recommendations to improve program. Change some wording on outcomes and assessment.
Reviewer #3	4	4	3	3	4		Placing actual score on the year-to-year results would help communication with students about the grading tool makes sense. Do results inform the request? If so, clarifying on this could make the case even clearer. Adjusting language on outcome 1 will clarify competency measures.
Reviewer #4	3	3	2	4	2	N	
Reviewer #5	4	4	3	4	2		
Reviewer #6							
Reviewer #7	3	2	4	4	4	n	Great job! Change outcome #1, nice connection from outcome # to recommendations
Reviewer #8	5	4	4	3	4	Y	Very good
Reviewer #9	4	5	5	4	4	Y	Very good presentation!
Reviewer #10	4	4	4	3	4	Y	results show 4/6 students completed equipment outcome. Did the 2 not completing outcome 3 complete it later, drop the program or will return next year?
Reviewer #11	3	2	2	2	3	Y	(2) reword, don't include methods in your outcome (3) give some more details of methods, (4) break down pre/post to show student struggles.
Reviewer #12	3	3	3	3	3		
Average	3.45	3.27	3.18	3.27	3.18	Yes	

Turtle Mountain Community College
Annual Assessment Plan

Name Carl Eller, Carl Bercier

Area of Welding Program Academic Year 2018-2019

Submission Purpose: Initial Assessment Plan Year-End Submission

Please provide the number of students involved in assessment: 6

Section 1: Prior Assessment Actions:

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

Outcome 1: Knowledge: We pre + post tested every course we teach, which happened to work out well, also we have incorporated the new DVDs we purchased for classroom labs.

Outcome 2: Safety: We now have the students spend 2hr per week for 8 weeks to finish 10hr of OSHA.

Outcome 3: Equipment: A lot of the new equipment we purchased cannot be used at this time, because of room restrictions, and small facility.

Section 2: Program Outcomes:

List each outcome separately

- **Outcome #1: Content Knowledge:** Students must read and do weekly worksheet on course content.
- **Outcome #2: Safety:** All practices being used in OSHA 10 must be enforced and followed in course labs.
- **Outcome #3: Equipment:** Students do demonstrate safety, maintenance and operations of all equipment being used.

Section 3: Assessment Methods:

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

- **Outcome #1:** Pre + Post testing for each course offered. Written and oral.
- **Outcome #2:** Keep records and copies of certificate and completions and OSHA 10 state course. Also keep a check list for certificates and safety practices.
- **Outcome #3:** Students must perform with competency of all equipment in the shop to acquire state welding certifications. Keep a check list for all tools and welding processes we perform.

Section 4: Assessment Results

Give an overview of the results of your assessment. Make sure to provide separate results for each of your assessment methods.

- **Outcome #1:** Pre + Post Test averages for academic year 2018/2019 Pretest average 68.2- Posttest 80.2
- **Outcome #2:** Is mandatory to pass the state OSHA 10-Hour to receive a 9-month certificate. 12 students partook in OSHA 10-Hour.
- **Outcome #3:** I use a check list to keep track of what equipment is being used, 4 -6 completed equipment check list. State certification is a result of outcome #3.

Section 4b: Longitudinal Results

Compare current assessment results to data from the last three assessment reports. Only include data that is the same from year to year. If you change your methods do not compare the results to prior years.

Outcome	Academic Year 16/17	Academic Year 17/18	Academic Year 18/19
Outcome #1 Knowledge		15.5% average increase	12% average increase
Outcome #2 Safety		8/9 students completed	12/12 students completed
Outcome #3 Equipment		7/9 Completed Equipment Check List 5/5 State Certified	4/6 Completed Equipment Check List State Certification Pending

Section 5: Assessment Recommendations:

Explain how you will use the assessment results to improve your program. Make sure to connect recommendations to specific assessment results.

- Maybe the only changes I would make is to make the students aware of the tools and machine list is being used as a grading tool. Make a chart available for them to monitor themselves.

Section 6: Assessment-Based Requests:

Describe the resources, support, or professional development your program needs to act on the findings of your assessment. Requests must be specific, and clearly connected to assessment results and recommendations. Administrators will respond to approved requests and these responses will be recorded in the Assessment-Based Request form and publicized at the Assessment Kick-Off meeting the following academic year.

By having a small shop, we only get to use certain tools and equipment on certain days, so if a student misses class they don't get to use the tool or special equipment everyone else used. So, with that being said the shop is much too small.

Teacher Education Department Assessment

The Teacher Education program at Turtle Mountain Community College offers a four-year bachelor's 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

Assessor: Cathie Gladue, Dr. Teresa Delorme

18-19 Composite Average: 3.89 -- 17-18 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	1	3	3	3		
Reviewer #2	4	4	4	4	4		Good job. Good methods. Assessment is standard across the program outcomes and methods
Reviewer #3	4	4	4	4	4		Alignment with ND state standards and InTASC standards is appropriate and well conveyed in this report. Fluctuations in learning outcome results appear generally normal, as they are slight and incremental, even if scores were lower. Long term stability is a greater focus.
Reviewer #4	4	5	3	3	4	Y	
Reviewer #5							
Reviewer #6	5	3	4	4	4	Y	
Reviewer #7	4	5	4	5	2		Great job! Link recommendations directly to results, especially the group that yields the lower scores.
Reviewer #8	5	5	5	5	4	Y	Excellent!
Reviewer #9		5	5	5	3		
Reviewer #10	4	4	2	2	4	Y	(4) # of students involved. -- Why aren't the students assessed before student teaching? How many students that enter the cohort complete the cohort? How many students make it to student teaching?
Reviewer #11	4	4	5	5	2		(1) I like that you show results of changes. (5) You give general ideas but no specific changes you plan on implementing.
Reviewer #12	3	4	4	4	4		
Average	4.10	4.00	3.91	4.00	3.45	Yes	

Turtle Mountain Community College
Annual Assessment Plan

Name Teresa Delorme/Cathie Gladue

Area of Assessment Teacher Education Department Academic Year 2018-19

Submission Purpose: Initial Assessment Plan Year-End Submission

Please provide the number of students involved in assessment: 9

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 STOT (Student Teaching Observation Tool) remained the same. It is a standardized assessment tool used by EPPs across the state. Based on the prior year's assessment results, teacher education faculty addressed 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 increased in rating.

