Turtle Mountain Community College 2021-22 Assessment Report

Submitted

By Erik Kornkven 8-19-22

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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 CoCurricular 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.

Privacy Statement

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.

Academic Year 2021-22 Document Notes

While Academic Year 2021-22 was a move towards normalcy after the disruptions in the previous two years the Covid-19 pandemic still impacted the entire institution including the assessment process. Low enrollment numbers left many programs with small numbers of students making meaningful collection of data difficult. There were still periods where courses were moved online and back to in-person. Additionally, many instructors were experimenting with a variety of online applications for their courses. Ultimately, the assessment process continued as normal with a few differences.

The main difference this year compared to previous years was a change in the way the initial and final assessment plan submissions were evaluated. In the past the entire committee would meet and evaluate each plan individually. However, as the number of programs being assessed

continues to expand, the decision was made to split the committee up into four equal groups. Each group would be responsible for evaluating and responding to a specific selection of plans. Groups were designed to resemble the composition of the entire committee with representatives from administration and faculty, CTE and General Education areas when possible. Plans were similarly distributed so that each group was given a selection of assessment plans from all major areas of the institution (CTE, 2-year and 4-year programs, Co-Curricular, and Institutional Student Learning Outcomes). These changes represent a significant change to our methodology that may impact longitudinal numerical trends. 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.

Assessment Metrics

Metrics	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**
Total Assessment Plans Submitted	17	28	21	29	37	29
Programs Assessed	10	10	16	14	21	22
Outcomes Assessed	7/7	7/7	4/4	3/4	4/4	4
Co-Curricular Programs Assessed	0	0	0	3	5	3
Programs Developing New Assessment Plans	0	11	1	9	7	0
Faculty/Staff Participation	23	26	36	40	43	50+

Average Ratings

Section	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**
Prior Assessment Actions	N/A	3.26	3.50	3.59	3.32	3
Outcomes	3.0	3.28	3.58	3.72	3.79	3.59
Methods	3.0	3.33	3.49	3.60	3.47	3.28
Results	2.94	3.38	3.18	3.50	3.25	3.11
Recommendations	3.06	3.32	3.30	3.32	3.21	3.04
Requests Approved	9/9	17/19	13/14	11/13	13/14	11/15
Composite Average*	**3.03**	**3.31**	**3.37**	**3.55**	**3.41**	**3.20**

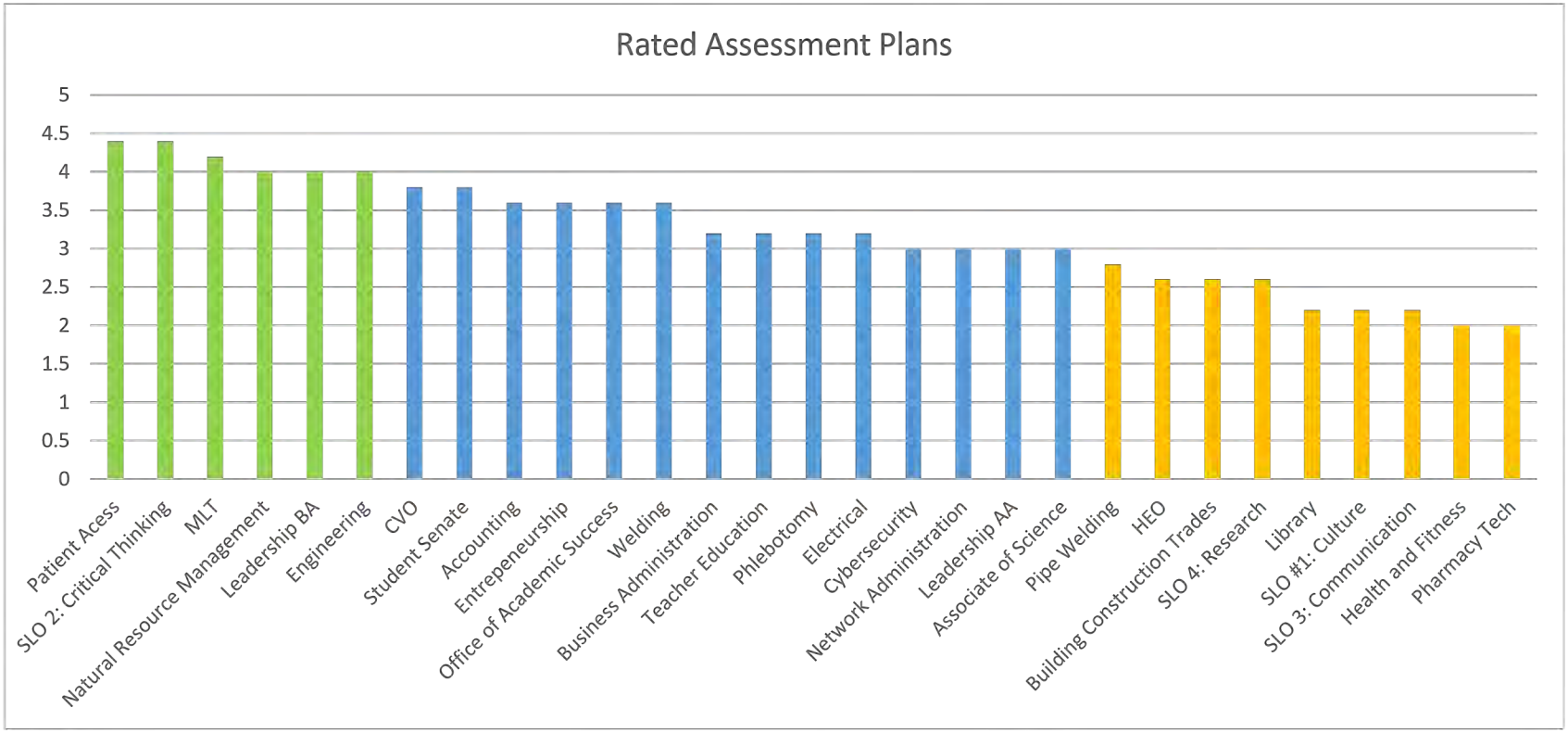
* Developing Assessment plans are not included in calculating Composite Average

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.

= 4.0 – 5.0 = 3.0 – 3.9 = < 3

3.0 is benchmark score. Any plans receiving a score less than 3.0 will receive additional support in the following academic year.



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.

