Turtle Mountain Community College 2019-20 Assessment Report

Submitted

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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.

Turtle Mountain Community College is committed to maintaining continuous improvement in all areas of student learning. To achieve this goal, TMCC adheres to a formal and institutionalized assessment process designed to measure student learning according to a program's learning outcomes. Assessment at TMCC falls under three categories: Program Assessment, Institutional Student Learning Outcome Assessment, and Co-Curricular Assessment.

Certificate and Degree Program Assessment

For the purposes of assessment, a program is defined as any curriculum that confers a degree or certificate upon completion. 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 Plan.

Institutional 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.

Co-Curricular Assessment

Co-Curricular programs are those programs that extend the learning of the Institutional Learning Outcomes beyond the classroom environment. These opportunities allow students to develop the skills, concepts, and knowledge that are at the heart of the TMCC mission. Like curricular programs, it is vital that co-curricular programs seek continuous improvement through regular assessment of their stated outcomes. Co-Curricular programs are assessed based on how well they help students gain knowledge and skills in connection to the Institutional Student Learning Outcomes.

Procedure

Program, SLO, and Co-Curricular assessment are all conducted by completing the Annual Assessment Plan. This standardized report will be the avenue by which each department shares its assessment methods and results with the Student Learning Committee. The Annual Assessment Plan contains six sections:

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

Each year departments will be responsible for submitting their Annual Assessment Plan to the Committee no later than October 1st for initial review. 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 using a rubric to provide scores for each section of the Annual Assessment Plan.

Academic Year 2019-20 Document Notes

- Due to the impacts of the Covid-19 Pandemic we had to adapt our assessment processes to a new reality. The Student Learning Committee did our best to keep the process intact by collecting electronic copies of assessment reports and holding teleconference rating sessions. Our instructors and staff conducting their assessments had carefully laid assessment plans impacted by the transition to distance learning. Due to these impacts some of our assessment methods were unable to be completed or had to be changed at short notice however, we are proud of the effort of the Student Learning Committee and the entire campus to navigate these challenges and continue our assessment process to the best of our abilities. TMCC remains committed to the assessment process as we work for continuous improvement of student learning.

- Due to privacy laws and small numbers of students in some programs assessment results will not be published for Assessment areas that contain fewer than ten participants. Complete assessment results can be accessed internally by all stakeholders and may be requested from individual programs by community members or prospective students.

Assessment Metrics

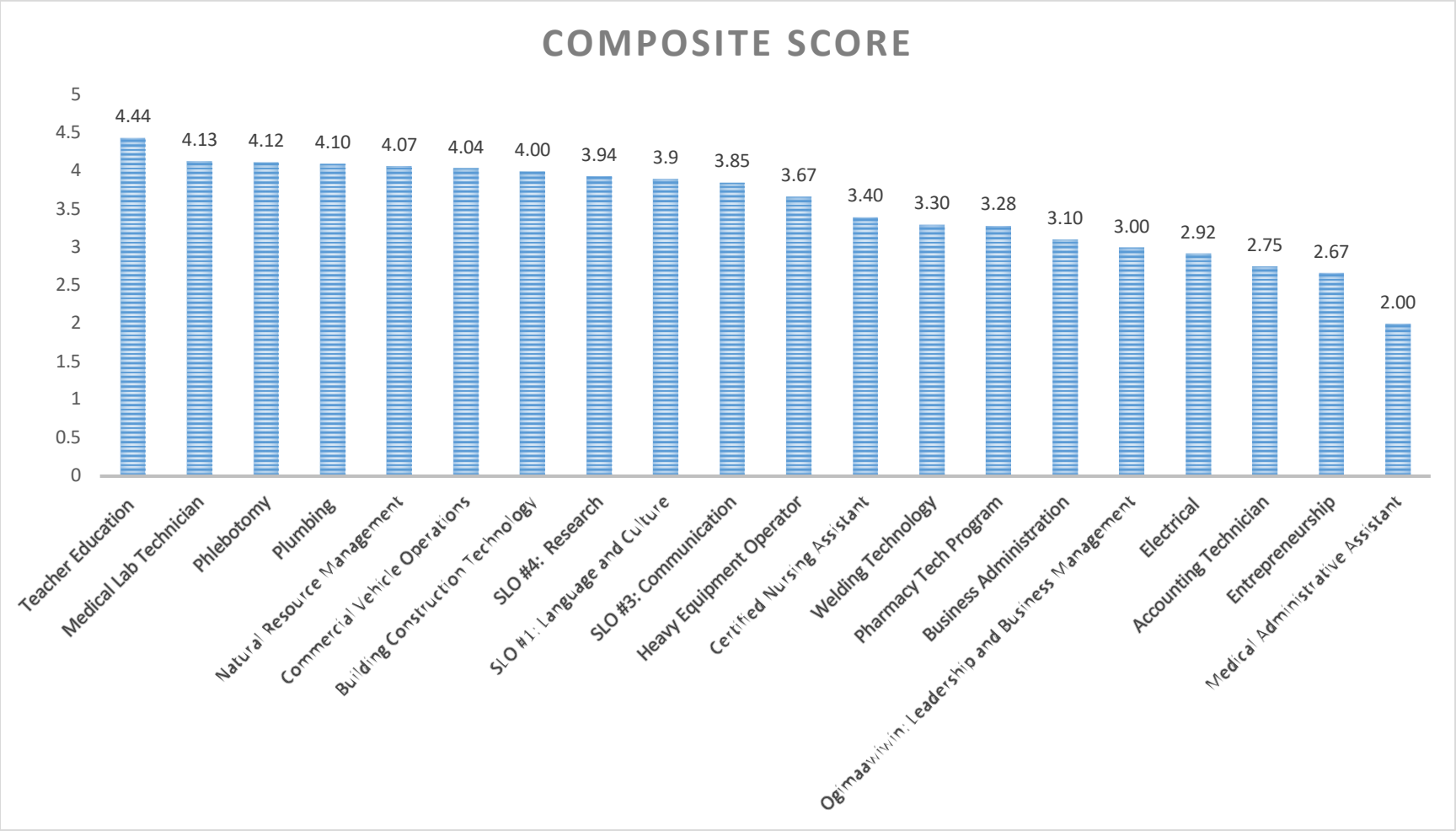
Metrics	16-17	17-18	18-19	19-20
Total Assessment Plans Submitted	17	28	21	29
Programs Assessed	10	10	16	14
Outcomes Assessed	7/7	7/7	4/4	3/4
Co-Curricular Programs Assessed	0	0	0	3
Programs Developing New Assessment Plans	0	11	1	9
Faculty/Staff Participation	23	26	36	40

Average Ratings

Section	16-17	17-18	18-19	19-20
Prior Assessment Actions	N/A	3.26	3.50	3.59
Outcomes	3.0	3.28	3.58	3.72
Methods	3.0	3.33	3.49	3.60
Results	2.94	3.38	3.18	3.50
Recommendations	3.06	3.32	3.30	3.32
Requests	9/9 Approved	17/19 Approved	13/14 Approved	11/13 Approved
Composite Average*	**3.03**	**3.31**	**3.37**	**3.55**

* Developing Assessment plans are not included in calculating Composite Average

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 the overall health of a program.

Certificate and Degree Program Assessment

CTE Certificate and Associate of Applied Science Programs

- Accounting
- Building Construction Technology
- Business Administration
- Certified Nurse Aide
- Certified Vehicle Operations
- Electrical
- Entrepreneurship
- Heavy Equipment Operator
- Medical Administrative Assistant
- Medical Lab Technology
- Pharmacy Technician
- Phlebotomy
- Plumbing
- Welding

Programs Developing Outcomes/Methods

- Cybersecurity A.A.S. /9-Month (Developing)
- Health and Fitness Technician (Developing)
- Network Administrator A.A.S./9-Month (Developing)
- Web Designer A.A.S./9-Month (Developing)

Associate Degree Programs

- Associate of Arts. (Developing)
- Associate of Science. (Developing)
- Natural Resource Management

Bachelor Degree Programs

- Teacher Education
    - Secondary Science Education
    - Early Childhood Education

Accounting A.A.S

Assessor: Diane Bercier

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20	**3**	**3**	**2.25**	**2.75**	**2.75**	**Yes**	**2.75**
2018-19	N/A	2.3	2.80	2.4	2.9	Yes	2.60

Comments:

- Outcomes can be expanded to make them measurable
- No assessment method and instrument used to assess student learning presented
- No statement indicating connection to last year's assessment plan.
- One of 3 outcomes stated in action verb form – "will be able to effectively use"; two stated "will have ability to" which is not measurable.
- No indication of type of assessment to be used or data to be collected.
- It appears that pre/posttests were used for one outcome and project-based assessment for another.
- Plan for adding simulation lab not connected to assessment results.
- Test site is connected to QuickBooks outcome, but site need not stated in outcome statement.
- Test site for QuickBooks was needed for outcome 3.

Turtle Mountain Community College
Annual Assessment Plan

Name**: Diane Bercier**

Area of Assessment___Accounting_____ Academic Year__2019/2020___
Submission Purpose: ___Initial Assessment Plan __X_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.

Use the certification testing as the final for Quickbooks.
For each chapter have a day to work and understand homework and do additional problems in the class to ensure an understanding of the Fundamental.

Section 2: Program Outcomes:

List each outcome separately

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)
Students will have the ability to complete year end payroll forms and reports (Payroll Class)
Students will be able to effectively use QuickBooks software to process financial transactions and create reports needed for a company.

Section 3: Assessment Methods:

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

Students will be tested on the their ability to complete the period end forms and reports along with the required adjusting entries.
Students will complete a project requiring year end payroll forms and reporting including the preparation of the following forms: W-2, 941, and 940.
Students will complete a project encompassing the complete process of setting up a company, completing transactions and running reports.

Building Construction Technology 9-Month/2-Year Certificate

Assessors: Ron Parisien and Luke Baker

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20	**4**	**4.17**	**4**	**3.67**	**4.17**	**Yes**	**4.00**
2018-19	4.00	3.91	4.00	3.18	3.73	Yes	3.76
2017-18	3.80	3.70	3.30	3.50	3.67	Yes	3.59
2016-17		3.63	3.56	3.11	3.33	Yes	3.41

Comments:

- Actions are directly related to previous-year's data.
- Outcomes are concise and clearly able to be assessed. Course map clearly demonstrates level of integration into curriculum.
- Very valuable data for improvement of student learning. Clearly connected to specific program
- Results are clear, useful and relates to data on student learning
- Recommendations are insightful and clearly designed for improvement of student learning.