Because 2018 composites for each of the outcomes fell between "Proficient" and "Distinguished", no action was taken to modify courses or the programs of study.

Section 2: Program Outcomes: NOTE: The 4 learning outcomes are based on the 10 InTASC Standards.

List each outcome separately

1. **The Learning and Learning**
 - a. **Learner Development**
 - b. **Learning Differences**
 - c. **Learning Environments**
2. **Content Knowledge**
 - a. **Content Knowledge**
 - b. **Application of Content**
3. **Instructional Practice**
 - a. **Assessment**
 - b. **Planning for Instruction**
 - c. **Instructional Strategies**
4. **Professional Responsibilities**
 - a. **Professional Learning and Ethical Practice**
 - b. **Leadership and Collaboration**

Section 3: Assessment Methods:

Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your Assessment Review.

Method #1: Candidates are rated on the three InTASC Standards applicable to Outcome #1 using the NDACTE Student Teaching Observation Tool at the end of their student teaching experience. Candidates receive an individual score for each of the standards. Standard scores will be combined and averaged to present as a single metric for this outcome.

Method #2: Candidates are rated on the two InTASC Standards applicable to Outcome #2 using the Student Teaching Observation Tool at the end of their student teaching experience. Candidates receive an individual score for each of the standards. Standard scores will be combined and averaged to present as a single metric for this outcome.

Method #3: Candidates are rated on the three InTASC Standards applicable to Outcome #3 using the Student Teaching Observation Tool at the end of their student teaching experience. Candidates receive an individual score for each of the standards. Standard scores will be combined and averaged to present as a single metric for this outcome.

Method #4: Candidates are rated on the two InTASC Standards applicable to Outcome #4 using the Student Teaching Observation Tool and the Candidate Disposition assessment rubric at the end of their student teaching experience. Candidates receive an individual score for each of the standards. Standard scores will be combined and averaged to present as a single metric for this outcome.

STOT: <https://www.tm.edu/wp-content/uploads/2018/08/Student-Teaching-Assessment-CURRENT-8-2017-manual.pdf>

Candidate Disposition Assessment: <https://www.livetext.com/doc/11185437>

Section 4: Assessment Results

Give an overview of the results of your assessment. Make sure to provide separate results for each of your assessment methods.

Section 4b: Longitudinal Results

Compare current assessment results to data from the last three assessment reports. Only include data that is the same from year to year. If you change your methods do not compare the results to prior years.

Outcome	Academic Year 16/17	Academic Year 17/18	Academic Year 18/19
Outcome #1 The Learner and Learning		3.71 average	3.70 average
Outcome #2 Content Knowledge		3.63 average	3.54 average
Outcome #3 Instructional Practice		3.58 average	3.58 average
Outcome #4 Professional Resp.		3.53 average	3.57 average

Results of the 10 InTASC Standards as identified in learning outcomes 1 through 4:

OUTCOME 1	2018	2019	OUTCOME 2	2018	2019
Standard 1: Learner Development	3.63	3.74	Standard 4: Content Knowledge	3.62	3.54
Standard 2: Learning Differences	3.87	3.7	Standard 5: Application of Content	3.65	3.61
Standard 3: Learning Environments	3.63	3.67			

OUTCOME 3	2018	2019	OUTCOME 4	2018	2019
Standard 6: Assessment	3.51	3.48	Standard 9: Professional Learning and Ethical Practice	3.69	3.6
Standard 7: Planning for Instruction	3.63	3.61	Standard 10: Leadership and Collaboration	3.37	3.55
Standard 8: Instructional Strategies	3.62	3.66			

Section 5: Assessment Recommendations:

Explain how you will use the assessment results to improve your program. Make sure to connect recommendations to specific assessment results.

The department uses assessment results to identify program strengths and weaknesses relative to North Dakota State Standards and InTASC Standards. Once weaknesses (growth opportunities) are identified, the team reviews syllabi to determine where in the programs identified standards are addressed. Then, we look at the instructional activities designed to address standards and determine whether or not we need to use other resources and/or instructional strategies or simply strengthen the strategies by adding time and/or standard-based 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.

We have necessary resources to meet our needs, at this point. The only major resource that would make the greatest difference is more time, of which there never seems to be enough.

Student Learning Outcome Assessment

TMCC Student Learning Outcomes Adopted: 2018-19

The philosophy of Student Learning Outcomes at Turtle Mountain Community College is grounded in the belief that students must navigate a competitive workplace environment while maintaining connections to their culture, language and heritage. Students who graduate from TMCC will be able to think critically, understand the language and 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 programs at TMCC adhere to the student learning outcomes as the basis of the learning goals of each program.

Student Learning Goal 1: Advocacy

TMCC students will develop the skills necessary to help them become advocates for the Turtle Mountain Band of Chippewa Indians.

Student Learning Outcome #1: History/Language

- Students will demonstrate an understanding of TMBCI history and languages.

Performance Indicators

- o Students will demonstrate an entry level proficiency in either Anishinabemowin or Michif
- o Students will demonstrate knowledge of TMBCI history and culture.

Student Learning Outcome #2: Critical Thinking

- Students will develop critical thinking skills and apply them to challenges facing the community.

Performance Indicators

- o Students will identify ongoing challenges and issues facing the community
- o Students will use data to develop solutions to challenges

Student Learning Goal 2: Professionalism

TMCC students will develop skills and characteristics that will contribute to their success in a global environment.