Certificates and Degree Programs Assessed

- Accounting (A.A.S. / 9Month)
- Building Construction Technology (A.A.S./ 9 Month)
- Business Administration (A.A.S) - Cybersecurity (A.A.S. /9-Month)
- Commercial Vehicle Operations (16-Week)
- Electrical (A.A.S. / 9 Month)
- Entrepreneurship (9-Month)
- Heavy Equipment Operator (16-Week)
- Medical Administrative Assistant
- Medical Lab Technology (A.A.S.)
- Network Administrator (A.A.S./9-Month)
- Pharmacy Technician (A.A.S./ 16-Week) - Phlebotomy (9-Month)
- Associate of Science.
- Ogimaawi Leadership
- Engineering - Pipe Welding
- Welding (A.A.S./16-Week)
- Health and Fitness Technician (A.A.S.)
- Teacher Education

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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
2021-22	**4**	**3**	**4**	**3**	**4**	**N/A**	**3.60**
2020-21	2.6	3.7	2.9	3	2.89	Yes	3.02
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:

Section 1: Prior Assessment Actions	As you say things you will do at the beginning of the year, consider going back at the end and talking about how those changes played out. For example, you say "I will research methods to improve the quickbooks delivery" At the end of the year, explain whether you did that or not and a little bit about how you did that.
Section 2: Program Outcomes	We think these are good outcomes, but consider labeling which are dedicated to which programs a bit more clearly.
Section 3: Assessment Methods	These are good methods, provide a bit more detail on the criteria in each rubric as well as the details of the projects (types and when the projects happen within the program)
Section 4: Assessment Results	Provide more detail concerning the results. try to focus on quantitative details from your rubric data.
Section 5: Assessment Recommendations	Good recommendation based on the data from your assessment. Nice job.

Section 6: Assessment Based Requests	N/A

Turtle Mountain Community College
Annual Assessment Plan

Name Diane Bercier
Area of Assessment: _Accounting_ Academic Year_2021-2022__

Submission Purpose: __Initial Assessment Plan ___Year-End Submission

Please provide the number of students involved in assessment: __1___

Section 1: Prior Assessment Actions:

1. *Recommendation was made to separate the outcomes for the students in the 9-month and the AAS, but the classes that use to assess the students are part of both programs, example software programs are in both the 9-month and AAS. Some but not all go from the 9-month to the AAS.*
2. *The data from outcomes 1 and 2 lets me know that I need to enhance lessons on journal entries and the reporting for both the accounting and the payroll courses. The format of the journal entries and of the forms is where the students struggled.* ***Based on this, I will stress proper format of both entries and financial statements.***
3. *As part of having the classes online, I have required my student to use software programs in preparation of their homework assignments, I believe this has enhance their knowledge of the software programs, other than QuickBooks. I will continue to require students to use spreadsheets and word documents for their homework.* ***I will establish assignments that require the students to submit their work using spreadsheets/sheets.***
4. *I will research methods to improve the QuickBooks delivery to ensure that students have a full understanding of the program and I will work to get the certification program up and running.*

Section 2: Program Outcomes:

1. Students will demonstrate 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. (Both)
2. Students will demonstrate the ability to complete year-end payroll forms and reports (Payroll Class)
3. Student will demonstrate the ability to communicate in written and oral form effectively for reporting purposes.
4. Students will be able to effectively use various software programs to process data and create reports needed for a company. Including QuickBooks, Microsoft Word, Excel, Power Point.

Section 3: Assessment Methods:

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

1. Students will complete problems in which they are provided information and they have to produce financial statements. This process assesses their understanding of the flow of the information and interrelations from one statement to another using an analytical rubric that will identify if improvement is needed, developing, sufficient or above average.
2. Students will complete a project requiring year-end payroll forms and reporting including the preparation of the following forms: W-2, 941, and 940 and assessed using an analytical rubric that gauges if improvement is needed, developing, sufficient or above average.
3. A project assigned, and an analytic rubric used to access both written and oral knowledge and skills.
4. Students tested on their knowledge of the various aspects of the software programs using an analytic rubric that assesses knowledge of the material.

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
2021-22	**3**	**3**	**2**	**3**	**2**	**Yes**	**2.6**
2020-21	4.18	3.73	3.73	3.73	3.45	Yes	3.76
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

Section 1: Prior Assessment Actions	No Comment
Section 2: Program Outcomes	No Comment
Section 3: Assessment Methods	Are there goals that you want your students to reach in the outcomes.
Section 4: Assessment Results	Please check data points for consistency and watch for typos.
Section 5: Assessment Recommendations	Focus comments towards analysis of results.
Section 6: Assessment Based Requests	Requests are Connected to Assessment Data Solid assessment based requests.

Turtle Mountain Community College
Annual Assessment Plan

Name___Ron Parisien and Luke Baker_____

Area of Assessment___Building Construction Trades_____ Academic Year__2021 - 2022__

Submission Purpose: ___Initial Assessment Plan __X_Year-End Submission

Please provide the number of students involved in assessment: __5___

Section 1: Prior Assessment Actions:

Rec. 1. Made adjustments to the program by starting the process of becoming an (ATS) Accredited Training Sponsor through (NCCER) National Center for Construction Education and Research.

Action. Work in progress.

Rec. 2. After review of the Pretest and Posttest.

Action. No action required.

Rec. 3. Program/Course changes to accommodate second year concerns.

Actions. Changes were made to the curriculum and catalog changes.

Rec. 4. Recommendation to split assessment for year one, and two into two assessment reports.

Action. Leave assessment at one report.

Section 2: Program Outcomes:
List each outcome separately

Outcome #1: Content Knowledge:

Students will demonstrate knowledge and application of methods, practices, and procedures that represent the knowledge and skills required to succeed in the building construction field. **Outcome #2: Safety**

Students will demonstrate knowledge and application of all required safety procedures and practices in the discipline.
Outcome#3: Equipment/Proficiency

Students will show proficiency in the maintenance and safe use of tools and equipment used in the building construction industry.

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 3 Performance Evaluations and who pass the official OSHA certification test.

Outcome #3: Performance Evaluations for 13 areas

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
2021-22	**3**	**4**	**4**	**3**	**2**	**N/A**	**3.2**
2020-21	2.83	3.7	3.1	2.8	1.88	N/A	2.86
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:

Section 1: Prior Assessment Actions	Add specific language from prior assessment plans. Very good changes though, particularly in #2.