- Like Incorporation of Culture

- The map laid out in the OSHA skills development stands as an example for the CTE departments and for others. Gradation of learning is clear on this, and it is very concise. COVID-19 interruptions are clearly interrupting the assessment process, so requests for tech support are likely valid.

- Section 3: Are the modules developed at TMCC, state & national modules, or both?

- Section 4: Was unable to open the documents through the assessment report. I had to open then through Google, which takes more time than I want to spend doing an assessment. Provide the range for the assessment scores. Is a 2.58 average score could or bad, when compared to the range?

- Specific tests were named and links added but could not open links. One must assume they are there.

- Could not open link. No data for Outcomes 1 and 3; assuming info in link explained.

- Department had internet/online issues. Hands-on tests could not be completed.

Turtle Mountain Community College
Annual Assessment Plan

Name Ron Parisien Luke Baker_____

Area of Assessment: Building construction Technology_____ Academic Year_2019 - 2020
Submission Purpose: ___ Initial Assessment Plan ___X_ Year-End Submission

Please provide the number of students involved in assessment: 12_____9 - First Year 3 - Second Year

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. Designed a Pretest/Posttest to include 1st and 2nd year students.
2. Cultural Integration Table ..\..\Documents\Ron's Cultural Integration Table 5-11-20.docx

Outcome #2

1. Developed a Course Map for Safety. ..\Ron's Workbook - Sheet1.pdf

Outcome #3

1. See section 3: Assessment Methods

Designed a new Pretest to include first year and second year students. The test consisted of 190 questions covering all courses we after in the BCT program. We are continuing to work on an assessment process to assess the culture integration into our lessons, courses, and program.

Section 2: Program Outcomes:

List each outcome separately

Outcome #1: Content Knowledge:

Students will demonstrate knowledge and application of the methods, practices, and procedures that represent the knowledge base and skills required to succeed in the Building Construction field.

Students modules 2019 and 2020 Completion.docx

Outcome #2: Safety

Students will demonstrate knowledge and applications of all required safety and practices in the building construction industry.

1. Course map where safety is introduced, learned and is practiced.

Building Construction Tech Safety Map			
Name of the Course			
	Intro	Learned	Practiced
OSHA 10	X	X	
Core Curriculum	X	X	
Framing Principles		X	X
Framing Shop 1		X	X
Framing Shop 2		X	X
Exterior Finish Theory & Shop		X	X
Interior Finish Theory & Shop 1		X	X
Interior Finish Theory & Shop 2		X	X
Site Layout & Concrete Form Construction	X	X	X
Green & Energy Efficient Construction		X	X
Weatherization & Renovation Theory		X	X

Outcome #3: Equipment

Students will show proficiency in the maintenance and safe use of tools, equipment and skills used in the building construction industry.
..\..\Documents\Program Course Outcome Map.docx

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. Pretest/Post Test
2. Module Section Reviews
3. Module Review Questions
4. Module Trade Term Quiz
5. Module Exams — **Hand and Power Tool Module Exam.pdf**
6. Module Proficiency Test — **Hand and Power Tool Proficiency Profile Sheet.pdf**

Hand and Power Tool Lesson Plan.pdf
Hand and Power Tool PPT1.pptx

Buisness Administration: A.A.S

Assessor: Stephanie Bear

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20	**3.33**	**3.71**	**3.43**	**2.71**	**2.33**	**N/A**	**3.10**
2018-19		3.27	2.73	2.09	2.82	N/A	2.73

Comments:

- Prior assessment action doesn't appear to be based on last year's results, no evidence.
- Outcomes can be expanded to make them measurable
- Data is limited- low student numbers

- Good Start

- The data error is noted, and this happens from time to time. How many students total were there for this assessment? Of those who completed both, what were their scores? Is there a way to increase assessment participation overall? Increasing your participation rate to as close to 100% is strongly advised.

- Section 4 Why so many students in #3 but not in #1 or #2? Different courses?

- Provide examples of how the "communication" evlutate

- Section 5: What will be done to increase communication skill?

- Section 6. What about an outside audience for the communication presentations?

- Section 3: What about AS students? They need effective communication skills to succeed in their selected areas.

- Section 4: Identify the rating scale.
- Rubric scores were not shared and numerical scores were not compared by year.

Turtle Mountain Community College
Annual Assessment Plan

Name___Stephanie Bear_____

Area of Assessment____Business Admin. A.A.S. Academic
Year____2019/20_____
Submission Purpose: ___Initial Assessment Plan ___Revised Assessment Plan _x__Year-End Submission

Please provide the number of students involved in assessment: __16___

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.

My outcomes could be clearer as well as my results. I adjusted the assessment outcomes to be clearer and the methods so the results are more detailed.

Section 2: Program Outcomes:

List each outcome separately

Management Principles

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

Information Literacy

2. **Students will be able to demonstrate effective research strategies when problem solving and/or decision making in business world situations**

Communication Skills

3. Students will be able to demonstrate effective written and oral communication skills required in the business environment

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 post test on Ethics, Planning, Organizing, Leading, and Controlling. (Method: Google Forms)**

Information Literacy

2. **Students were given an assignment in which they had conducted research from various sources in order to solve a business problem and make a sound recommendation/decision. Students had to log the sources they found which included various questions to show whether the source was credible or not. This assignment was measured using a rubric that focused on the research sources and the outcome of the research**

Effective Business Communication Skills

3. **Students participated in a team project, in which they conduct meetings and properly and professionally communicated with one another and the instructor. Students prepared a presentation as a team on business communication. This will be measured by a rubric and a business communications skills checklist**

Certified Nurses Assistant: Certificate

Assessor: Rainy Allery

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20	**2.67**	**3.67**	**3.67**	**3.67**	**3.33**	**Yes**	**3.40**
2018-19	3.33	3.83	4.00	3.83	3.67	Yes	3.73

Comments:

- Great data presented!
- Is this course level assessment?
- Should this program be assessment with Community Education?

- Section 1: Are these prior assessment actions are the recent development of assessment methods?

- Section 2: Are the modules developed at TMCC or are they state or national modules?

- Section 5: The information is this section is valid, but the first line would be better in assessments methods and the last line in Assesment Methods

- "Students will comprehend" should be changed to "demonstrate comprehension".

- "Demonstration" then takes the form of performance on assessment or in a lab environment.

- No justification based on assessment results is offered

Turtle Mountain Community College
Annual Assessment Plan 2019-2020

Name: Rainy Allery RN
Area of Assessment: Certified Nurse Assistant Course (CNA) **Academic Year:** 2019-2020
Submission Purpose: Assessment Plan/ Year-End Submission

Program Goal: **North Dakota Certified Nurse Aide Competency Examination:** Students will successfully pass the ND CNA competency Examination with a score of 75% or higher on the written portion and a result of "No Steps Missed", on the skill portion of the examination.

Section 1: Assessment Actions:

- Module quizzes related to course content, both knowledge and skill practice.
- A pre-exam was created for each student to take at the "orientation" of the course.
- The pre-exam will assist the instructor in the identification of both the knowledge and familiarity of the subject matter for each student before course content is given.
- Pre-exam scores are compared to the ND CNA Competency Examination Score of each student at the end of the course. With this comparison, the instructor will be able to identify strengths and weakness of both student knowledge and comprehension of course material, and the instructors teaching methods and delivery of course content.

Section 2: Program Outcomes:

Certified Nurse Aide students are required by the North Dakota Department of Health to receive a score of "Meets the Standard of Practice" on all skill assessments and demonstrations. Due to this requirement, the addition of the students' "skills practice and demonstration scores" during this year was irrelevant to the purpose of this assessment. I have removed this portion of my assessment plan and focused on the content of the course related to competency knowledge and identification of safe practice.

- **Content Knowledge**:
  - Students will **comprehend** all course content knowledge, including general concepts from the textbook, quizzes, and skill practice.
  - Student will **describe** on paper, the services that are offered to patients requiring long-term care services.
- **Safety and Equipment:**
  - Student will **identify** safe and effective basic nursing skills and procedures

Section 3: Assessment Methods of Content Knowledge, and Safety and Equipment

- **Module Quizzes**
  - Theory: Students are given module quizzes on course content including competency of both theory and skill knowledge; each student must receive a grade of 70% or better on each module quiz. There are a total of 13 quizzes the student will be required to complete. Each quiz is worth 100 points, each students 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%.
  - Module Quiz content scores will be evaluated by the instructor and students received feedback in relation to their quiz performance (completion and score).
  - Discussion with a question and answer session will be performed by instructor with students to ensure understanding of covered material and safe practice.
  - Students will correct wrong answers with a written description of the correct answer on the module quizzes.

- **Pre-Exam and North Dakota CNA Competency Examination**
  - Students will be given a pre-examination test before the start of the course (at orientation). This pre-exam will consist of 86 multiple choice questions regarding content that will be covered throughout the course. The purpose of this pre-exam will be to assist instructors in determining amount of student knowledge related to course content before the course begins.
  - The pre-exam score is then compared to the ND Competency Examination at the end of the course, this comparison assists the instructor in determining what amount of student knowledge was received via the instructor and course lesson. The students' pre-exam score will then be compared to their ND CNA competency examination in relationship to scores received for their pre-exam.

Certified Vehicle Operations

Assessors: Edwin Acosta and Craig Johnson

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20	**4.00**	**4.00**	**4.00**	**4.60**	**3.60**	**N/A**	**4.04**
2018-19	3.73	4.18	4.09	4.27	4.45	Yes	4.15
2017-18	3.50	2.75	2.88	3.38	3.63	Yes	3.23
2016-17	3.25	3.10	3.10	3.10	2.89	Yes	3.08

Comments:

- Action directly related to previous year assessment
- Outcomes are concise and represent students skills and abilities
- Data clearly connected to specific program outcomes. Improvement of assessment methods very good.
- Results are analyzed and presented to represent student learning
- Recommendations clearly are geared for improvement of student learning.
- Link Students to outcomes add method to assessment
- Overall, great plans and execution, but clarity could be improved on assessment of outcome 3 for specificity in sections 2 and 3. Incomplete data (assumedly due to COVID-19) prevents full expression of results.
- Section 5: Why is safety not applicable for assessment recommendation?
- Outcomes are measurable; statements should start with “Student will be able to” or “Students will demonstrate”.