Student Learning Outcome #3: Communication

- Students will be able to communicate effectively in a variety of situations

Performance Indicators

- o Students will demonstrate effective oral communication

- Students will apply written communication strategies across a wide variety of situations and contexts.
- Students will use technology to successfully gather and communicate information.

Student Learning Outcome #4: Research Skills

- Students will develop quantitative and qualitative reasoning and research skills

Performance Indicators

- Students will be conversant in mathematical principles appropriate to their major.
- Students will apply quantitative research techniques to gather and synthesize complex information.
- Students will apply qualitative research techniques to gather and synthesize complex information.

Student Learning Outcome Assessment

Student Learning Outcomes (SLO) 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: SLO #1: Culture and Language, SLO #2: Critical Thinking, SLO #3: Communication, and SLO #4: Research

Each outcome will be assessed on an annual basis. All general education faculty who are not already assessing a program will choose an outcome to help assess. This will result in an 'assessment team' for each SLO comprised of faculty from across the institution. Each team will be responsible for generating the assessment methods and collecting assessment data for that academic year relating to their SLO. The following academic year, SLO teams will hold a professional development for all TMCC faculty based on the results of the prior year's assessment.

Communication Student Learning Outcome Assessment

Assessors: Dr. Ann Brummel, Margaret Bail, Erik Kornkven, Crystal Star **18-19 Composite Average: 4.03 -- 17-18 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							
Reviewer #2							
Reviewer #3	4	4	3	4	4		Assessment rubric should absolutely be shared with students. Writing assessment should also be conducted in other departments, and communication on rubrics content would allow for consistency. Or distinct measurements across disciplines as appropriate. MS word is insufficient for measuring technology it only encompasses the 'communicate' portion, but not the 'other'. There could be crossover with the research SLO here and CT. Assessment beyond confidence self-scoring would yield richer data.
Reviewer #4	4	5	5	5	4		
Reviewer #5	5	4	4	5	4		Great Job!
Reviewer #6	4	4	4	4	4		
Reviewer #7							
Reviewer #8	3	4	4	5			Very organized informative good explanation of student assessment
Reviewer #9	4	3	3	2	4		more respondents are expected and needed. Only 14 students in one class - speech for oral communication
Reviewer #10	5	4	5	4	4		What is meant by "more rigor" technology versus the technology they use?
Reviewer #11							
Reviewer #12	4	4	4	3	4		
Average	.13	4	4	4	4	N/A	

Turtle Mountain Community College

Annual Assessment Plan

Name _____ Dr. Ann Brummel, Margaret Bail, Crystal Star, Erik Kornkven

Area of Assessment: Communication Student Learning Outcome Academic Year 2018-19

Submission Purpose: Initial Assessment Plan Revised Assessment Plan Year-End Submission

Please provide the number of students involved in assessment: 75

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.

17-18 recommendations:

- *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.*

Academic year 18-19 saw new instructors join the writing faculty at TMCC. The writing faculty met throughout the year to focus on the expanded use of the standardized grading rubric and it was fully implemented in the spring across all sections of Composition.

The new instructors have brought innovative ideas and have already started to participate in the continued development of the writing curriculum at the Comp 1 and 2 level.

As of this year, we have not expanded the assessment of student writing out to other areas of campus, but maintain this as a goal for next year.

Section 2: Program Outcomes:

List each outcome separately

Student Learning Outcome #3: Communication

- Students will be able to communicate effectively in a variety of situations

Performance Indicators

- 1. Students will demonstrate effective oral communication**
- 2. Students will apply written communication strategies across a wide variety of situations and contexts.**
- 3. Students will use technology to successfully gather and communicate information.**

Section 3: Assessment Methods:

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

Performance Indicator 1: Oral Communication

Members of the communication assessment team sat in on the final round of speeches in the public speaking course at TMCC. They used the Oral Communication VALUE Rubric which is a standardized rubric created by multiple universities to measure Oral communication under the LEAP skills. The criteria for the VALUE rubric in oral communication include: Organization, Language, Delivery, Supporting Material, and Central Message.

Performance Indicator 2: Written Communication

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.

Performance Indicator 3: Technology

Student's ability to use technology to communicate effectively and professionally was measured in the graduation and beyond courses required of all AA graduates. The students were asked to write a document using Microsoft Word following specific formatting guidelines, before saving and uploading that file to be reviewed.

Section 4: Assessment Results

Give an overview of the results of your assessment.

Performance Indicator #1: Oral Communication

Criteria	Organization	Language	Delivery	Supporting Material	Central Message
Comp 1 (14 students)	2.00	1.89	1.78	1.33	2.33

This rubric is based on a 4-point scale. Out of the five sections only Organization meets the 2nd milestone.

Performance Indicator #2 Written Communication

18-19 Method 1: Standardized Rubric Assessment of Student Writing

Course	Structure	Content Development	Genre Conventions	Source use	Style and Editing
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Comp 1 (14 students)	2.66	2.44	2.70	2.55	2.53
Comp 1 O (14 students)	1.9	2.33	2.2	2.55	2.9
Comp 2 (16 Students)	2.71	2.58	3.17	2.42	2.63
Comp 2 O (21 Students)	2.86	2.94	2.80	2.17	2.85
Cumulative	2.53	2.57	2.72	2.42	2.73
<i>2017-18 #s</i>	<i>2.81</i>	<i>2.87</i>	<i>2.89</i>	<i>2.50</i>	<i>2.87</i>
<i>2016-17 #s</i>	<i>3.02</i>	<i>2.83</i>	<i>3.0</i>	<i>2.56</i>	<i>3.03</i>

The cumulative scores from this year were lower across the board than prior years. This may have been impacted by a number of factors including new instructors (doing the teaching as well as rating) as well as the impact of the weather on instructional time in the Spring semester. Regardless of the underlying factors, the trend of low scores in the area of source use continues.

Performance Indicator #3: Technology

Question 1: Please rate your confidence in the use of technology prior to entering TMCC.