Section 2: Program Outcomes	Very good outcomes. We think your decision to split the 2nd outcome into 2 was a wise move that gives you a better way to track student progress. Nice job!
Section 3: Assessment Methods	Excellent methods here. Very clear for outside reviewers to understand. #3 could use a bit more detail. When is the exam administered for example. Is the test graded as a whole? Are there embedded questions? How is it used as assessment? We typically can't use grades as assessment data.
Section 4: Assessment Results	Use the data from the rubric to present quantitative results. Make sure results show specific areas where students can improve.
Section 5: Assessment Recommendations	Based on the assessment results, what actions can you take to help students to do even better in future cohorts?
Section 6: Assessment Based Requests	N/A

Turtle Mountain Community College
Annual Assessment Plan

Name_____Stephanie Bear_____

Area of Assessment_____Business Administration_____ Academic Year___2021-2022_____

Submission Purpose: __Initial Assessment Plan _X__Year-End Submission

Please provide the number of students involved in assessment: _____

Section 1: Prior Assessment Actions:

1. *List any recommendations from the previous year's assessment report. For each recommendation, list any actions taken.*
2. *Explain the implementation of any new resources added as a result of the assessment-based requests.*
3. *Explain any changes you will make to the assessment process that weren't discussed in the previous year's recommendations*

1. More information is needed, such as measurement tools used for each assessment method; Cross-assessment with the Accounting Tech Instructor was recommended in 2020, because our programs share courses and students.

2. I added my rubrics, exams, and assignment instructions I used to measure/grade assessments; I have taken out the 2 outcomes that were used in Diane Bercier's assessment. I split outcome #2 into 2 separate outcomes. Outcome #2 focused on 2 outcomes which were both important to assess. The new outcome #3 also uses skills/knowledge learned from other business/accounting courses, spreadsheet applications and management information systems.
3. N/A

Section 2: Program Outcomes:

List each outcome separately

1. Students will be able to demonstrate their knowledge of business concepts, theories, and principles needed[1] to be successful supervisors/managers (Principles of Management)
2. Students will be able to demonstrate effective oral business communication. (Principles of Marketing)
3. Students will be able to Use Microsoft Office programs to create personal and business documents. (Business Communications)

Section 3: Assessment Methods:

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

1. Students will be given a pretest and a posttest to measure their knowledge in each function of business management. This test covers the 5 functions of management: Ethics, Planning, Organizing, Leading, and Controlling. Attached is the test used.
2. Students will carry out a project in which they show what they have learned to effectively communicate in the business world, orally and written. A rubric that measures the following criteria will be used:
    0. Content of presentation: This measures adequacy and persuasiveness of the presentation relative to the topic.
    1. Organization of presentation: This measures orderliness and smoothness of flow.
    2. Style: Measures engagement and vigor; eye contact with audience; clear speech.
    3. Mechanics: Measures poised (complete sentences and no filled pauses); Body language (gestures and fidgeting)
    4. Audience Impact: Measures the interest of the audience
3. Students will be given an exam to show sufficiency in written business communication.

Commercial 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
2021-22	**4**	**4**	**4**	**3**	**4**	**Yes**	**3.8**
2020-21	3	4	3	2	2	N	2.8
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:

Section 1: Prior Assessment Actions	Actions clearly derive from past years data and improved student learning. Clear and concise well organized
Section 2: Program Outcomes	Outcomes are concise clear and measurable. measurable because used percentages and benchmarks
Section 3: Assessment Methods	Methods a clear and specific and clearly connected to learning outcomes. Thoroughly presented with pre and post test and competency check list
Section 4: Assessment Results	Clarification on -8% On outcome #1. Based on assessment methods. presenting your results that show strengths and weaknesses in all areas of assessment
Section 5: Assessment Recommendations	Meaningful and clearly connected to outcomes and results aligned with industry standards FMCSA. shows the need to change assessment methods based on the results and recommended assessment modifications and industry standards (FMCSA).
Section 6: Assessment Based Requests	Requests are Connected to Assessment Data. Great Report!

Turtle Mountain Community College
Annual Assessment Plan

Name: Edwin Acosta and Craig Johnson

Area of Assessment: Commercial Vehicle Operations Academic Year: 2021-22

Submission Purpose: ___Initial Assessment Plan _X__Year-End Submission

Please provide the number of students involved in assessment: ___7__

Section 1: Prior Assessment Actions:

With new rules established in the Federal Motor Carrier Safety Administration (FMCSA) and the Federal Motor Carrier Safety Regulation (FMCSR), some changes will have to be made in the way assessment is completed in the spring semester. One of the main changes that will affect student completion is how we perform the equipment knowledge outcome and how we teach content knowledge. At the time of completing the initial assessment plan, some areas are still unclear as to how the changes need to be made.

Listed below are the recommendations from 2020-21 assessment:

1. *Content Knowledge: For this year's assessment, the students did not reach the benchmark of 80%. The results achieved this year could be an indication of online instruction versus face-to-face instruction. (2020-21)*
    - *0.* With the return of Face-to-Face instruction, our goal is to reach a benchmark of 80% in the content knowledge section of assessment.
    - *1.* For the Hours of Service section of content knowledge, we purchased new material that we hope will assist the student grasp the concept and improve their scores to reach the 80% benchmark.
2. *Equipment Knowledge: For this year's assessment, the average increase was much higher than in previous years. This could be an indication of how the lab was structured for COVID protocols versus non-COVID protocols. (2020-21)*
    - 0. We are going to maintain the COVID schedule for the student's hands-on training. The COVID schedule consisted of scheduling students throughout the day for more one-on-one training versus having big groups in equipment training.
    - 0. Adding the CDL License as an indicator under the equipment knowledge would be hard to gauge because we do not administer the test. The state administers the CDL test. (Response for one of the comments from the year-end assessment 2020-21)

Safety: Will implement a safety checklist for future semesters to ensure that all students not only complete OSHA, but also maintain a discipline of safety in the lab. (2020-21)

. We will use the OSHA 10 hour assessments as well as use a safety checklist throughout the semester to ensure all students are maintaining safe practices in and around the semis.

Section 2: Program Outcomes:

List each outcome separately

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 OSHA 10 hour and proper safety practices applied throughout the semester in the lab. Students should maintain a culture of safety throughout the lab 100% of the time.