Turtle Mountain Community College
Annual Assessment Plan

Name: Edwin Acosta & Craig Johnson

Area of Assessment: Commercial Vehicle Operations Academic Year: 2019-20
Submission Purpose: X 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 the most common topic missed was air brakes in relation to their use on a commercial vehicle. We have worked with Candace Marion in creating a poster to aid the students knowledge of air brakes. We also revamped the exercises given to students in the area of Hours of Service. Hopefully we will see the results increase this year with the changes that were made.

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.

Electrical Technology

Assessor: Wayne Sande

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20	**3.00**	**3.40**	**2.40**	**2.60**	**3.2**	**N/A**	**2.92**
2018-19	3.45	3.75	3.50	3.00	3.75	Yes	3.49
2017-18	3.45	3.73	3.64	3.27	3.27	Yes	3.47
2016-17		3.33	2.56	2.50	2.80	Yes	2.80

Comments:

- Need more information on prior assessment, action not clearly related to past-years data.
- More in-depth data needed for assessment. Assessment method is not clearly connected to program outcomes. No clear method of assessment
- Results are insufficient for meaningful analysis.
- No data presented to support the recommendations.
- "Students will demonstrate…with X% accuracy" works.
- The pandemic definitely impacted students' ability to complete their program. Online learning is not well suited to hand's on learning

Turtle Mountain Community College
Annual Assessment Plan

Name_____WAYNE SANDE_____

Area of Assessment_____ELECTRICAL_____ Academic Year__ 2019-2020____
Submission Purpose: ___Initial Assessment Plan __X__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. Curriculum changes were made to improve and meet program goals

We did some research on Job openings in the area.

We have received some training on canvas in August.

Still working on putting courses into canvas.

With the curriculum changes we did cut down on the credit loads, the contact hours were increased to meet lab contact per credit hour for federal regulations.

Section 2: Program Outcomes:

List each outcome separately

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 Residential Electric discipline.

2. Safety: Students will demonstrate the knowledge and application of all required safety procedures and practices in the Residential Electric Program.

3. Equipment/Tools: Students will demonstrate knowledge and proficiency in the maintenance, and the safe use of tools and equipment used in the Residential Electric 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: Content Knowledge: Pre/Post results This is a brand new class and starting from ground zero.

Outcome 2: Safety OSHA Certifications : work in progress

Outcome 3: Equipment/Tools : In the process of building a sheet with check lists for tool & equipment evaluation on a weekly schedule.

Entrepreneurship

Assessor: Diane Bercier

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20	**3.33**	**2.75**	**3.25**	**2.00**	**2.00**	**N/A**	**2.67**
2018-19		2.09	2.55	2.45	2.91	Yes	2.50

Comments:

- Not Enough Data To Assess!
- Good Start
- No statement indicating connection to last year's assessment plan.
- Outcomes not stated in measurable form; "develop an understanding" is not measurable.
- "Students will demonstrate…with X% accuracy" works.
- First two stated assessments to be used. Third needs a rubric or other assessment.

Turtle Mountain Community College
Annual Assessment Plan

Name **Diane Bercier**

Area of Assessment _Entrepreneurship_____ Academic Year_2019/2020__
Submission Purpose: ____ Initial Assessment Plan ___ Revised Assessment Plan X_Year-End Submission

Please provide the number of students involved in assessment: _3_

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.

Use the certification testing as the final for Quickbooks.
Researching a new text book to use for Entrepreneur 1 & 2.
Bring in speakers to discuss how to operate a business locally.

Section 2: Program Outcomes:

List each outcome separately

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

Section 3: Assessment Methods:

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

Students will have a completed business plan, using rubric to assess the component parts of the plan.
Students will take a pre-test and post-test and results will be assessed.
Students will complete a project encompassing the complete process of setting up a company, completing transactions and running reports.

Heavy Equipment Operations

Assessors: Kurt Fleury and John Trim

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20	**3.67**	**3.83**	**3.67**	**3.67**	**3.50**		**3.67**
2018-19	2.83	3.92	3.67	3.42	3.45	Yes	3.46
2017-18	3.00	2.40	2.60	3.10	3.00	Yes	2.82

Comments:

- Past data on SL presented and action to taken to improve
- Out comes refer to all main aspects of the program.
- Outcomes are mapped to produce SL outcomes
- The assessment process apears to be very sound throughout. However, a stronger connection to the assessment based request and its tie to the data generated could be made.

- Section 4, #3: Document hands-on knowledge of equipment instead of na, it is one of the outcomes. indicate health reasons prevented completing this task.

- Section 5: What methods, if any, are used to increase state and OSHA certification? Do the students stay in the program or is failing the end?

- Try adding "...by completing…with X% accuracy" for each outcome statement in order to meet the measurability piece.

- The pandemic has impacted program ability to complete the outdoor lab portion of their program. Online learning is note well suited to hand's on learning.

Turtle Mountain Community College

Annual Assessment Plan

Name John Trim/Kurt Fleury

Area of Assessment_ Heavy Equipment Operation_____ Academic Year_19-20_____
Submission Purpose: ___Initial Assessment Plan __X_Year-End Submission

Please provide the number of students involved in assessment: 22

Section 1: Prior Assessment Actions:

In the last assessment it was recommended, 1. To include more statistical data. As a result we added some average student scores for both pre and posttests. 2. It was also recommended to move program to include more good days for outdoor labs..
With the situation in the world today we were not able to complete the outdoor lab section of the program,.3. It was recommended to try to show areas where students are struggling. as a result we are working on compiling an after action survey for the outdoor labs, where the students can offer input on areas where they feel they need more instruction and areas they feel they struggled at.

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 to be 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 using specific checklists for each task

Medical Administrative Assistant

Assessor: Joan Azure

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20		**3**	**2.5**	**1.5**	**1.00**		**2.00**
2018-19							
2017-18							

Comments:

- Great start new assessment!

- Looking for more detail in your recommendation section.

Make sure your methods represent what you're reporting in your results. You mention the exam, but also mention hours of workplace training. If you're going to include that in your methods statement, it should be represented somehow in your results.

Turtle Mountain Community College
Annual Assessment Plan

Name Joan Azure

Area of Assessment Medical Administative Assistant Academic Year 2019/2020
Submission Purpose: Initial Assessment Plan X Year-End Submission

Please provide the number of students involved in assessment: 10

Section 1: Prior Assessment Actions:

This is the first year this is completed for the Medical Administrative Assistant Program.
No prior year information

Section 2: Program Outcomes:

1. Scheduling: Student can schedule patient appointments, including no-show/cancels, can establish a scheduling matrix and provide education to the patient.
2. Patient Registration: Student completes all demographic information for the patient, updates insurance information and collects co-payments at time of appointment.
3. Office Logistics/Compliance: Student applies office policies and procedures into daily tasks, follows office safety regulations and effectively communicates with office personnel.

Section 3: Assessment Methods:

Upon completion of classroom instruction. The Students completes the Medical Administrative Certification Test through the National Healthcare Association. Students are required to completed 90 hours of on-the-job training as well as 90- hours of classroom simulation prior to completed the certification exam.
Scheduling: Completes classroom exams in Medical Administrative Assistant textbook. Completes 60 hours of simulation training/60 hours of on-the-job training.
Patient Registration: Completes classroom exams in Medical Administrative Assistant textbook. Completes 60 hours of simulation training/60 hours of on-the-job training.
Office Logistics/Compliance: Completes classroom exams in Medical Administrative Assistant textbook. Completes 60 hours of simulation training/60 hours of on-the-job training.

Medical Lab Technology

Assessor: Tyler Parisien and Dorothy Hoffer

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20	**4.42**	**3.71**	**4.57**	**4.28**	**4**	**Yes**	**4.19**
2018-19	3.36	3.82	3.90	2.73	2.60		3.28
2017-18	2.33	2.30	1.90	1.60	1.44		1.92
2016-17		1.67	1.67	1.67	1.78		1.69

Comments:

- Excellent presentation of outcomes, results and assessment methods. Data clearly represents the use of data to improve program and student learning. Excellent snapshot of how COVID-19 affect student learning, and how you modified curriculum to meet standards.
- Little wordy
- The breakdown of disaggregated learning results is particularly easy to read and helpful for contextualizing specific aspects of student growth. Yes!!! You aligned specific data outcomes with an assessment based request. Overall, very nice work.
- Section 2: Would like to see the outcomes desciption strengthened - "application of theory"? Is there a basic theory in MLT?
- Section 3: analysis by outside affiliated laboratories provides info on how the students will preform in the real-world environment.
- Section 4: provide a scale for interperting the results of outcome 2. A +32 is good if the maximum is +35, but low if the maximum is +100. Would also like to see the rating scale from affiliated laboratoriea.
- Section 5 is assessment results, not recommendations
- Section 2: Would like to see the outcomes desciption strengthened - "application of theory"? Is there a basic theory in MLT?
- Section 3: analysis by outside affiliated laboratories provides info on how the students will preform in the real-world environment.
- Section 4: provide a scale for interperting the results of outcome 2. A +32 is good if the maximum is +35, but low if the maximum is +100. Would also like to see the rating scale from affiliated laboratoriea.
- Section 5 is assessment results, not recommendations
- Add X% of the time for each outcome

Turtle Mountain Community College
Annual Assessment Plan

Name_____Tyler Parisien/Dorothy Hoffer_____

Area of Assessment_____MLT Program_____ Academic Year___2019/2020_____
Submission Purpose: ___Initial Assessment Plan __x_Year-End Submission

Please provide the number of students involved in assessment: ___5__

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.

- This year's assessment will reflect the instructor/director/curriculum changes implemented in the 2018/2019 school year
- MLT Program added an assessment tool to help gauge outcomes 2 and 3 more effectively
- HEART Project updated MLT Classroom computer and presentation equipment, which allows for better instruction with crisp and clear images from lectures
- Addition of Allied Health Mentor/Tutor; not an assessment-based request but a new and valuable resource for students.

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. Evaluation of communication and professional skills to safely perform laboratory duties.

Outcome 3: Equipment

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

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: Content knowledge

- Students will be evaluated by a comprehensive pre and post test administered three times; once when they are accepted into the program, prior to clinical rotation placement and training, after clinical rotations have concluded. Administering the same assessment three times will help track student progress through various stages of the MLT Program.