1 – No confidence	1	4%
2 – Some confidence	8	36%
3 – Substantial confidence	7	30%
4 – High confidence	7	30%
Totals		

Question 2: Please rate your confidence in the use of technology now.

1 – No confidence		0%
2 – Some confidence	2	9%
3 – Substantial confidence	11	48%
4 – High confidence	10	43%
Totals		

Microsoft Word	23 respondents	100% %
Microsoft PowerPoint, (Incorrect	18 respondents	78%

answer)Microsoft PowerPoint		
Microsoft Excel, (Incorrect answer)Microsoft Excel	11 respondents	48% %
Microsoft Access, (Incorrect answer)Microsoft Access	4 respondents	17% %
Canvas, (Incorrect answer)Canvas	22 respondents	96% %
Jenzabar, (Incorrect answer)Jenzabar	23 respondents	100%
Read and Write, (Incorrect answer)Read and Write	6 respondents	26% %
Prezi, (Incorrect answer)Prezi	1 respondent	4% %
Go Animate, (Incorrect answer)Go Animate		0 %
Other, (Incorrect answer)Other	7 respondents	30% %

While 60% of students rated themselves as either substantial or high confidence prior to entering TMCC, 91% rated likewise after their time at TMCC.

- **Demonstrated Ability:** Students were asked to complete a basic word document following specific formatting instructions and saving and uploading the file to Canvas.

Average Student Score (Scale of 1-4): 3.14

Section 5: Assessment Recommendations:

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

Performance Indicator 1: Oral Communication

Expand the use of the oral communication rubric to other classes and other presentations by students on Campus to achieve a higher saturation of results.

Suggest that the assessment rubric be shared with students throughout the courses where students will be asked to present.

Performance Indicator 2: Written Communication

Conduct a professional development wherein we share the standardized rubric used to assess writing and teach instructors how to use it to assess writing in their own classes and programs.

Performance Indicator 3: Technology

Students understand basic word processing procedures. Consider developing a more rigorous technology assessment next year.

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.

No requests

Critical Thinking Student Learning Outcome Assessment

Assessors: Brian Bercier, Dr. Alex Chirila, Les Lafountain, Stuart Reike **18-19 Composite Average: 2.80** (First Assessment)

Reviewer	Section 1 Prior Actions	Section 2 Outcomes	Section 3 Methods	Section 4 Results	Section 5 Recommendations	Section 6 Requests	Comments
Reviewer #1	2	3	2	3	3	Y	
Reviewer #2	2	3	4	3	4		Good job to all, lots of info for an assessment. This area is very complicated for me and understanding how to assess it.
Reviewer #3		4	2	2	4		This process looks to be developing well and future feedback from department heads and faculty will help to hone data collection and results. Expanding into more comprehensive areas across more disciplines will allow for richer future understanding. Overall, this appears to be on the right track, and more data will be anticipated next year.
Reviewer #4	2	5	3	3	3	Y	
Reviewer #5	2	4	4	4	3		Good assessment
Reviewer #6		4	3	3	3	Y	
Reviewer #7	1	5	5	1	1		Great job! Refer to curriculum map to decide which "key" courses to use for CT
Reviewer #8	1	4	3	3	2		Very good information but needs to be condensed into specific assessment results.
Reviewer #9		2	2	2	2		Include more sources of assessment/courses
Reviewer #10		3	3	3	4		(1) program outcomes do not relate to critical thinking in classroom
Reviewer #11		4	2	2	2		(4) need bigger sample size, (5) where will the data come from?
Reviewer #12	3	3	3	3	3		
Average	1.86	3.67	3.00	2.67	2.83	Yes	

Turtle Mountain Community College
Annual Assessment Plan

Name ___ Les, Alex, Stuart, Brian, and Deb

Area of Assessment ___ Critical Thinking ___ Academic Year ___ 2018-19 ___

Submission Purpose: Initial 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.

1. A new plan of action has been developed to assess CT more comprehensively

Section 2: Program Outcomes:

List each outcome separately

Student Learning Outcome #2: Critical Thinking

- Students will develop critical thinking skills and apply them to challenges facing the community.

Performance Indicators

- o Students will identify ongoing challenges and issues facing the community
- o Students will use data to develop solutions to challenges
- o Students will acknowledge multiple perspectives surrounding societal issues

Section 3: Assessment Methods:

Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.

Method 1: Final papers in Composition 2 will be assessed using the LEAP VALUE rubric created for Critical Thinking. Composition 2 is a funnel course that captures students from different Associate level degrees.

Method 2: Critical thinking questions were embedded in final exams in a select group of science courses. This was primarily meant to test the process and if it is successful expand to other science courses in the future.

Method 3: Students were asked to self-rate themselves in the Graduation and Beyond course on their ability to think critically as well as how much TMCC has helped them grow as critical thinkers.

Section 4: Assessment Results

Give an overview of the results of your assessment. Make sure to provide separate results for each of your assessment methods.

Method 1: Results based on 15 student respondents: (Explanation of Issues – 2.58) (Evidence – 1.92) (Influence of Context and Assumptions – 2.42) (Student’s Position – 2.58) (Conclusions and Related Outcomes – 2.50)

Results based on 5 students’ respondents: 1. 2.4%, 2. 1.8%, 3. 2.6%, 4. 3.2%, and 5. 2.2%

Method 2: Seven students were asked embedded critical thinking questions in either Botany (6 respondents) or Microbiology (6 respondents). In Botany, the average percentage of three questions was 53% wrong. In Microbiology with one question the percentage was 86% wrong (see the attachment for sample of the questions).

Method 3: Results: [Question 1]: (1. No Ability – 0%) (2. Some Limited Ability – 5 students, 23%) (3. Substantial Level of Ability – 15 students, 60%) (4. High Level of Ability – 2 students, 16%) (Total: 22 students)

Section 5: Assessment Recommendations:

Explain how you will use the assessment results to improve your program. Make sure to connect recommendations to specific assessment results.

For a detailed account of CT definitions and recommended actions, see the attached file.