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. Content: Students will be administered a pre-test to gauge their knowledge before any instruction is administered. A post-test will be administered to gauge their knowledge attained throughout the first 8 weeks of the semester.

2. Equipment: Students will perform a hands on backing exercise with a tractor trailer at the beginning and at the end of the semester to measure their progress. The backing exercise will consist of four different types if backing scenarios; the straight line back, the offset left back, the offset right back, and the ninety degree “alley dock” back. A rubric has been established that breaks down how each backing scenario is graded. All four backing scenarios will add up a total score for the equipment outcome

3. Safety: Students will be evaluated using OSHA 10 hour pre and post-test scores and a safety checklist to ensure that they apply the proper safety techniques in and out of the lab.

CyberSecurity A.A.S.

Assessor: Marlin Allery, Chad Davis, Christian Davis

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
2021-22	**3**	**3**	**4**	**2**	**3**	**N/A**	**3**
2020-21	2.8	4	3.88	3.33	2.88	N/A	3.38
2019-20		3.16	3.33				

Comments:

Section 1: Prior Assessment Actions	N/A
Section 2: Program Outcomes	Provide alternative action verb for the outcomes to better fine tune the outcomes.
Section 3: Assessment Methods	Combine outcome 1 and 2 together and provide alternative action verb for the outcomes to better fine tune the outcomes stated in your plan.
Section 4: Assessment Results	Provide alternative action verb for the outcomes to better fine tune the outcomes.
Section 5: Assessment Recommendations	Earlier mentioned Outcome 1 & 2 are assessed the same but the recommendation states outcome 1 & 3. Outcome 1 results show 75% versus analysis states 100%.
Section 6: Assessment Based Requests	N/A

Turtle Mountain Community College
Annual Assessment Plan

Turtle Mountain Community College
Annual Assessment Plan

Name_**Marlin Allery/Chad Davis/Christian Davis**_____

Area of Assessment___**Cybersecurity & Data Privacy (AAS)**_____ Academic Year__**2021/2022**_____

Submission Purpose: __Initial Assessment Plan _X_Year-End Submission

Please provide the number of students involved in assessment: _15___

Section 1: Prior Assessment Actions:

1. *List any recommendations from the previous year's assessment report. For each recommendation, list any actions taken.*
2. *Explain the implementation of any new resources added as a result of the assessment-based requests.*
3. *Explain any changes you will make to the assessment process that weren't discussed in the previous year's recommendations*

According to last year's assessment plan, there were recommendations to combine the AAS and the 9-Month Degrees into 1 Assessment Plan. So this year we will be completing the assessment process with that recommendation in place.

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:

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: 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.

Example:

<u>OUTCOME 4:</u> Students will undergo scenario or theoretical based projects in their respected courses. These projects will be completed within a designated group assigned by the professor or completed individually. All coursework will be graded using a rubric to consistently evaluate the student's performance. Project work will include using forensic tools and software to solve common Digital Forensic issues.

<u>Electrical Technology</u>

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
2021-22	**3**	**4**	**2**	**4**	**3**	**N/A**	**3.2**
2020-21	2.89	3.67	2.78	3.33	3.38	Yes	3.21
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:

Section 1: Prior Assessment Actions	Previous Year's recommendations were not listed
Section 2: Program Outcomes	Outcomes clearly stated.
Section 3: Assessment Methods	Outcome 1 is unclear as to the specific methods of assessment. Providing further detail on this matter would clarify for the committee how assessment is occurring within the program. Outcome 2 is clean and clear, but a single wording change would add further clarity, as follows: Record number of students who pass safety elements of 4 Performance Evaluations and who TAKE the official OSHA certification test. Outcome 3 does well to depict the four areas, but it does not explain how this assessment is occurring within each one. Describing this would illuminate on the quality of assessment taking place.
Section 4: Assessment Results	As annual reports are continuously submitted, the committee greatly looks forward to year-by-year analysis of the data. The current year's data is clearly depicted, and additional years will only enrich this format.
Section 5: Assessment Recommendations	The committee was pleased to see the same findings for the conduit bending scores – which is that the data merits further attention to better understand why so many attempts were made in that section. The committee recommends *possibly* administering a simple survey to previous students to get their input on why this major required significantly more attempts than the others to pass. If this rate consistently occurs in the next year, surveying the students (with the same survey as the previous year) toward the end of their semester may be helpful to get on-the-spot feedback from them.
Section 6: Assessment Based Requests	N/A

Turtle Mountain Community College

Annual Assessment Plan

Name Wayne Sande

Area of Assessment Electrical Program Academic Year 2021-2022

Submission Purpose: ___Initial Assessment Plan __x_Year-End Submission

Please provide the number of students involved in assessment: __3___

Section 1: Prior Assessment Actions:

Outcome 1 After review of the recommendation it had no relevance to content knowledge, no further action required.

Outcome 2 Safety, Action: Developed an Electrical Safety Evaluation to go along with OSHA 10, Core Module, and Electrical Level one Module on Safety.

Outcome 3 After reviewing the recommendation it had no relevance to showing Proficiency. I developed 4

Performance evaluations

Section 2: Program Outcomes:

List each outcome separately

Outcome #1: Content Knowledge: 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

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

Outcome #3: Equipment: 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: Pre-Post test administered covering key content elements.

Outcome #2: Record number of students who pass safety elements of 4 Performance Evaluations and who pass the official OSHA certification test.

Outcome #3: Performance Evaluations are done in 4 major areas.

Electrical Safety
Conduit Bending
Electrical Hand tools
Electrical Power tools

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
2021-22	**2**	**5**	**4**	**3**	**4**	**N/A**	**3.6**
2020-21	**2.33**	**2.89**	**2.88**	**3.33**	**3**	**N/A**	**2.89**
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:

Section 1: Prior Assessment Actions	The information you provided is good, but also connect to specific recommendations from the previous year's assessment data. Maybe talk about how the assessment changes when moving from a 9month to 16 week program.
Section 2: Program Outcomes	No Comments
Section 3: Assessment Methods	We really like the capstone approach and using the portfolio to assess both outcomes. That is great practice. We'd like to see a bit more detail about the criteria on the rubric. What exactly are you measuring?
Section 4: Assessment Results	Results are there, but a bit confusing particularly when it comes to the longitudinal results.
Section 5: Assessment Recommendations	Very good recommendations, consider separating them out according to outcomes and overall program type of recommendations.
Section 6: Assessment Based Requests	N/A

Name: Diane Bercier

Area of Assessment: Small Business Development Academic Year: 2021-2022

Submission Purpose: ___Initial Assessment Plan _x Year-End Submission

Please provide the number of students involved in assessment: 6

Section 1: Prior Assessment Actions:

The program name changed from Entrepreneurship to Small Business Development. In the past couple of years, we have had an issue getting students enrolled in the program, so this program has been revamped and changed from a 9-month program to a sixteen-week program. We will offer the program in the fall and in the spring.