Outcome 2: Safety

- Students will be evaluated by affiliate laboratories based on their knowledge and utilization of appropriate safety measures, PPE, communication and problem solving skills. (Competence scale includes 1-Nearly Always, 2- Frequently; may require minimal prompting, 3- Neutral; neither way with moderate prompting, 4-Infrequently, 5-Never, 6-Not Observed) Feedback also allows for commentary from clinical site to assist the program director with assessing specific issues/concerns, if any.

Outcome 3: Equipment

Competency used by affiliate laboratories to evaluate students on quality of work, communication and problem solving skills when using laboratory equipment and technology. Technical skills. (Competency levels are 4= excellent, 3 = good, 2 = satisfactory, 1 = unacceptable or hire/do not hire) Feedback also allows for commentary from clinical site to assist the program director with assessing specific issues/concerns, if any.

Pharmacy Technician

Assessors: Tyler Parisien and Dorothy Hoffer

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20	**1.33**	**3.16**	**3.33**	**2**	**2.83**	**Yes**	**2.53**

Comments:

- Great job, good start to your assessment. Course work and outcome are mapped.
- Very good start! I look forward to seeing your result next year!
- Great start for new program
- Need to add measurability piece.
- Use assessment language…
- #1: A 3-point rubric
- #2:Pre/Posttests
- #3:Performance-based
- Assessment data unavailable at this time.

Turtle Mountain Community College
Annual Assessment Plan

Name_____Raynee Gottbreht_____

Area of Assessment___Pharmacy Technician Program_____ Academic Year___Spring 2020___
Submission Purpose: ___Initial Assessment Plan __X__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. Include a discussion of the implementation of any new resources added as a result of the assessment-based requests.

This is my first assessment so I do not have an assessment to go off of from last year.

Section 2: Program Outcomes:

List each outcome separately

1. Student will perform proficiently and professionally as a Pharmacy Technician in hospital, retail and industrial environments
2. Student will demonstrate familiarity with brand and generic drug names, appearance, manufacturer, dosage form (s), and route of administration.
3. Student will demonstrate the ability to accurately interpret the information on a new prescription, request any missing information, and enter it.

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. Throughout the semester the students watched videos and completed essays regarding the different work environments. The assessment for Outcome 1 would have been completed when they conducted their internships/rotations. Due to the current pandemic the internships/rotations are on hold. They way the students will be assessed is on a scale of 1-3 (1-Always, 2-Sometimes, 3-Never) with many topics to be covered regarding insurance, sterile compounding, non-sterile compounding, ordering and stocking, processing medication orders, etc. The affiliate location will have a spot to further elaborate what was done and not done while the students were under their supervision.
2. Through out the semester the students completed pre and post test. On all of these tests there were drug names that the students would need to identify the brand or generic. The students completed games online regarding drug information and I recorded scores from the first time they played the game, 4th time they completed the game and the 8th time they completed the game.
3. Throughout the semester the students were educated all about prescriptions, a blank prescription was provided to the students at the beginning of the semester and they were instructed to complete the prescription with all of the information needed to make it complete. At the end of their first 3 classes they were given another blank prescription with instructions to complete the prescription using "sig codes" the provider would use, include all information required to make the prescription legal, write up a prescription label for the patient, select the drug, count the drug, and "dispense" the finished product to the patients.

Phlebotomy Technician

Assessor: Marilyn Delorme

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20	**4.2**	**4**	**4.2**	**4.2**	**4**	**Yes**	**4.12**
2018-19	3.60	3.90	3.80	3.40	3.90	Yes	3.72
2017-18	4.38	3.88	4.13	4.13	3.88	Yes	4.08
2016-17		3.44	3.78	3.67	3.89	Yes	3.69

Comments:

- Excellent presentation of outcomes, results and assessment method. Data clearly represents the use of data to improve program and student learning. Excellent snapshot of how COVID-19 affect student learning, and how you modified curriculum to meet standards.
- Try, "Students will demonstrate" for a and b and give acceptable scores or accuracy percentages.
- Is "c" a dispositional scale?
- Good data analysis – Rubric scale has "accomplished" for 4 **and** 3.
- What is the direct connection to assessment results?
- #2 does this.

Turtle Mountain Community College
Annual Assessment Plan

Name_ _Marilyn Delorme_____

Area of Assessment___Phlebotomy_____ Academic Year__2019 2020_____
Submission Purpose: ___Initial Assessment Plan _X__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*

I did an extensive review of the comprehensive competency results from the clinical affiliates competency results including results of tests, and training lab competency check lists.
From these results, I prepared study material for the National Board Exams study sessions.
This plan resulted in achieving a 100% pass rate.

Section 2: Program Outcomes:

List *each outcome separately*

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

Section 3: Assessment Methods:

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.

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

a. Chapter tests, Midterms and Finals. Plus a year end competency covering laboratory orientation, laboratory safety, specimen collection and handling, quality control (Competency levels are 3= excellent 2= satisfactory 1= unacceptable)

b. Competency used by affiliate laboratories to evaluated the students ability to follow proper procedures when drawing blood. Competency levels are 4 = accomplished A. 3 = advanced B. 2= adequate C .

c Competency used by affiliate laboratories to evaluate students on attendance, punctuality, appearance, professionalism, attitude, quality of work, communication and problem solving. A total score represents the level of professionalism.

Plumbing

Assessor: Richard Jay

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20	**3.8**	**4.25**	**4.25**	**4.25**	**4**	**N/A**	**4.11**
2018-19	4.09	4.00	3.64	3.55	3.27		3.71
2017-18	3.00	4.00	3.42	3.25	3.82		3.50

Comments:

- Clear description of prior assessment action, evidence available.
- Outcomes are concise and evidence reflects skills and abilities assessed.
- Valuable data present that clearly represents student improvement.
- The results analyzed and demonstrate level of improvement.
- The assessment recommendations are clear and are designed for improvement of student learning.
- Very Good
- No explanation for Outcomes 1 and 3; only 2.
- Able to detect modifications by reviewing performance tests submitted
- O1 and O3 were clear.
- O2 was more about Instructor recordkeeping.
- Available assessment data directly connected to the outcomes. Some assessments could not be performed.
- The intent to improve assessment tools is clearly evident. More specificity would be about how would be good.
- directly reflect issues and concerns related to the impact of the switch to online learning

Turtle Mountain Community College
Annual Assessment Plan

Name___Richard Jay_____x_____

Area of Assessment_____Plumbing Technology_____ Academic Year__2019/2020__
Submission Purpose: ___Initial Assessment Plan __x__Year-End Submission

Please provide the number of students involved in assessment: __10___

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: 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: Made new Performance testing sheets

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, equipment and skills 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 safety elements of 8 Performance Evaluations and who pass the official OSHA certification test.

Outcome #3: Performance Evaluations are done in 8 major areas. (Evaluations included)

- Isometric drawing
- Plumbing Math
- Plumbing Safety
- Plumbing Tools
- Pvc Evaluation
- Soldering Evaluation
- Steel Pipe Evaluation
- Transit Level Evaluation

Welding

Assessors: Carl Eller and Carl Bercier

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20	**3.36**	**3.33**	**3.00**	**3.50**	**3.33**	**No**	**3.30**
2018-19	3.45	3.27	3.18	3.27	3.18	Yes	3.27
2017-18	3.00	2.27	3.00	2.55	3.27		2.82
2016-17		3.56	4.00	4.10	2.70	Yes	3.59

Comments:

- Need more detail needed to understand prior assessment action.
- Outcomes are not clearly defined on report. Difficult to assess.
- Get more in-depth with statistical data.

- Note- two reports were submitted to SLC, not sure which one to assess! Assessment was based on report with both instructors listed.

- Program outcome 1 is vague and the wording may be more appropriate for the methods section. This same outcome is difficult to understand in the methods section, so rewording for clarity and specificity of what content knowledge is being targeted is encouraged.

- Section 5: What methods, if any, are used to increase state and OSHA certification? Do the students stay in the program or is failing the end?
- Outcomes must be measureable. "Students will complete content knowledge worksheets with 90% accuracy."

- How? Data charts? Safety checklists pass rate needed. 100%?

- Outcome result in 4a should state that 8 of 10 passed the safety check. 4b chart makes that clear.

- Need to state why the equipment is needed.

Turtle Mountain Community College
Annual Assessment Plan

Name: Carl Eller and Carl Bercier

Area of Assessment: Welding Technology Academic Year: 2019-2020
Submission Purpose: ___Initial Assessment Plan _X__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. Knowledge :**
  - No actions were taken at this time, but the use of more You-Tube videos would be used more frequently, because students tend to pay more attention to more hands on.
- **Outcome 2. SAFETY :**
  - We do the same safety osha 10 hour certificate state certs.
- **Outcome 3. Equipement :**
  - Students still demonstrate safe use of all tools and equipment, using a check-off list.

Section 2: Program Outcomes:
List each outcome separately

- **Outcome 1. Content Knowledge:**
  - Continuing to do weekly worksheets to cover course content.
- **Outcome 2. Safety:**
  - Students must abide by all osha safety rules.
- **Outcome 3. Equipement:**
  - Students must use all shop equipment responsible and safely, and I use a check list of all tools and equipment being used.

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. Content Knowledge:***
    - *Still doing pre and post testing for each course being offered.*
- ***Outcome 2. Safety: .***
    - *Keeping records of osha certs, state welding certs, and checklist for equipment and safety.*
- ***Outcome 3. Equipement:***
    - *Students must show competency when using all tools and equipment, before passing any welding test because it's part of the test.*

Programs Developing Outcomes/Methods

Programs new to the college or to the assessment process are given one academic year to develop outcomes and methods prior to being required to submit a completed assessment plan. Members of the Student Learning Committee assist the assessor in these developments.