SUMMARY:

- Confer with faculty and department heads at TMCC to ascertain how and to what extent they assess CT in their classes and assignments
 - Align the rubrics used by faculty members across disciplines with CT elements (e.g. source evaluation and integration, self-reflection, etc.)
- Encourage faculty in relevant courses to include SLO#2 on their syllabi and course objectives
 - Encourage faculty to employ examinations and/or essays that task students with CT. (I.e. multiple choice tests are not sufficient measures of CT; instructors who assign *only* tests of that kind should be encouraged to include short-answers, research, and additional tasks that do reflect one or more or all of the components of CT).
- Gather data from faculty and department heads (assignments, midterm and final grades, etc.) and compile to determine how CT is being addressed and assessed in courses across departments.
- Match data collection points to the curriculum map across departments and courses to determine how and to what extent students gain proficiency in CT-related skills from introductory level courses to more intensive courses.

Section 6: Assessment-Based Requests:

Describe the resources, support, or professional development your program needs to act on the findings of your assessment. Requests must be specific, and clearly connected to assessment results and recommendations. Administrators will respond to approved requests and these responses will be recorded in the Assessment-Based Request form and publicized at the Assessment Kick-Off meeting the following academic year.

1. Department heads and their faculty should:

1a. include CT-based objectives and assignments on syllabi

1b. gather and submit data relative to student assignments, in whole or in part (i.e. point averages using the CT (LEAP) rubric or a related grading matrix that incorporates CT elements); research paper and essay assignments that incorporate CT; point averages on short answers embedded in examinations

Culture Student Learning Outcome Assessment

Assessors: Velda Belgarde, Stacie Blue, Alixena Patnaude, Leslie Peltier **18-19 Composite Average: 3.22 -- (First Assessment)**

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	4	3	Y	
Reviewer #2	3	4	3	4	4		Good job. Big area and a lot of discussion. This area is critical
Reviewer #3		4	2	4	3		Additional data inputs from courses would be appropriate to include richer evidence of learning and allow culturally grounded faculty to share success. And to use data to request institutional support.
Reviewer #4							
Reviewer #5							
Reviewer #6	4	4	4	3	5		
Reviewer #7	3	5	2	1	1		Use curriculum mapping to assess. Not optional!
Reviewer #8	3	3	3	2	3	Y	Good start, add pre-test
Reviewer #9	1	2	3	2	3	Y	More clear outcomes, methods, and results needs to be put into the process
Reviewer #10	4	4	4	5	4	y	Why memorize Ojibwe question and translate into Engl. Have student write their own Ojibwe Sentences.
Reviewer #11	4	4	4	4	4	y	
Reviewer #12	3	3	3	3	3		
Average	3.11	3.50	3.00	3.20	3.30	Yes	

Turtle Mountain Community College
Annual Assessment Plan

Name_ Alixena Patnaude, Leslie Peltier, Stacie Blue, Velda Belgarde

Area of Assessment Student Learning Outcome #1: Language and Culture

Academic Year 2018-19

Submission Purpose: Initial Assessment Plan Revised Assessment Plan X Year-End Submission

Please provide the number of students involved in assessment: 9 students for language assessment/32 students for the cultural/language survey

Section 1: Prior Assessment Actions:

Last year's cultural survey collected from two data points on students graduating from TMCC and enrolled in Graduation and Beyond in either semester. First, students were asked to rate their own cultural understanding on an 11-question survey. Secondly, students were asked to write as much as they knew about cultural topics, and then write as many Michif and Ojibwe words that they could. A point system was used to calculate ratings.

Section 2: Program Outcomes:

List each outcome separately

Student Learning Outcome #1: History/Language

- Students will demonstrate an understanding of TMBCI history and languages.

Performance Indicators

1. Students will demonstrate an entry level proficiency in either Anishinabemowin or Michif.
2. Students will demonstrate knowledge of TMBCI history.

Section 3: Assessment Methods:

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

- A posttest given at the end of the Graduation and Beyond course that assesses student knowledge of cultural topics, history, and language.
- A language assessment given to students at the end of Ojibwe II that assesses listening/responding, writing/memorization, and speaking/reading Ojibwe.

Section 4: Assessment Results

Results of Ojibwe Language Assessment:

Student:	Reading and Speaking	Listening and Responding	Writing and Memorization
A	4	3	3
B	4	4	3
C	3	3	3
D	3	1	2
E	4	2	4
F	4	2	2
G	4	2	2
H	4	4	4
I	4	0	4
Total:	34	21	27
Average:	3.78	2.33	3

A total of 9 students completed this assessment in one Ojibwe II class due to unforeseen circumstances. The assessment was optional. Students scored highest in speaking Ojibwe, and lowest overall in listening and responding in Ojibwe. Scores were computed based on a four-point scale rubric.

Question/Topic	Self-Rated Score	Demonstrated Ability	Difference Between Scores:
Question 2: Pow wow, Traditional Song/dance	2.88	2.3	0.58
Question 1: Knowledge of Language	2.44	2.44	0
Question 6: Food/Hunting Traditions	2.43	1.97	0.46
Question 3: Ceremonies and Spiritual Healing	2.38	1.94	0.44
Question 4: Tribal Stories	2.19	1.72	0.47
Question 11: American Indian History	2.19	1.63	0.56
Question 10: Cultural/Social Behaviors	2.06	2.03	0.03
Question 8: Federal Tribal Trust, and Sovereignty	1.88	1.63	0.25

Results of Language Cultural

Question 5: Michif Culture	1.88	1.41	0.47
Question 9: State/Tribal Relationship	1.86	1.28	0.58
Question 7: Chippewa Treaties	1.72	1.44	0.28
2018-2019 Averages:	2.17	1.8	0.37
2017-2018 Averages:	2.41	2.56	-0.15
2016-2017 Averages:	2.94	1.46	1.48

the and

Assessment: Rating for Language and Cultural Survey:

Rating for Language and Cultural Survey: 1 = No Understanding 2= Little Understanding 3= Some Understanding 4= Good Understanding 5= Very Strong Understanding

32 students in Graduation and Beyond in both fall and spring semesters completed the language and cultural assessment. The assessment was optional. Last year, 58 student responses were collected, and in 2016-2017, 18 student responses were collected. 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. On each question, students self-reported higher knowledge than demonstrated ability.