For fall semester of Academic year 2021-2022, we did not actively recruit students prior to registration, because we were waiting for full approval of the program from HLC. The Acting Director of the CDFI was informed of the program and what it entails so that her clients could participate.

Section 2: Program Outcomes:

List each outcome separately

1. Students will develop and organize documents required to start a business, including financial projections, applications, resume, equipment quotes, etc.
2. Student will compose communications for oral and written presentations, incorporating the terminology and supporting factual statistics used in their chosen business.

Section 3: Assessment Methods:

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

1. Students will take a capstone class in which the components of the student portfolio receive assessment using an analytical rubric. The portfolio includes documents from the all of the other classes in the program. The portfolio used to assess both outcomes.

Health and Fitness Technician

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
2021-22	**2**	**3**	**2**	**2**	**1**	**No**	**2**
2020-21	4.2	4	3.4	3.1	2.9	Yes	3.52
2019-20	3	3	3	3		N/A	3

Comments:

Section 1: Prior Assessment Actions	Actions not clearly related to past-year's data
Section 2: Program Outcomes	Outcomes are measurable clear, and concise. Outcomes are conceptually well suited for assessment purposes.
Section 3: Assessment Methods	Assessment methods are not clearly connected to specific program outcomes. Assessment does not clearly define student learning for example their is nothing the mastery of student learning in the internship experience. Outcome #3 no data presented that shows NASM success of strengths and weaknesses based on test results.
Section 4: Assessment Results	The assessment results may be detailed, but elements could be improved to make them more readable inclusive, or better point to specific student learning evidence.
Section 5: Assessment Recommendations	Actions suggested as a results of assessment data are either insufficient to produce desired changes, or are not clearly defined. (ex. based on results, modifications to curriculum were developed and presented to curriculum committee will provide a better method of instruction).
Section 6: Assessment Based Requests	Requests are NOT Connected to Assessment Data

Name: **Roger Ross**

Area of Assessment: **Health & Fitness Technician AAS Degree** Academic Year **FALL 2021-2022**

Submission Purpose: __Initial Assessment Plan _X_Year-End Submission

Please provide the number of students involved in assessment: __23___

Section 1: Prior Assessment Actions:

- **Outcome #1: The 3dimensional Coaching provided up-to date teaching mechanisms which gave the students feedback on how to impact the next generation of client that they will be serving. The students were able to hear from many experts in the field of coaching. The 3 Dimensional was a great way to get professional development with learning how to be fundamentally sound, skilled at coaching the mind and a focus on capturing the heart of the student athletes.**

- **Outcome#2: The Internship exit interview gave the students hands-on experience which gave them a faster rate in being prepared for the job readiness experience. The internship gives the student a foot in the door in being hired. The internship experience gave the students a day to day view on how the employer goes about serving the client. It also allowed the students to see if this job experience fits their passions and goals.**

- **Outcome#3: The NASM (National Academy of Sports Medicine) gives the student more opportunities to pass the NASM personal training certification that is offered at the end of the two year degree program for completing the 3 (16) weeks certificate programs. This certification is one of the best certifications in the world. Teaching this curriculum gave me more insight on how to help the students to apply the learning to the clients.**

- **Outcome#4: Receiving the NASM Personal Training certification will allow and prepare the students for any fitness and wellness job in the country. Having this certification will move the students up in the interview process when it comes to hiring**

Section 2: Program Outcomes:

Coaching/Prevention & Care of Athletic Injuries Certificate (16 weeks)

Outcome #1 HEART: Students will demonstrate knowledge of comprehensive physical and mental coaching strategies as well as a knowledge of current preventative care practices.
Fitness & Wellness Certificate (16 weeks)

Outcome #2: MIND: Students will understand how to implement Behavior Change methods/strategies and Sports nutrition strategies when dealing with a diverse clientele in the development of creating a training program.

Personal Training Certificate (16 weeks)

Outcome #3 BODY: The students will be prepared for the National Academy Sports Medicine (NASM) certification test and will have knowledge on how to develop a core training, balance training, resistance training, reactive training and speed and agility program.

Section 3: Assessment Methods:

Outcome #1: The 3dimensional coaching certificate was not taught this year. It will be taught in the Fall of 2022.

Outcome #2 Internship experience

- **The Internship exit interview gave the students hands-on experience which gave them a faster rate in being prepared for the job readiness experience. The internship gives the student a foot in the door in being hired. The internship experience gave the students a day to day view on how the employer goes about serving the client. It also allowed the students to see if this job experience fits their passions and goals.**

We had 18 students that participated in internship opportunities.

Out of the 18 students only 2 students did not pass the internships Total:

off 88% of the students passed the internship exercise

Outcome #3 NASM Pre-Exam

- **Outcome#3: The NASM (National Academy of Sports Medicine) gives the student more opportunities to pass the NASM personal training certification that is offered at the end of the two year degree program for completing the 3 (16) weeks certificate programs. This certification is one of the best certifications in the world. Teaching this curriculum gave me more insight on how to help the students to apply the learning to the clients.**

NASM Certifications	Semester 1	Total

Youth Enhancement Specialist (YES)	**15 Total Students** **15 students took the Certification** **6/15 Passed the Certification**	**40%**
Senior Enhancement Specialist (SES)	**15 Total Students** **15 students took the Certification** **8/15 Passed the Certification**	**53%**
Certified Nutrition Coach (CNC)	**25 Total Students** **13/25 student took the Certification** **3/13 Passed the Certification**	**20%**
Certified Personal Trainer	**15 Total students** **11 students took the Exam** **6/11 Passed the exam**	**54%**

Outcome #4 Final NASM certification results

- **Receiving the NASM Personal Training certification will allow and prepare the students for any fitness and wellness job in the country. Having this certification will move the students up in the interview process when it comes to hiring. 6/11 Students Passed the CPT Exam**