CyberSecurity Developing

Assessor: Marlin Allery

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20		**3.16**	**3.33**				

Comments:
New Program

Effective plan for addressing scaffolded credentials

Turtle Mountain Community College
Annual Assessment Plan

Name**:** ***Marlin Allery***

Area of Assessment___Cyber Security – AAS__ _____ Academic Year__2019/2020___
Submission Purpose: __Initial Assessment Plan __Revised Assessment Plan _X__Year-End Submission

Please provide the number of students involved in assessment: _____

Section 1: Prior Assessment Actions:

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

Section 2: Program Outcomes:

List each outcome separately

Outcome 1: Identify risks, assess threats, and develop effective countermeasures aimed at protecting organizational assets on-premise and in the cloud.
Outcome 2: Prevent common security threats, including implementing firewall and VPN technologies and perimeter defenses, conducting vulnerability and penetration testing, and scanning networked systems.
Outcome 3: Discuss relevant laws, regulations, and frameworks as they apply to data privacy and cybersecurity operations.
Outcome 4: Demonstrate the legal and technical aspects of a cybercrime investigation and the application of computer forensic tools.

Section 3: Assessment Methods:

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

Outcome 1: Students will use a simulation software, along with completing labs using physical hardware & software that will cover the following areas:

- Introduction to Penetration Testing
- Social Engineering and Physical Security
- Reconnaissance
- Scanning
- Enumeration
- Analyze Vulnerabilities
- System Hacking
- Malware
- Sniffers, Session Hijacking and Denial of Service
- IDS, Firewalls, and Honeypots
- Web Servers, Web Applications, and SQL Injections
- Wi-Fi, Bluetooth, and Mobile Devices
- Cloud Computing and Internet of Things
- Cryptography

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 Ethical Hacker 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 a breakdown of each of the different areas.

<u>OUTCOME 2:</u> This Outcome can be assessed using the methodology of Outcome 1 assessment plan.

<u>OUTCOME 3:</u> Students will use a simulation software, along with completing labs using physical hardware & software that will cover the following areas:

- Security Basics
- Policies, Procedures, and Awareness
- Physical
- Perimeter
- Network
- Host
- Application
- Data

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 Security 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 a breakdown of each of the different areas.

<u>OUTCOME 4:</u> Students will perform real world scenario projects in their courses in which will work individually or with a group/team where they will be graded using a rubric that contains a list of items they will have to perform/complete. These projects will include having to complete a forensic investigation using the tools and software that they learned about while in the program.

Health and Fitness

Assessor: Roger Ross

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20	**3**	**3**	**3**	**3**		**N/A**	**3**

Comments:

- Great Community Partnerships

Turtle Mountain Community College

Annual Assessment Plan

Name: **Roger Ross**

Area of Assessment: **Health & Fitness Technician Degree**

Academic Year: **2020-2021**

Submission Purpose: **_X_**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.

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.

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.

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 2: Program Outcomes:

Outcome #1: The students will be prepared in designing fitness exercises and sports specific skills programs that can help anyone reach their fitness goals.

Outcome #2: Students will get hands-on educational and practical experiences to those interested in a career in the emerging fitness/health/wellness industry.

Outcome #3: The students will understand the importance of core training, balance training, resistance, reactive training, and speed, agility, and training.

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. The students will be prepared in designing fitness exercise and sports specific skills programs that can help anyone reach their fitness goals.
    a. **Create lesson, practice and fitness plans for individual and group clientele for elementary (ages 5-10), middle school (ages 11-13), High school students(ages 14-18), college students and adults (ages 19 and up). Most importantly those with Chronic Disease. Break down more!**
    b. **Students will develop a coaching philosophy.**
    c. **Students will create a mission a vision statement**
    d. **Students will Create a 8-12 week personal training fitness and nutritional plan**

e. **Have the ability to create a 8-12 week group strength and conditioning plan for each desired age groups**
f. **Create a sports specific skill development plan for athletes. (Football, Basketball, Baseball, Softball, Volleyball, wrestling)**
g. **Create a one week sports practice plan for (Football, basketball, baseball, softball, volleyball, wrestling,).**

2. Students will be provided with educational and practical experiences to those interested in a career in the emerging fitness/health/wellness and sports industry.
    a. **Students will participate in hands on experience during the weekday and weekend sports and fitness academy provided by the college and other related partners in the community. Partners will consist of… Bryon Dorgan Youth Wellness Center, Tribal Diabetes Programing, local high schools, middle school and elementary schools in Rolette County and other health and fitness related programming that have the same mission.**
3. The students will understand the importance of core training, balance training, resistance, reactive training, speed, agility, quickness training and sports specific skill development.
    a. **Pre and Post Fitness test before each fitness program.**
    b. **Assess the students on how they will perform reps, set and skills for each exercise they would like to see the client perform.**
    c. **Assess their knowledge by providing daily and weekly quizzes**
    d. **Weekly progress assessment reports with every internship program the students get accepted into.**
    e. **Assess them with how they create fitness programs, skill development, program, nutritional programs and sports specific practice plans.**
    f. **Assess the students in creating a 12 week personal training workout program**
    g. **Assess the students in creating a 8 week sports specific skill development workout plan**
    h. **Assess them in their knowledge of all reading assignments.**
    i. **Assess them on how they are communicating with the clients in an individual, group and team setting.**

Each workout should include the basic components of movement preparation, biomechanics work, neutral innovations, and finally, coordinated movements drills.

(See attachments assessment tools I will use with the students)

Network Administrator

Assessor: Marlin Allery

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20	**4**	**3**					
2018-19							
2017-18							

Comments:

- Outcomes may be difficult to measure and appear to be difficult to assess

Turtle Mountain Community College
Annual Assessment Plan

Name**:** ***Marlin Allery***

Area of Assessment___Network Administrator – AAS_____ Academic Year__2019/2020___
Submission Purpose: __Initial Assessment Plan __Revised Assessment Plan _X__Year-End Submission

Please provide the number of students involved in assessment: _____

Section 1: Prior Assessment Actions:

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

Section 2: Program Outcomes:

List each outcome separately

Outcome 1: Demonstrate the ability to diagnose and solve network problems.
Outcome 2: Demonstrate the ability to research technology problems, provide technology support, and to learn new technology tools.
Outcome 3: Demonstrate the ability to help other technology users, develop training and maintenance plans and to translate their technical knowledge so that others can use it.

Section 3: Assessment Methods:

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

Outcome 1: Students will use a simulation software, along with completing labs using physical hardware & software that will cover the following areas:

- Cables and Connectors
- Networking Devices
- Peripheral Devices
- Ethernet
- IP Configuration
- Switch Management
- Routing
- Firewalls
- Network Customization
- Wireless Networking
- Wide Area Networks (WAN)
- Networking Policies and Procedures
- Network Security

- Network Hardening
- Network Management
- Network Optimization

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 Network 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 a breakdown of each of the different areas.

<u>Outcome 2:</u> This can be assessed through the methodology used in Outcomes 1 & 3

<u>Outcome 3:</u> Students will use a simulation software, along with completing labs using physical hardware & software that will cover the following areas:

- PC Technician Responsibilities
- System Components
- Peripheral Devices
- Storage
- Networking
- Wireless Networking
- Printing
- Mobile Devices
- System Implementation
- File Management
- System Management
- Security

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 a breakdown of each of the different areas.

Web Designer:

Assessor: Marlin Allery

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20	**2.5**	**2.5**	**2.16**	**3**	**3**	**N/A**	**1.29**

Comments:

- Outcomes may be difficult to measure and appear to be difficult to assess

Turtle Mountain Community College
Annual Assessment Plan

Name**:** ***Marlin Allery***

Area of Assessment___Web Designer – AAS_____ Academic Year__2019/2020___
Submission Purpose: __Initial Assessment Plan __Revised Assessment Plan _X__Year-End Submission

Please provide the number of students involved in assessment: _____

Section 1: Prior Assessment Actions:

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

Section 2: Program Outcomes:

List each outcome separately

Outcome 1: Demonstrate knowledge of artistic and design components that are used in the creation of a web site.
Outcome 2: Utilize and apply the technical, ethical and interpersonal skills needed to function in a cooperative environment.

Section 3: Assessment Methods:

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

Outcome 1: Students will complete projects in the program using creative tools such as Adobe Photoshop & Illustrator along with programming software such as Notepad ++. Projects will be graded using a rubric that is broken down into the different areas that the project will be graded on.

OUTCOME 2: Students will complete group projects and work in teams to gain the skills it takes to work with others and create a cooperative environment. Each team member will have their own role to complete in the project. Projects will be graded using a rubric that is broken down into the different areas that the project will be graded on.

Associate Degree Programs

Natural Resource Management

Assessor: Stacie Blue

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20	**3.37**	**3.87**	**3.5**	**4.25**	**3.62**	**Yes**	**3.72**
2018-19	4.08	3.75	3.67	3.33	3.00	No	3.57

- Comments:

- Very good explanation of student assessment, qualitative and quantitative data presented.

- Tools for measurement excellent!

- It is noteworthy that the program outcomes are largely in alignment with the four TMCC student learning outcomes; this alignment dovetails nicely with ensuring the program is promoting skills development in ways deemed important by the faculty body. Assessment methods/results are clear except for outcome 3 (no clear data). The elder's council appears appropriate for this assessment -- and could support numerous other systems on campus.

- Section 1. Comments were provided in the 2019 fall semester assessment that are not addressed here.

- Section 3. The methods refer to the summer of 2019, should be updated to more than the summer 2019, It should be an overall assessment.

- Section 4, provide % along with numbers, Outcome 3, no results?
- Try adding "...by completing…with X% accuracy" for each outcome statement in order to meet the measurability piece.

Turtle Mountain Community College
Annual Assessment Plan

Name__Stacie Blue_____

Area of Assessment_ AS NRM Program_____ Academic Year_2019/2020_____
Submission Purpose: __Initial Assessment Plan __x__Year-End Submission

Please provide the number of students involved in assessment: __2-4___

Section 1: Prior Assessment Actions:

A. Based on student recommendations created and offered during the Summer of 2019:
NRM 190 Turtle Mountain Systems I- 3 credits
NRM 210 Capstone Project- 3 credits
In May of 2019, TMCC received the USDA NRCS Collaborative Conservation Grant to support research on plant diversity within the different Turtle Mountain habitats. This grant supported NRM students while they were in NRM 190, NRM 210 and participating in research during the summer of 2019, it will be available again for summer 2020.
Worked 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:

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

Associate Degrees Developing Assessment Plans

Associate of Arts

Assessor: Arts, Humanities, and Social Science Department Developing

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20	**3.30**	**3.17**	**3.00**	**3.00**	**2.33**		**2.96**

Comments:

- Only 1 outcome? Good start for new assessment
- Use of the word "multi-cultural" may cause confusion; instead, it may be advisable to use language directly from the mission statement of the institution and/or the student learning outcomes. As noted, perhaps directly aligning outcomes to the SLOs is advisable for this general degree. The outcome and goal statement are very broad at this time; honing these into more assessable language may help.
- From the methods section and description throughout, it appears the plan is still developing and being refined. In the longitudinal results, a multi-year data breakdown is offered, but given that this is a new assessment plan, no context for these numbers is provided.
- Additionally from the descriptions, it sounds like working across departments is work yet to be done, and this is sensible.
- Section 2 Do HUMM 101 and HUMM 102 cover worldwide humantities topics? This need to be made a clearer in the outcomes. The one word, "multi-cultural" needs to be clarified.
- Data reflects years 2016- Academic Year 18-19.
- Efforts to develop assessment methods will continue next academic year.