Section 5: Assessment Recommendations:

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

- More emphasis needs to be added to conversational Ojibwe (speaking and responding).
- Cultural, hands-on opportunities for TMCC staff and students should take place throughout the year which will benefit staff and students and strengthen cultural competencies.
- Make these assessments mandatory components of Ojibwe II and Graduation and Beyond 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.

Recommendation is to hire a Michif instructor (or lead instructor and assistant) so students have access to learning the Michif language. Of the 32 student responses on question 1: Rate Your Understanding of Ojibway and/or Michif language, six of the 32 students wrote words in Michif. Of the six, only one student wrote more than 2 phrases/words.

Research Student Learning Outcome Assessment

Assessors: Renee Aalund, Ace Charette, Jody Delong, Bobbi Frederick, David Wibe

18-19 Composite Average: 2.20 (First Assessment)

Reviewer	Section 1 Prior Actions	Section 2 Outcomes	Section 3 Methods	Section 4 Results	Section 5 Recommendations	Section 6 Requests	Comments
Reviewer #1		4	3	1	1		
Reviewer #2		4	4	1	1		Good job. I am sure this will be more beneficial for data collection but will need methods, rubrics to collect and get results and numbers. This has a good across the board team of individuals.
Reviewer #3							
Reviewer #4		3	2	1	1		Should not just rate student perception but should also demonstrate ability or knowledge in each area.
Reviewer #5		4	4	1	1		Looking forward to seeing next year's complete assessment
Reviewer #6		4	4	1	1		
Reviewer #7		5	1	1	1		Was there not enough time for this group to meet? Need to add direct measures of student success. Need to have results.
Reviewer #8		2	2	1	1		Needs work. Make it a little clearer.
Reviewer #9		3	2	1	1		(5) No information provided -- More clear and concise information is needed. Follow the format for clarity.
Reviewer #10							Just getting started
Reviewer #11		4	3	1	1		
Reviewer #12		3	3	3	3		
Average		3.60	2.80	1.20	1.20		

Turtle Mountain Community College
Annual Assessment Plan

Name: Ace Charette, Renee Aalund, Jody Delong, Bobbi Lyn Frederick, David Wibe

Area of Assessment: Student Learning Outcome 4: Research Skills Academic Year: 2018-2019
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

Student Learning Outcome 4: Research Skills

Performance Indicators:

1. Students will be conversant in mathematical principles appropriate to their major
2. Students will apply quantitative research techniques to gather and synthesize complex information
3. Students will apply qualitative research techniques to gather and synthesize complex information.

Section 3: Assessment Methods:

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

1. Students will be conversant mathematical principles appropriate to their major:

The TMCC Math Department will provide embedded assessment data from College Algebra, College Algebra I, and College Algebra II—which serve as pass-through courses for all AA-, AS-, and BS-degree-seeking students.

2. Students will apply quantitative research techniques to gather and synthesize complex information:

The TMCC Math Department will provide embedded assessment data relevant specifically for research skills from College Algebra, College Algebra I, and College Algebra II—which serve as pass-through courses for all AA-, AS-, and BS-degree-seeking students.

Additionally, the Science and Social Science Departments will provide embedded assessment data from pass-through courses to indicate student proficiency with quantitative research skills as a part of expected coursework within the general education curriculum.

3. Students will apply qualitative research techniques to gather and synthesize complex information.

Students in the Graduation and Beyond course will demonstrate basic skills via a class survey. This instrument will assess students' self-perception of skill mastery as well as their exposure to various forms of research engagement; additionally, this instrument will gauge basic critical research skills.

Faculty will provide feedback using the annual TMCC Staff/Faculty AKIS AIMS survey, a tool which measure multiple aspects of student engagement, including in-class research assignments, research engagement meant for publication, exposure to out-of-class research presenters, and external research opportunities.

Additionally, the English Department will provide embedded assessment data from indicating research skill development and mastery, including the ability to summarize and/or synthesize research text into various writing styles, the ability to use a research database to find articles, and the ability to use in-text and works cited page citations.

The process of curriculum mapping will be developed to more accurately distinguish specific forms of research engagement across the curriculum. Specific forms of research engagement need to be more clearly identified for every score (0, 1, 2 or 3); this may be done via a faculty survey asking specific questions that elicit the granular components of the curriculum mapping rankings; a final committee may process these scores so as to avoid scoring ambiguity. A critical item needed in this measure is whether and to what degree students gain exposure to indigenous research topics published by Native researchers (and on topics related to indigenous communities/peoples).

Methods to accomplish our assessment methods:

- The faculty will be sent through google drive, an assessment that will be used to update curriculum maps and to provide evidence that research in the 3 areas (quantitative, qualitative and Indigenous research) is being utilized and how. This survey will be given through google drive to all faculty. The faculty will be asked to filled out a survey for each class that they teach. We realize that some faculty teach many different classes, but the survey if very short and will be sent out during our faculty development days. (May 13th-15th)
- In addition, one or two members of this group will attend department head meetings to present the findings and get feedback from the faculty about the research process so that they can present the information to their departments as needed.
- The students will be given a survey in graduation and beyond class about their perceptions of their skill mastery as well as their exposure to various forms of research engagement.