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
2021-22	**3**	**3**	**4**	**2**	**1**	**N/A**	**2.6**
2020-21	3.44	3.78	3.78	3.56	3.78	N/A	3.67

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:

Section 1: Prior Assessment Actions	No Comments
Section 2: Program Outcomes	Recommend adding goals for student success in your outcomes.
Section 3: Assessment Methods	No Comments
Section 4: Assessment Results	Provide better insight on results based on your methods. You mention in outcome #1 "...real world scenarios that each type of equipment might be expected to perform in the real world" maybe include snippets of data in your results.
Section 5: Assessment Recommendations	Align recommendations to your outcomes. Recommendations lacks depth and no action can be taken off of section 5.
Section 6: Assessment Based Requests	N/A

Turtle Mountain Community College

Annual Assessment Plan

Name John Trim/Kurt Fleury

Area of Assessment_ Heavy Equipment Operation_____ Academic Year_21-22_____

Submission Purpose: ___Initial Assessment Plan X Year end Assessment

Please provide the number of students involved in assessment: 7

Section 1: : Prior Assessment Actions:

When analyzing the results from the general knowledge we noticed a trend that a majority of the students had trouble remembering to keep attachments low to the ground when in motion. As a result ,We implemented a morning job safety meeting, where we stressed the importance of carrying loads low to the ground and other safety concerns.

In the Safety area we are looking into the possibility of getting certified to teach OSHA/10 classes ourselves.

Equipment knowledge/ we currently have a wheel loader simulator in the classroom, but do not have one for the lab portion, several students expressed interest in getting experience on one, and we will look at options for acquiring one in the future.

.- As a result we acquired a new wheel loader for use in our outdoor labs.

We will also be looking at making the outdoor lab assessment more challenging,

A new lab assessment tool was created. We made more in depth scenarios for the students to follow in order to show their proficiency on each machine.

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.T

The Checklists are composed of various real world scenarios that each type of equipment might be expected to perform in the real world. And students are graded on their proficiency at each task.

The content knowledge that the students were assessed on included identifying different types of heavy equipment and their specific use for different jobs, as well as determining that the students have a grasp on the basic operating principles on each type of machine.

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. Students are evaluated using the standardized battery of tests from the occupational safety and health administration.

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
2021-22	**4**	**4**	**4**	**5**	**5**	**Yes**	**4.4**
2020-21	3	3.5	3.2	3.8	3.6	Yes	3.42
2019-20		3	2.5	1.5	1.00		2.00
2018-19							
2017-18							

Comments:

Section 1: Prior Assessment Actions	No comments
Section 2: Program Outcomes	Outcomes are clearly measurable
Section 3: Assessment Methods	Competency exit forms will be utilized and certification exams
Section 4: Assessment Results	Excellent and clear data provided
Section 5: Assessment Recommendations	Recommendations clearly exceed the requirements and designed for the improvement of student learning.
Section 6: Assessment Based Requests	Requests are Connected to Assessment Data Excellent assessment

Turtle Mountain Community College
Annual Assessment Plan

Name_____Joan Azure_____

Area of Assessment_____Medical Administative Assistant_____ Academic Year 2021/2022

Submission Purpose: ___Initial Assessment Plan _X__Year-End Submission

Please provide the number of students involved in assessment: 5

Section 1: Prior Assessment Actions:

The prior assessment results showed that the students scored a little lower than the previous year in the areas of scheduling and office logistics. I am proposing to spend a longer period of time (3 weeks instead of 2 week) going over the different scheduling systems. I will also emphasize with the intern site that I would like the student to have At least 30 hours of experience in this area. In the area of office logistics, I will add additional classroom time to

reiterate rules and regulations of the office. I will also ask the intern sites to have each student attend new employee orientation and review the policies and procedures for their specific work areas.

Section 2: Program Outcomes:

1. Students will have the knowledge of entry level Medical Administrative Assistants that includes;

Scheduling, Patient Registration, Office Logistics/Compliance

2. Students will be proficient in the navigation of the electronic health record and integrated hybrid record 3. Student will perform within the ethical and legal aspects of the Medical Administrative Assistant's scope of work

4. Student will complete third party claims and be familiar with all regulatory requirements.(only 2nd year

Section 3: Assessment Methods:

Outcome #1 will be assessed through the MAA certification examination that includes the following areas: Scheduling, Registration, and Office Logistics/Compliance.

Outcome #2 will be assessed through the student internship competency/exit form that includes the following: Scheduling, Registration, and Office Logistics/Compliance. (0- not competent: 1- competent)

Outcome #3 will be assessed through the internship site competency/exit evaluation form that includes Ratings in the area of attendance, punctuality, appearance, professionalism, attitude, quality of work, and problem solving. (Rating scale 1-4 (4 being the highest score)

Outcome #4 will be assessed through the internship site competency/exit form and Billing & Coding Specialist Certification exam (0- not competent: 1- competent) . **(2nd year students only)**

Medical Lab Technician

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
2021-22	**4**	**4**	**5**	**5**	**3**	**N/A**	**4.2**
2020-21	3.89	4	4.11	3.67	4.22	Yes	3.98
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:

Section 1: Prior Assessment Actions	No Comments
Section 2: Program Outcomes	No Comments
Section 3: Assessment Methods	No Comments
Section 4: Assessment Results	In outcomes 2 and 3, providing a percentage breakdown of each rubric score year-to-year would be much easier to read and process for the committee. However, the committee acknowledges that so long as interpretation of the data is accessible to the program, the current depiction is sufficient. Otherwise, the data is very well depicted, and easy to follow.
Section 5: Assessment Recommendations	Though the committee agrees that a small cohort causes ambiguity in data validity, a 3-year trend in microbiology still merits attention. A thorough review of dynamics associated with microbiology is recommended to evaluate this area of learning for future students given the trend from current and past cohorts.
Section 6: Assessment Based Requests	NA - Higher results with a smaller cohort may merit consideration of additional support systems with larger cohort sizes.

Turtle Mountain Community College
Annual Assessment Plan

Name_____Dr. Tyler Parisien and Dorothy Hoffer_____
Area of Assessment_____MLT Program_____ Academic Year____2021-2022_____
Submission Purpose: _x_Initial Assessment Plan ___Year-End Submission
Please provide the number of students involved in assessment: __2___

Section 1: Prior Assessment Actions:

- Prior year assessments have demonstrated a need for the new course "Introduction to Medical Biology/Molecular Diagnostics", which will be taught for the second time this year.