Turtle Mountain Community College
Annual Assessment Plan

Name__Erik Kornkven___(on behalf of Dept. of Humanities and Social Science Faculty)_____

Area of Assessment____Associate of Arts_____ Academic Year_____2019-20_____
Submission Purpose: ___Initial Assessment Plan __X__Year-End Submission

Please provide the number of students involved in assessment: ___N/A__

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.

This is the first year we are completing the annual assessment plan for the Associate of Arts. We have done assessment activities in the past including a curriculum map.

This year we focused on how to go about assessing our Associate of Arts degree. We feel that for a two-year degree the majority of the outcomes are represented by the Student Learning Outcomes we've identified at the institutional level. Those assessment efforts are ongoing and will serve as the bulk of our data for the improvement of student learning across both Associate of Arts and Associate of Science degrees.

We were left with the question of what makes the Associate of Arts degree at TMCC stand out from other Associate degrees here at TMCC and elsewhere. We worked to develop a single outcome that is unique to this degree. This work was done in a department of Humanities and Social Science meeting.

Section 2: Program Outcomes:

List each outcome separately

Outcome:

Students who graduate with an Associate of Arts degree at TMCC will have developed a multi-cultural perspective through the application of traditional knowledge and teaching.

Goal Statement:

The goal of the Associate of Arts degree at Turtle Mountain Community College is to assist students in the development of their academic, professional, and cultural identities. Through an application of traditional knowledge and teachings both in and out of the classroom, students will develop a multi-cultural perspective that will equip them with the knowledge, skills, and emotional intelligence necessary to be productive members of their communities.

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.

We talked about ways we could assess for this outcome and came up with some different ideas. Due to the disruptions to the semester we will need to pick up these discussions early next year. Here are some of the ideas for methods:
- Develop some sort of capstone class for the Associate of Arts

- Adopt a portfolio approach to the degree where students collect samples of work from their classes and we use the portfolios to assess. (this could be used to assess for SLO's as well)

- Identify specific classes 'capstone' courses that represent a large sample of the students who graduate with this degree. Identify a specific rubric or other assessment method for assessing students ability to incorporate multiple perspectives in their work.

Associate of Science

Assessor: Math and Science Department Developing

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20	**3.33**	**3.25**	**2.00**	**3.00**			**2.90**

Comments

- Good start
- As an initial plan, some work may yet be needed to hone outcomes so that they are clear, concise, and easily assessible. Alignment to the four institutional SLOs is strongly recommended for this general education program. One outcome is clearly aligned with culture (one of the SLOs), and finding ways to determine how alignment to other SLOs may occur is strongly recommended.
- Try "Students will apply or demonstrate...by completing…with X% accuracy" for each outcome statement.
- Looking for action verbs and measurability.
- No assessments identified.
- No descriptive analysis of chart percentages. 3 outcomes on chart; 5 outcomes listed under Section 2.

Turtle Mountain Community College
Annual Assessment Plan

Name____Deborah J. Hunter_____
Area of Assessment ____Associate of Science STEM__(Science, Technology, Engineering, and Mathematics___ Academic Year___2019-2020_____
Submission Purpose: ___Initial Assessment Plan ___X_Year-End Submission

Please provide the number of students involved in assessment: _NA____

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.

This is the initial Annual Assessment for the STEM department. STEM covers many disciplines. We are focusing on outcomes that will address all disciplines. Mathematics is required at different levels in all the STEM fields. Student options in professional engineering include chemical engineering and environmental engineering. Statistics is essential for determining the significance of research results in all STEM fields. Physical science and engineering courses cover some of the same topics. Computer technology is continually used in all the STEM fields.

Section 2: Program Outcomes:

List each outcome separately

1. **Students will have the ability to apply knowledge, skills and critical thinking in all areas of STEM. This would include applying math to science, engineering and computer technology and related data analysis. Basic knowledge of the relevant science area is required for engineering degrees. Many of the concepts taught in science courses are also taught in engineering.**

2. **Students will demonstrate knowledge and skills to design experiments or small research projects, conduct experiments and/or collect data, understand and analyze quantitative data and qualitative data, develop conclusions and, if applicable, alternate conclusions.**

3. **Students will gain knowledge on how Anishinabe wisdom in the past and present relates to current STEM knowledge.**

4. **Students will successfully be able to use their knowledge and skills to continue their education at an institution of higher education, to successfully enter into desired job market, and/or participate in community activities.**

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.

The STEM department faculty will be meeting in the Fall 2020 semester to discuss methods of assessment. The TMCC switch to online courses in Spring 2020 provides a new area of instruction and assessment to some of the faculty, which *might* be used to enhance student learning in upcoming semesters.

Bachelor Degrees

Ogimaawiwin: Leadership and Business Management

Assessor: Michael Poitra

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20	**2.00**	**3.67**	**3.00**	**3.33**	**3.00**	**Yes**	**3.00**
2018-29		3.60	2.80				

Comments:

- Assessment based request is reasonable, but not aligned with results
- Outcomes were presented last year and method of assess – where did students struggle and where did they improve?

Turtle Mountain Community College
Annual Assessment Plan
Name- Ogimaawiwin (Leadership) and Business Management Program

Area of Assessment- Degree Program Academic Year- 2018-2019
Submission Purpose: _X__Initial Assessment Plan ___Revised Assessment Plan __Year-End Submission

Please provide the number of students involved in assessment: _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.

Forthcoming based on data to be gathered.

Section 2: Program Outcomes:

List each outcome separately

Outcome	Introduce	Reinforcement of Skill	Mastery/Proficiency
Students will understand and assess 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 an understanding 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:

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

Students will participate in 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.

Instructional Practices

Assessors: Cathie Gladue and Dr. Teresa Delorme

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20	**4.40**	**4.60**	**4.80**	**4.40**	**4.00**		**4.44**
2018-19	4.10	4.00	3.91	4.00	3.45	Yes	3.89
2017-18	3.00	3.50	4.00	4.00	3.91	Yes	3.68
2016-17	3.8	2.25	2.5	2.63	3.00	Yes	2.83

Comments:

- An excellent process is demonstrated, and clarity is easily seen at each stage. As a simple note, the year-to-year results can be placed in the "results" section instead of in methods.
- Great job!! Linked assessment to standards.
- Section 5:The program follows predetermined assessment methods. There is not indication of the program wanting to increase the scores or what the program will do to increases scores.
- Section six, Based on the size of the instructional program, is difficult to believe there are no Assessment-base Requests. Could teaching students do a similar assessment of the courses they are require to take? It would be good practice.

Turtle Mountain Community College
Annual Assessment Plan

Name: ____Teresa Delorme/Cathie Gladue_____

Area of Assessment: __Instructional Practice____ Academic Year__2019-20_____
Submission Purpose: ___Initial Assessment Plan ___Revised Assessment Plan: X_ 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.

Education Preparation Providers are driven by CAEP Standards and InTASC Standards. Education candidates are assessed based on the degree to which they meet the InTASC Standards during the EDUC 414 Student Teaching experience coupled with the EDUC 415 Student Teaching Seminar. InTASC Standards are grouped under 4 Learner Outcomes focused on the learner and learning, content knowledge, instructional practice, and professional responsibilities. Student teaching and student teaching seminar serve as the EPP's capstone courses because they are culminating experiences in which students are expected to demonstrate their ability to synthesize subject-matter knowledge they have acquired, integrate instruction, and connect theory and application in the classroom as evidence of their readiness to enter the world of teaching. These expectations never change, so the INTASC standards-based assessments will continue to be used to assess learner outcomes. Candidates are assessed using these assessments:

1. Skills of Teaching Observation Tool (STOT)
2. Critical Dispositions Assessment
3. E-portfolio Assessment

Section 2: Program Outcomes:

List each outcome separately

The Council of Chief State School Officers has established InTASC Standards that guide teacher education programs and describe what teachers are expected to know and be able to do. The 10 InTASC Standards are grouped into four general categories as follows:

Learner Outcome #1: Candidates will demonstrate ability to assess learner growth, design instruction to meet diverse learner needs and orchestrate learning experiences that engage learners in collaborative and self-directed learning.

The Learner and Learning:

Standard 1 Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2 Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard 3 Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Learner Outcome #2: Candidates demonstrate a deep and flexible understanding of their content areas and are able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content.

Content Knowledge:

Standard 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
Standard 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Learner Outcome #3: Candidates understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways.

Instructional Practice:

Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Standard 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context
Standard 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Learner Outcome #4: Candidates create safe, productive learning environments that result in learners achieving at the highest levels.

Professional Responsibilities:

Standard 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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.

Method #1: Candidates are rated on the three InTASC Standards applicable to Outcome #1 using the NDACTE Skills of 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.

Outcome	*Academic Year 17/18*	*Academic Year 18/19*	*Academic Year 19/20*
Outcome #1 The Learner and Learning	*3.71 average*	*3.70 average*	*3.56 average*

Method #2: Candidates are rated on the two InTASC Standards applicable to Outcome #2 using the Skills of 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.

Outcome	*Academic Year 17/18*	*Academic Year 18/19*	*Academic Year 19/20*
Outcome #2 Content Knowledge	*3.63 average*	*3.54 average*	*3.44 average*

Method #3: Candidates are rated on the three InTASC Standards applicable to Outcome #3 using the Skills of 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.

Outcome	*Academic Year 17/18*	*Academic Year 18/19*	*Academic Year 19/20*
Outcome #3 Instructional Practice	*3.58 average*	*3.58 average*	*3.51 average*

Method #4: Candidates are rated on the two InTASC Standards applicable to Outcome #4 using the Skills of 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.