Additional Programs

TMCC has an ever-growing selection of additional degree and certificate offerings. Each program will be responsible for completing an annual assessment plan and reporting it to the committee. The additional programs assessed this year include:

Natural Resource Management

Natural Resource Management Assessment

Assessor: Stacie Blue

18-19 Composite Average 3.57

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	3	3	1	N	
Reviewer #2	4	3	3	3	4		Outcomes are a lot to assess, need to fine tune. With all outcomes need methods to coordinate with outcome. Lots of info, good job!
Reviewer #3	4	4	4	4	4		program outcome 2 is a neat alignment with the new SLO on research. Research activity in this program is good. Combining CTE disciplines and NRM makes sense, as use of heavy machinery has obvious profound, long-lasting, and possibly detrimental impacts. Combining these instills efforts for more students awareness of critical bio/eco processes
Reviewer #4	5	5	5	5	5		
Reviewer #5	4	4	3	4	4		Great job!
Reviewer #6	5	5	5	4	1		Focuses on Recruitment
Reviewer #7	4	4	3	3	2		Great job! Link results to recommendations
Reviewer #8	4	3	4	3	2		Very informative about program. Good work.
Reviewer #9	5	3	3	3	4	Y	Great job with program and presenting the assessment
Reviewer #10	4	4	4	3	4	Y	(4) Need to clarify results -- In the assessments for example, in GEOL 100, the 2 students need assistance. What does this outcome really mean? Student meets course requirements. Student does not meet course requirements
Reviewer #11	3	4	3	2	1	N	(1) Consider showing previous recommendations, (4) consider using dedicated rubric for outcome 1, (5) connect recommendations to outcomes, --Nice job, work on combining/consolidating data
Reviewer #12	3	3	4	3	4		
Average	4.08	3.75	3.67	3.33	3.00	No	

Turtle Mountain Community College
Annual Assessment Plan
Name: Stacie Blue

Area of Assessment: Associate of Science, Natural Resources Management, Funded by USDA Endowment and ICCA.
Academic Year: 2018/2019

Submission Purpose: Initial Assessment Plan Year-End Submission

Please provide the number of students involved in assessment: 2-4

Section 1: Prior Assessment Actions:

SLC Approved Assessment Recommendations for the Natural Resources Management Program

1. Rewrite Outcomes 2 and 3, Remove outcome 4 and 5, and Add Outcome to incorporate Anishinabe Culture and Language.
 1. Explain core concepts for biological literacy including: biological structure-function relationships; pathways and transformations of energy and matter; interconnectedness and interactions of living systems.
 2. Demonstrate skills in effective use of quantitative data and qualitative data
 3. Demonstrate how integrating Anishinabe cultural teachings and across branches of science can lead to greater insights into biological processes and natural resources management
 4. Demonstrate and articulate the development, implementation, and research findings of their own project which will include Anishinabe language and culture.

2. Based on student comments- Design and propose the following courses- a Summer Turtle Mountain Systems for 3 credits (in addition to the Fall course) and NRM Capstone Course to support student research allowing students to earn credit and have financial aid for Summer session.
 - A. Created and will be offering during summer semester:
NRM 190 Turtle Mountain Systems I- 3 credits
 - B. NRM 210 Capstone Project- 3 credits
 - C. USDA NRCS Collaborative Conservation Grant to support research on plant diversity within the different Turtle Mountain habitats. This grant will support NRM students while they are in NRM 190, NRM 210 and participating in research during the summer of 2019 and 2020.

Also, working with Dr. Austin Allard to support student research technicians during the Spring and Summer of 2019. Providing student hours to learn about research, prep work for summer research, material and equipment support, and participate in summer research.

Section 2: Program Outcomes: New outcomes accepted by the curriculum committee for the 2018/2019 catalog.

1. Explain core concepts for biological literacy including: biological structure-function relationships; pathways and transformations of energy and matter; interconnectedness and interactions of living systems.
2. Demonstrate skills in effective use of quantitative data and qualitative data
3. Demonstrate how integrating Anishinabe cultural teachings and across branches of science can lead to greater insights into biological processes and natural resources management
4. Demonstrate and articulate the development, implementation, and research findings of their own project which will include Anishinabe language and culture.

Section 3: Assessment Methods:

Outcome 1, NRM 190 (Summer 2019), NRM 200 (3cr)-Braiding Sweetgrass book and Outdoor Class Experience, Rubric measuring written reports from reading assignments with association of local ecological and environmental topics.

Outcome 2, GEOG 100, rubric measuring completion of GPS and GIS mapping assignments. Will also be measured in summer of 2019 from NRM 210 Capstone course

Outcome 3, NRM 200, Rubric measuring requirements of class project assignments on Rangeland and Forestry in NRM 200-Turtle Mountain Systems.

Outcome 4 Problem Based Learning Project developed by students in the NRM 210, to be evaluated in summer of 2019

Section 4: Assessment Results

Outcome 1. NRM 200, 4 Students with $\frac{3}{4}$ completing the course

	Advanced (Thoughtful)	Developing (Bringing ideas together)	Beginning (Rewrite)
Skywoman Falling		3	1
An Offering		3	1
A Mother's Work	2		1
Teaching of Grass	2	1	
Old Growth Children	2	1	
Witness of the Rain	2	1	
The Sacred and the Superfund	1		

Outcome 2. GEOG 100, 2 Students

	Completed Independently	Completed w/less assistance	Completed w/assistance
GEOG Lab 1-Topography	2		
GEOG Lab 2- Public Land Survey System	2		
GEOG Lab 3 -Trilateration		2	
GEOG Lab 4 - Soil Types	2		
GIS Lab 1 -Shapefiles and tools			2
GIS Lab 2-Creating basic maps and tools		2	
GIS Lab 3 -Understanding Coordinate Systems and Map Projections		2	
GIS Lab 4 -ND Map w/census data using TIGERweb		2	
	Completed Independently	Completed w/less assistance	Completed w/assistance
GPS Lab 1– Waypoints and Google Earth Editing		2	
GPS Lab 2 - Tracklog an Google Earth Editing	2		
Final Project Trail Map	2		