- 2020/2021 assessment showed a drop in post-test averages. To address this concern, Dorothy Hoffer offered summer review sessions with 2021 graduates to fill in the gaps in didactic content that was lacking. These review sessions led to one student successfully passing the AMT Board of Certification Exam.

- 2020/2021 assessment feedback from clinical sites outlined the student's lack of preparedness for clinical rotation. To address this concern, the MLT Program has updated our in-person laboratory sessions. Students will follow a mock patient's progress through pre-analytical, analytical and post analytical testing in order to ensure they are prepared for rotation.

- Hematology, Chemistry, Special Chemistry and UA analyzers were all updated on software and are now functional. This directly addresses concern from clinical sites into student preparedness. Students are now able to run patient samples, see results and make correlations of these results to health and disease, which addresses "lack of preparedness" and "safety" practices discussed in the assessment.

Section 2: Program Outcomes:

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 safety and communication skills.

Outcome 3: Equipment

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

Section 3: Assessment Methods:

Outcome 1: Content knowledge

- Students will be evaluated by a pre test at the start of sophomore year and post test administered after clinical rotations have concluded. The post-test will be given during the final week of the semester and is meant to simulate the BOC exam. A 40% average is considered passing for the BOC.

1

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.

Network Administrator (A.A.S./9-Month) *Plans Rated Together*

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
2021-22	**3**	**4**	**2**	**2**	**4**	**Yes**	**3**
2020-21	3.17	4	3.57	3.17	3.29	N/A	3.44
2019-20	4	3					
2018-19							
2017-18							

Comments:

Section 1: Prior Assessment Actions	No Comments
Section 2: Program Outcomes	No Comments
Section 3: Assessment Methods	Number 2 does not specify a methodology of how to assess the outcome.
Section 4: Assessment Results	Maybe provide in-house assessment to provide results in outcome number 2. Provide more insight for your outcomes results ie. numbers data form 3rd party testers.
Section 5: Assessment Recommendations	No Comments
Section 6: Assessment Based Requests	Requests are Connected to Assessment Data

Turtle Mountain Community College
Annual Assessment Plan

Name___**Marlin Allery/Michael Selburg**_____

Area of Assessment__**Network Administrator 9-Month Certificate & AAS**_____ Academic Year__**21-22**_____

Submission Purpose: __Initial Assessment Plan _X_Year-End Submission

Please provide the number of students involved in assessment: __6__

Section 1: Prior Assessment Actions:

1. *List any recommendations from the previous year's assessment report. For each recommendation, list any actions taken.*
2. *Explain the implementation of any new resources added as a result of the assessment-based requests.*
3. *Explain any changes you will make to the assessment process that weren't discussed in the previous year's recommendations*

According to last year's assessment plan, there were recommendations to combine the AAS and the 9-Month Degrees into 1 Assessment Plan. So, this year we will be completing the assessment process with that recommendation in place.

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:

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: 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 Netacad Networking Academy in which they will test their knowledge on *ALL* the areas listed and is *REQUIRED* to take. These areas were covered in multiple classes throughout the year and highlighted in the courses Networking Fundamentals I and II. Proficiency was shown for each subject by passing the Netacad Cisco Networking Essentials Certification. This allowed each student to demonstrate Outcome 1, 2, and 3 through exams, labs and certification exams.

<u>Outcome 2:</u> While enrolled in the program, whether that be the 9-month or AAS, the students will complete a Hardware course that will teach the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. The students, through hands-on activities and labs will: learn to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. In addition, this course helps students prepare for the CompTIA A+ certification.

<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 took 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. These areas were covered in multiple classes throughout the year and highlighted in the course Hardware Maintenance and Repair. Once exam is completed students will show proficiency of each subject through passing of TestOut PC Pro Certification Exam.

Pharmacy Technician

Assessors: Raynee Gottbreht

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
2021-22	**2**	**3**	**3**	**1**	**1**	**No**	**2**
2020-21	3.22	3.78	3.56	3	3	Yes	3.31
2019-20	1.33	3.16	3.33	2	2.83	Yes	2.53

Comments:

Section 1: Prior Assessment Actions	Not related to data.
Section 2: Program Outcomes	
Section 3: Assessment Methods	Outcome one - What is the assessment method that shows knowledge and application? Outcome two - Clearly demonstrates method of evaluation by competency evaluations Outcome three - Clearly demonstrates method of evaluation by competency evaluation
Section 4: Assessment Results	No data provided
Section 5: Assessment Recommendations	As a result of assessment data, there is insufficient data to show a desired change
Section 6: Assessment Based Requests	Requests are NOT Connected to Assessment Data Insufficient assessment data provided

Annual Assessment Plan

Name_____Raynee Gottbreht_____

Area of Assessment____Pharmacy Technician Program_____ Academic Year__2021/2022_____

Submission Purpose: ___Initial Assessment Plan _X__Year-End Submission

Please provide the number of students involved in assessment: __3___

Section 1: Prior Assessment Actions:

Previous Assessment stated that I was going to purchase PharmaSeer, a program that would benefit the students with distant learning. This program did not work out for the Pharmacy Technician Program. Instead, PioneerRx is being purchased that will better suit the needs of the Pharmacy Technician Program. After completing my Accreditation Survey with ASHP, they recommended ways to better assess the students. Competency evaluation forms will now be implemented into the program during the courses and during internships. Pre and Post test will still be utilized but more on an evaluation basis, meaning they will also be tested on hands-on tasks and evaluated on their skills. New employee orientation will now be mandatory for students when starting their internships to

Section 2: Program Outcomes:

List each outcome separately

Outcome #1: 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: Students will demonstrate the knowledge and application of all required safety procedures and practices in the discipline.

Outcome #3: Students will demonstrate a proficiency in the maintenance and use of the tools and equipment used in the discipline.

Section 3: Assessment Methods:

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

Outcome#1: Students will attend new employee orientation when interning with our affiliates. Throughout the semester policies, procedures, and practices will be covered in the courses.

Outcome #2: Students will be tested on Hazardous drugs and learn the proper techniques with safety regarding the Pharmacy field. Competency evaluations will be conducted before the students can attend their internships to ensure they understand all the safety protocols.