Outcome	*Academic Year 17/18*	*Academic Year 18/19*	*Academic Year 19/20*
Outcome #4 Professional *Resp.*	*3.53 average*	*3.57 average*	*3.60 average*

Two InTASC Standards-based assessments have been added to the final assessment process for pre-service teachers: e-Portfolio and disposition assessments. The Candidate Dispositions assessment is completed at the same time that the teaching performance is assessed and is completed by the cooperating teacher, the candidate, and the college supervisor. Once the candidate has completed student teaching, s/he presents the e-Portfolio to teacher education faculty, and faculty assesses how well the candidate addresses the standards in the teaching/learning process. These three data points offer assurance that the candidate has met all standards at an acceptable level of proficiency.

Outcome	*Academic Year 17/18*	*Academic Year 18/19*	*Academic Year 19/20*
Disposition			*2.68*

Outcome	*Academic Year 17/18*	*Academic Year 18/19*	*Academic Year 19/20*
e-Portfolio			*4.33*

In summary, these three measures are used to assess the overall preparedness of pre-service teachers upon completion of their program of study:

1. Skills of Teaching Tool (STOT
2. Candidate Dispositions
3. E=Portfolio Rubric

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
  - Students will demonstrate an entry level proficiency in either Anishinabemowin or Michif
  - 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
  - Students will identify ongoing challenges and issues facing the community
  - 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
  - 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.

Student Learning Outcome: Language and Culture

Assessors: Alixena Patinaude, Lesliek Peltier, Velda Belgarde, Stacie Blue

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20	**3.75**	**3.75**	**3.5**	**4.25**	**4.25**	**Yes**	**3.90**
2018-19	3.11	3.50	3.00	3.20	3.30	Yes	3.22

Comments:

- Excellent information!
- Section 2. How does a pre- and a post- measure "demonstrating Ability"?
- Section 3: Move rating scale above the first table of results.
- General Question: The assessment is addressing two different groups of students; one group is entering TMCC and one group is leaving TMCC. Shouldn't this be indicated in the assessment analysis?
- Section 5: Again, the assessment is limited to students who plan to graduate from TMCC. How many students are missed who do not need to graduate from TMCC to reach their goals? (limited population of students)

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____2019-2020___

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

Please provide the number of students involved in assessment: __37 completed the pretest Language and Cultural assessment in First Year Experience, 12 students completed the posttest language and cultural assessment in Graduation and Beyond.__

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. Students enrolled in Ojibwe II were also given a language assessment at the end of the semester to rate their knowledge in speaking, reading, writing, listening and responding in the Ojibwe language. A point system was was used to calculate the 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 pretest was given at the end of the First Year Experience course that assesses student knowledge of cultural topics, history, and language.
- A posttest given at the end of the Graduation and Beyond course that assesses student knowledge of cultural topics, history, and language.

Section 4: Assessment Results

Results of the Language and Cultural Assessment pretest given in First Year Experience:

Rating for Language and Cultural Survey: 1 = No

Question/Topic	Self-Rated Score	Demonstrated Ability	Difference Between Scores:
Question 2: Pow wow, Traditional Song/dance	2.43	1.86	0.57
Question 1: Knowledge of Language	2.22	1.49	0.73
Question 11: American Indian History	2.08	1.62	0.46
Question 10: Cultural/Social Behaviors	2.03	1.73	0.30
Question 6: Food/Hunting Traditions	1.89	1.62	0.27
Question 3: Ceremonies and Spiritual Healing	1.84	1.70	0.14
Question 4: Tribal Stories	1.76	1.32	0.44
Question 9: State/Tribal Relationship	1.70	1.46	0.24
Question 7: Chippewa Treaties	1.49	1.38	0.11
Question 5: Michif Culture	1.38	1.12	0.26
Question 8: Federal Tribal Trust, and Sovereignty	1.32	1.24	0.08

Understanding 2= Little Understanding 3= Some Understanding 4= Good Understanding 5= Very Strong Understanding

Question/Topic	Self-Rated Score	Demonstrated Ability	Difference Between Scores:
Question 2: Pow wow, Traditional Song/dance	3.42	3.5	-0.08
Question 1: Knowledge of Language	3.08	2.25	0.83
Question 10: Cultural/Social Behaviors	2.67	2.92	-0.25
Question 6: Food/Hunting Traditions	3.00	2.75	0.25
Question 3: Ceremonies and Spiritual Healing	2.83	2.33	0.50
Question 4: Tribal Stories	2.58	1.50	1.08
Question 11: American Indian History	2.50	2.50	0.00
Question 9: State/Tribal Relationship	2.42	1.33	1.09
Question 8: Federal Tribal Trust, and Sovereignty	2.33	1.92	0.41
Question 7: Chippewa Treaties	2.25	1.33	0.92

Results of Language and Cultural					
	Question 5: Michif Culture	1.38	1.12	0.26	
	2019-2020 Averages:	**2.33**	**1.80**	**.53**	
	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**	

Assessment post test given in Graduation and Beyond:

37 students in First Year Experience completed the language and cultural assessment pretest. 12 students in Graduation and Beyond in both fall and spring semesters completed the Language and Cultural Assessment posttest. The assessment was optional. Last year, 34 student responses were collected in Graduation and Beyond. On each question, students self-reported higher knowledge than demonstrated ability. In the language and cultural assessment posttest, students rated themselves higher than demonstrated ability in 9 out of the 11 categories. For students who took the pretest in First Year Experience, students rated themselves higher than demonstrated ability. The Language Assessment in Ojibwe II was not completed this year due to the nature of the test. Students are not allowed to use notes and must also complete an in-person dialogue with the instructor. Many students struggled to access the internet to do this. In one section of Ojibwe I, through informal assessment, students did not demonstrate knowledge or competency in conversing with one another in Ojibwe, understanding and knowing sentences, or reading and writing Ojibwe using the double-vowel system.

Section 5: Assessment Recommendations:

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

- More emphasis needs to be added to ensuring Language assessments are happening in both semesters and with all instructors.
- 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 they were optional this year.
- Completing assessments online was difficult. Graduation and Beyond was delivered online and the response to the assessment was lower than last year (12 compared to 34). The language assessment was not given to Ojibwe II students this spring semester due to the transition to online teaching the last part of the semester. Instructors need to collaborate and create a solid plan for addressing online issues when it comes to assessments.

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. Also, we recommend additional training and planning with all instructors to address online needs for both students and faculty in the future.

Student Learning Outcome: Critical Thinking

Assessors: Dr. Alex Chirilla, Dr. Deborah Hunter, Les LaFountain, Stuart Rieke,

The Critical Thinking Team continues to develop their methods and practices for institutional assessment of critical thinking

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20							
2018-19	1.86	3.67	3.00	2.67	2.83	Yes	2.80

Student Learning Outcome: Communication

Assessor: Dr. Ann Brummel, Margaret Bail, Erik Kornkven, Crystal Star

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20	**4**	**4**	**3.75**	**3.75**	**3.75**		**3.85**
2018-19	4.13	4	4	4	4		4.03
2017-18	3.8	4.2	3.4	3.8	4		3.84
2016-17		3.43	3.63	3.25	3.88		3.54

Comments:

- Good explanation of student assessment.

- Application of the rubric appears promising. For the technology performance indicator, Microsoft Word is only one expression of technology usage; additional embedded assessments across the curriculum is encouraged. Data appears only to be collected from English courses or Graduation and Beyond; are there ways to collect data from multiple departments? Applying the rubric devised across disciplines may be considered. It is noted that attempts were made via professional development, but more direct follow through is likely needed -- and clear management planning should be considered to support this.

- Try adding "...by completing…with X% accuracy" for each outcome statement in order to meet the measurability piece.

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_2019-20___
Submission Purpose: _X_Initial Assessment Plan ___Revised Assessment Plan ___Year-End Submission

Please provide the number of students involved in assessment: __

Section 1: Prior Assessment Actions:

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

Performance Indicator #1: Oral Communication

18-19 Recommendation:

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.

19-20 Action:

We will conduct a professional development with all A.A. and A.S. faculty that will include a norming exercise using the standardized writing rubric and speaking rubric. This professional development will work towards opening a dialogue on campus about what we value in both oral and written communication. It will encourage the wider use of the standardized rubrics across the A.A. and A.S. curriculum.

Performance Indicator 2: Written Communication

18-19 Recommendation:

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.

19-20 Action:

See Above

Performance Indicator 3: Technology

18-19 Recommendation:

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

19-20 Action:

Committee will work to update technology assessment methods.

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 will sit in on the final round of speeches in the public speaking course at TMCC. They will use 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 will be measured in the graduation and beyond courses required of all AA/AS graduates. The students are 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

No Data Gathered Due to difficulty arranging in-class visits and observations

Performance Indicator #2 Written Communication

Standardized Rubric Assessment of Student Writing

Course	Structure	Content Development	Genre Conventions	Source use	Style and Editing
Comp 1 Face-to-Face (29 Students)	2.66	2.44	2.70	2.55	2.53

Comp 1 O (24 Students)	2.84	2.91	2.58	2.74	2.91
Comp 2 F2F (12 Students)	3.67	3.33	3.08	3.42	3.58
Comp 2 O (12 Students)	3.47	3.47	2.6	2.67	3.2
Cumulative	**3.16**	**3.04**	**2.74**	**2.85**	**3.06**
2018-19 #s	*2.53*	*2.57*	*2.72*	*2.42*	*2.73*
2017-18 #s	*2.81*	*2.87*	*2.89*	*2.50*	*2.87*

The numbers here trend positive, but due to challenges collecting data during this time the number of students is relatively low. As it is, scores rose significantly across all criteria with the exception of genre conventions. Source use saw a rise compared to previous years.

Performance Indicator #3: Technology

More students needed for data to be significant

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

1 – No confidence	0	0
2 – Some confidence	2	
3 – Substantial confidence	2	
4 – High confidence	1	
Totals		

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

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

Microsoft Word	5 respondents	**100** %	
Microsoft Powerpoint, (Incorrect answer)Microsoft Powerpoint	5 respondents	100 %	

Microsoft Excel, (Incorrect answer)Microsoft Excel	4 respondents	80 %	
Microsoft Access, (Incorrect answer)Microsoft Access	3 respondents	60 %	
Canvas, (Incorrect answer)Canvas	5 respondents	100 %	
Jenzabar, (Incorrect answer)Jenzabar	5 respondents	100 %	
Read and Write, (Incorrect answer)Read and Write	3 respondents	60 %	
Prezi, (Incorrect answer)Prezi	4 respondents	80 %	
Go Animate, (Incorrect answer)Go Animate	1 respondents	20 %	
Other, (Incorrect answer)Other	2 respondents	40 %	

More students needed for significant data to be acquired.