Outcome 3. NRM 200 4 Students, $\frac{3}{4}$ completed the course

	Advanced	Developed	Beginning
PowerPoints	3/4	1/4	
Journal, Text, Website	2/4	2/4	
Integration of Anishinabe Names and Plant Uses	3/4	1/4	

Thoroughness of Project Completion	2/4	1/4	
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*Overall score of three powerpoint presentations

Outcome 4. To be completed in Summer of 2019 during NRM 210 Capstone course

Section 4b: Longitudinal Results

Outcome	Academic Year 17/18	Academic Year 18/19
Outcome #1	3/3 students successfully reached advanced level	2/3 students successfully reached advanced level
Outcome #2	NA-changed outcomes	2/2 successfully completed final project which integrates Geography, GIS-ArcMap and Google Earth, and GPS
Outcome #3	NA-changed outcomes	¾ successfully completed course

Section 5: Assessment Recommendations:

This is the second year of students within the NRM program, it has been in the TMCC catalogs for three school years. Two graduates will be walking this Spring, and we will have a total of 3 graduates from the NRM program. As the instructor, grant director for the USDA NRCS grant, research advisor, and graduate student, I am coming up short on advertising and recruitment and would appreciate help in recruiting students.

What has been done for recruitment-Development of recruitment materials-Marie Lavallie and Career Fair, Irene Thomas Davis Memorial Scholarship for NRM and Pre-Environmental Science students, USDA NRCS CCG to support paid student internships, presentation to the Project GOAL students, working with area school teachers to do tours of Anishinabe Center-TMCC High School and Dunseith Elementary.

Section 6: Assessment-Based Requests:

1. Assistance in developing recruitment posters and materials to be handed out at TMCC events, and displayed during recruitment and orientation events.
2. Research the opportunity for faculty to go into area high school classrooms to talk about programs offered within TMCC.

Programs Developing Outcomes and Methods

Programs developing outcomes and methods 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 and methods will be asked to begin measurement of those outcomes the following academic year.

Ogamaawiwin (Leadership) and Business Management Program Assessment

Assessor: Michael Poitra

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				
Reviewer #2		3	3				Good job, good start to your assessment. Coursework and outcomes are mapped through Canvas. Need to change some terminology in outcomes from understanding to doing or knowing.
Reviewer #3							
Reviewer #4							
Reviewer #5							
Reviewer #6							
Reviewer #7		5	3				Great job! I look forward to seeing the results next year.
Reviewer #8							
Reviewer #9		5	4				1st year. Very good start. Instructor has a good understanding of the assessment process.
Reviewer #10		2	1				Rewrite outcomes to be clear and measurable. Avoid duplicating some of the content ...tribal govt.
Reviewer #11							
Reviewer #12							
Average		3.60	2.80				

Turtle Mountain Community College
Annual Assessment Plan

Name: Michael J. Poitra

Area of Assessment Ogimaawiwinn (Leadership) and Business Management Program Academic Year 2018-2019

Submission Purpose: Initial Assessment Plan Year-End Submission

Please provide the number of students involved in assessment: 9

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

List each outcome separately

1. Students will explain best management and leadership practices that they can use in businesses, organizations, and tribal governments.
2. Students will evaluate the unique role that tribes and tribal governments have in the global business environment.
3. Students will construct an understanding of tribal knowledge and tribal government practices and apply that knowledge in an organizational environment.
4. Students will demonstrate leadership skills through professional, ethical, and legal standards of conduct in tribal governments and organizations.

Outcome	Introduce	Reinforcement of Skill	Mastery/Proficiency
Students will explain best management and leadership practices that they can use in businesses, organizations, and tribal governments.	LEAD 320, LEAD 330, LEAD 320, LEAD 360, LEAD 400	LEAD 410, LEAD 451, LEAD 461, LEAD 460, LEAD 440, LEAD 405	LEAD 499, LEAD 498

Students will evaluate the unique role that tribes and tribal governments have in the global business environment.	LEAD 320, LEAD 360, LEAD 335, LEAD 400, LEAD 343	LEAD 455, LEAD 451, LEAD 440, LEAD 332, LEAD 405, LEAD 425	LEAD 499, LEAD 498
Students will construct a decisive sense of tribal knowledge and tribal government practices and apply that knowledge in an organizational environment.	LEAD 320, LEAD 335, LEAD 400, LEAD 343	LEAD 410, LEAD 455, LEAD 451, LEAD 461, LEAD 460, LEAD 440, LEAD 332, LEAD 425	LEAD 499, LEAD 498
Students will demonstrate leadership skills through professional, ethical, and legal standards of conduct in tribal governments and organizations.	LEAD 330, LEAD 335, LEAD 343	LEAD 461, LEAD 460, LEAD 332	LEAD 499, LEAD 498

Section 3: Assessment Methods:

Describe assessment method/s for each program outcome. Include a description of assessment instruments. If you create your own assessment tool, please email a blank copy of the assessment tool to the Assessment Coordinator prior to your year-end Assessment Review.

Assessment Methods: Provide assessment method/s for each program outcome. Include a description of assessment instruments
 Students will participate in discussions, pre and post-tests per each course. This method will help assess proficiency per each course outcome.

#1- Students will understand and assess best management and leadership practices that they can use in businesses, organizations, and tribal governments. To assess program outcomes, each post-tests will identify at least 2 questions to be assessed in which program outcome proficiency is determined.

#2- Students will evaluate the unique role that tribes and tribal governments have in the global business environment. To assess program outcomes, each post-tests will identify at least 2 questions to be assessed in which program outcome proficiency is determined.

#3- Students will construct an understanding of tribal knowledge and tribal government practices and apply that knowledge in an organizational environment. To assess program outcomes, each post-tests will identify at least 2 questions to be assessed in which program outcome proficiency is determined.

#4- Students will demonstrate leadership skills through professional, ethical, and legal standards of conduct in tribal governments and organizations. A portfolio will also be gathered throughout the duration of the program. The portfolio will be assessed at the end of the internship to determine program outcome proficiency.