Section 5: Assessment Recommendations:

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

Outcome #1: Oral Communication

Without generated data we cannot make recommendations for changes to curricula or course content. However, we can agree that more development is needed to make the effort to gather data from a wider variety of places. The speech courses will remain the primary source of data, but to ensure that information we gather is valid and relevant, we will want to branch out and assess those places where public speaking is happening throughout the curriculum.

The recommendation here is to conduct a professional development next year that introduces the public speaking rubric to academic faculty and invites them to apply it to speaking assignments in their classes.

Outcome #2: Written Communication

At 78 students the number of participatns in the written communication assessment is better than other areas. This is due to the application of the writing rubric in composition courses. A professional development was held this year to encourage other faculty to use the writing rubric in their courses but no additional

streams of data were analyzed. This was in part due to the disruptions caused by the Virus and social distancing, but also due to lack of initiative in reaching out to those faculty on the part of the team in the early part of the academic year.
The recommendation here is to continue efforts to spread the collection of writing data to other areas of campus.
Outcome #3: Technology
Not enough students were surveyed to produce meaningful results here.
The recommendation is to re-assess how assessment surveys are administered in Graduation and Beyond courses or elsewhere in the curriculum.

Section 6: Assessment-Based Requests:

Describe the resources or support your program needs to act on the findings of your assessment. Requests must be specific, and clearly connected to assessment results and recommendations.
No specific requests based at this time

Section 7: Adjustments due to Covid-19 Disruptions

Describe here any changes you had to make to your assessment plan due to the covid-19 move to online instruction. This might include any assessment methods that were not able to take place, changes to your methods, or any other impacts the social distancing methods caused for your assessment plan.
The Covid-19 disruptions led to some, but not all, of the gaps of data generated this year. Plans where we intended to gather data by observing other classes did not take place. This impacted the Oral speaking assessment the most, but also limited some our opportunities to expand our writing assessment into other areas. We understand that not all the deficiencies were directly related to the Covid-19 Virus disruptions. We will have to work next year to be more productive as a team.

Student Learning Outcome: Research

Assessors: Rene Auulund, Ace Charette, Jody Delong, Bobbi Frederick, David Wibe

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20		**4**	**4**	**4.25**	**3.5**	**Yes**	**3.94**
2018-19		3.60	2.80	1.20	1.20		2.20
2017-18							

Comments:

- No prior assessment reported
- Research survey data very impressive!
- No “embedded assessment data” presented from the math department.
- A lot of good information.
- Great
- Only Outcomes 3 and 4 had sufficient data that could be used to make decisions about program improvement.

Co-Curricular Assessment

Library

Assessor: Laisee Allery Developing

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20	2.00	3.29	3.14	3.20	3.00		**2.93**

Comments:

- Might want to reword “Students will”, difficult to assess.
- Great preliminary report! Look forward to next years report.
- Very Good
- Outcomes are clearly expressed and demonstrate clear and appropriate alignment with SLOs and mission. Methods also are clear, easily understood, and they appear to be assessable. Given the recent increased understanding of co-curricular assessment, outcome 2's data anticipation for next year is reasonable. For the other data present, year-to-year analysis in future reports will be interesting to see.

- Section 3: It is not necessary to use an online database to develop research skills and gather information. Sometimes it is to walk a section to determine what is available in a certain area. Doing a library treasure hunt will provide students with knowledge of what is in the library, but not if the library is used. What type of books do students check out - novels, documentary books, etc? Beyond online databases is the library being used to it maximum level of information?

- Section 4: In the public assessment are more children books checked out or adult-level books. How often are Native American cultural books checked out or used? I love the library and recommend the library be open at least once per month on a weekend, to allow faculty more private time in the library to access and use library resources.

- Section 3: It is not necessary to use an online database to develop research skills and gather information. Sometimes it is to walk a section to determine what is available in a certain area. Doing a library treasure hunt will provide students with knowledge of what is in the library, but not if the library is used. What type of books do students check out - novels, documentary books, etc? Beyond online databases is the library being used to it maximum level of information?

- Section 4: In the public assessment are more children books checked out or adult-level books. How often are Native American cultural books checked out or used? I love the library and recommend the library be open at least once per month on a weekend, to allow faculty more private time in the library to access and use library resources.

- The rating is intended for outcome for which Laisee was able to collect data.

- Significant decrease in use of library resources.

Turtle Mountain Community College
Annual Assessment Plan

Name_____Laisee Allery_____

Area of Assessment_____Library_____ Academic Year_____2019/2020_____
Submission Purpose: ___Initial Assessment Plan ___X_Year-End Submission

Please provide the number of students involved in assessment: _____

Section 1: Prior Assessment Actions:

Section 2: Program Outcomes:
1.The Students will use the library databases to research and gather information. [Student learning outcome 4: Research Skills]
2. The Students will demonstrate understanding of research skills by locating library resources both physical and online. [Student learning outcome 4: Research Skills]
3. The library will demonstrate alignment to TMCC mission ("providing service" to the community) in the form of the public's active use of the library.

Section 3: Assessment Methods:
1. Measurable data reports from online databases. The databases currently used are EBSCO, Credo, and Jove which are only accessible by TMCC students.
2. Students completed a library treasure hunt, once completed the forms were returned to staff for final approval.
3. Measurable data from sign-in sheets and online catalog reports that are disaggregated by public use and not TMCC students.

Section 4: Assessment Results

1. Students conducted 1,002 database searches during academic year 2019/2020
2. Though the library hunt assesses general knowledge of library skills for new students, no data is yet collected to specifically measure student skills against TMCC student learning outcomes. This assessment tool will be updated by identifying research-specific skill sets that students can show evidence of attaining – and the form collected will allow for more accurate analysis of this process than what is currently available from this academic year. Such data is anticipated for next academic year

3. For academic year 2019/2020 there were 841 items checked out by community members. There were also 104 community members who utilized the public computers.

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:

Outcome	*Academic Year 16/17*	*Academic Year 17/18*	*Academic Year 18/19*
Outcome #1			
Outcome #2			
Outcome #3			

Section 5: Assessment Recommendations:

The data for library services measured against student learning outcomes and institutional mission is merely baseline for this academic year, so firm changes for strategy are not fully possible at this time, unless noted for enhanced data collection next academic year.

Section 6: Assessment-Based Requests:

Section 7: Adjustments due to Covid-19 Disruptions

During the 2019/2020 year, there was a significant decrease in library check-outs of physical objects as well as database usage. Many students used technology available on-campus to access library resources because they did not have internet or resources at home.

Office of Academic Success

Assessors: Brenda Slater and Jenna Parisien Developing

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20	**4.00**	**3.25**	**3.00**	**3.00**	**3.67**	**Yes**	**3.38**

Comments:

- No prior assessment
- Outcome #1 – should this read "Academic Success Center will develop and refine First….."
- How is mission-centered learning assessed?
- Assessment result difficult to interpret, no clear explanation of charts.
- Unclear of the name of the program – Is the Academic Success/First Year Experience an activity or function. Does the First Year Experience course fall under the Academic Success program/or are they the same?
- Program appears to me in beginning stages of assessment
-
- Great preliminary report! Look forward to next year's report! Excellent program for TMCC students!
- Mission-centered and SLO-centered outcomes are clear and appropriately aligned to institutional priorities. Assessment methods are very clear and appear appropriate, though additional software needs are noted. Given the recent alignment of cocurricular assessment to SLOs, lack of assessment results is understandable--but anticipation of results for next year seems reasonable. Assessment-based request appear perfectly in line with the challenges faced by this unit, and that some plans are already underway is noted.
- Some assessment activities are "future-based".
- There is no new data beyond Academic Year 18/19 for all outcomes. Assessment, data collection, and assessment results appear to be a work in progress

Student Senate

Assessor: Wanda Laducer Developing

Year	Section 1: Prior Assessment Actions	Section 2: Program Outcomes	Section 3: Assessment Methods	Section 4: Assessment Results	Section 5: Assessment Recommendations	Section 6: Assessment-Based Requests	Composite Average
2019-20		**2.75**	**2.25**		**3**		**2.67**

Comments:

- Great to see Student Senate represented in the co-curricular assessment.
- Look forward to see an expanded report next year. Program outcomes need to be expanded.
- Outcomes could be articulated in sentence form. It is clear that these come from the SLOs and mission (as they should), but clear expressions of learning goals may help understanding and planning.
- Section 3: Assessing the Senate Meetings notice does not analyse the success rates of the outcomes. There is not guarantee the success levels for each outcome wil be analyzed when presented in the meeting. The meeting notes might indicate, "We did it."
- Section 6 is an analysis of this years student senate notes and not the future needs
- Example: "Students will demonstrate proficiency in oral communication by clearly articulating thoughts and ideas at least 89 % accuracy.
- Example: Student proficiency in oral communication **will be assessed** using portions of the Conversational Skills Rating Scale. (CSRS)
- Once results are provided, the recommendation will work.

Turtle Mountain Community College
Annual Assessment Plan

Name____Wanda Laducer- Dean of Students

Area of Assessment____Student Senate_____ Academic Year__2019-2020
Submission Purpose: __X_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.
N/A

Section 2: Program Outcomes:
List each outcome separately

1. **Communication**
2. **Community Service & Leadership**
3. **Critical Thinking**
4. **History & Language**

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.

The student senate weekly meeting minutes would be used as the data source. Meeting minutes are the written or recorded documentation that is used to inform attendees and non-attendees about what was discussed or occurred during a meeting. The meeting minutes serve as an official record of what was discussed and decided in a meeting, what actions were taken and by whom. Following Roberts Rules of Orders and parliamentary procedures, every motion consists of one person making a motion, one person seconding the same motion, then having discussion about the motion – asking all members for any contributions to the discussion. Once discussions have ended, a roll call vote is taken of whether or not every person voting supports the motion with a "Yes" vote or does not support the motion with a "No" vote. After the voting is completed, the "yes" votes are counted and the "no" votes are counted. The majority of the vote stands.