Outcome #3: Students will utilize PioneerRx, which tracks the students progress and understanding of tasks that need to be completed to ensure smooth pharmacy operations. There are monthly tasks to be completed regarding the hardware, software, and equipment used to maintain accurate workflow. Students will not be able to move on to the next task until the computer software allows them to once they have complete knowledge of what needs to be done.

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
2021-22	**5**	**2**	**3**	**2**	**4**	**Yes**	**3.2**
2020-21	4	4	3.89	3.89	4	Yes	3.96
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:

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	Requests are Connected to Assessment Data

Name_Marilyn Delorme_____

Area of Assessment__Phlebotomy Program_____Academic Year___2021-2022

Submission Purpose: _X__Final Assessment Plan ___Year-End Submission

Please provide the number of students involved in assessment: ___6 /1_

Section 1: Prior Assessment Actions:

- *List any recommendations from the previous year's assessment report. For each recommendation, list any actions taken.*
- *Explain the implementation of any new resources added as a result of the assessment-based requests.*
- *Explain any changes you will make to the assessment process that weren't discussed in the previous year's recommendations*

2020-21 Recommendation: Outcome #1 Lab/simulation

In completing a review of competency results, I determined that instructional material is adequate for students to meet current competencies.. However, with changes anticipated in Clinical affiliates, decreasing student counts and reducing training hours, it is imperative that more instructional material are needed. Enabling students to gain knowledge normally gained in Clinical rotation. This training was added to the lab simulation of the Clinical Seminar course. Which takes place before students are placed in Clinical Rotations. Competencies for added training is cover under assessment #1

Action Taken:

I increased instructional material to include CLIA waived Point Care testing kits. These included Covid-19, Pregnancy. Rapid Strep, Mononucleosis, A1C, Hemocult blood, test kits.
Reading urinalysis test strips. Quality control, handling and storing of these kits was included/of these kits were also included in the instructional material.

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.

a. Year-end competencies are evaluated covering the following areas,
Orientation, laboratory safety, specimen collection and handling, quality control
(Competency levels are 3= excellent 2= satisfactory 1= unacceptable)

Assess outcome # 1

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

Assess outcome # 1 and #2

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.
29-32 Professional all the time 28-27 professional in most aspects, most of the time 26-25 Professional in some aspects, some of the time, 24 or below does not meet professional level.

Assess outcome #3

Pipe Welding

Assessor: Carl Eller

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
2021-22	**2**	**4**	**3**	**3**	**2**	**N/A**	**2.8**
2020-21		5	4	2	3	N/A	3.5

Comments:

Section 1: Prior Assessment Actions	It was unclear to the committee if actions described were as a result of previous recommendation from the committee.
Section 2: Program Outcomes	No comments
Section 3: Assessment Methods	No Comments
Section 4: Assessment Results	Providing the number of students in the program would have helped the committee better understand assessment dynamics. If the student population is testing at 100% content knowledge in the pre-test, either the pre-test needs improvement to better reflect the myriad skills covered in the course, or the students attending the course may need to test out of no learning is occurring between the pre- and post-test. Data on weekly tests would also help to better understand fundamental assessment dynamics. Otherwise the data is very clear and easy to read.
Section 5: Assessment Recommendations	The committee recommends evaluation of pre-test dynamics. If all students are passing the pretest at 100%, possible revision may be needed.
Section 6: Assessment Based Requests	N/A

Turtle Mountain Community College

Annual Assessment Plan- Due no later than October 1st

Name_____Carl Eller_____

Area of Assessment_____Pipe Welding_____ Academic Year___Fall 2021 - Spring 2022_____

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

Section 1: Prior Assessment Actions: ***Outcome #1:***

No recommendations for improvement at this time

Even though I did not have any recommendations from last year's assessment, I updated the pre-test and post-test for content knowledge.

Outcome #2:

Students would sometimes walk around in the lab without their safety glasses or not wear the appropriate shoes. My recommendation would be to get posters made and put up in the lab shop reminding students of the proper PPE.

Created a checklist for safety of the students in the lab with PPE, put up posters showcasing the proper PPE needed in the lab, ensure students wear their mask and maintain proper social distancing.

Outcome #3:

Students do not spend enough time preparing the pipe for welding. Spend more time on the set-up and operation of the welding equipment for pipe.

Created a checklist for students to use in order to better prepare the pipe for welding. provided more one on one training for pipe welding students.

Section 2: Program Outcomes: *List each outcome separately*

- **Outcome 1. Content Knowledge:**

Students will be assessed on welding and fitting concepts with an 80% or more.

- **Outcome 2. Safety:**

Students will be safe 100% of the time while working in the lab.

- **Outcome 3. Equipement:**

Students should be able to use all shop power equipment properly and efficiently - 100% of the time.

Section 3: Assessment Methods:

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

- **Outcome 1. Content Knowledge:**

Pre and post testing for each course being offered and weekly quizzes on welding outcomes.

- **Outcome 2. Safety: .**

Students are assessed for safety through direct observation and using an In-House safety checklist.

. ● **Outcome 3. Equipement:**

Students must show competency when using all shop power tools properly and effectively through direct observation and checklist.

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
2021-22	**4**	**4**	**3**	**4**	**3**	**N/A**	**3.6**
2020-21	4	3.88	3.75	3.75	3.63	Yes	3.8
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:

-

No Comments Provided

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	

Turtle Mountain Community College
Annual Assessment Plan

Name: Carl Bercier Jr.
Area of Assessment: Welding Dept Academic Year: Fall 2021 - Spring 2022
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.

- Outcome #1: Content Knowledge:
  - Based on the assessment results one of the most common topics missed was converting fractions to decimals. Recommendation: place a conversion chart poster in the classroom.

  - Printing out multiplication charts and conversion charts for students and printing posters for classroom use.

- Outcome #2: Safety:
  - Allow more time for students to complete their OSHA-10 in class.

■ Previous years I allowed students to complete OSHA 10-Hours from home. This year I have allowed students to work on OSHA 10-Hour twice a week for an hour in class.

● Outcome #3: Equipement:
○ No recommendations for improvement.

Section 2: Program Outcomes:
List each outcome separately

● Outcome 1. Content Knowledge:
○ Students will be assessed on welding and fabricating concepts with 80% or higher. (Fabrication Methods, Welding Theory, Blueprint Reading for Welders)

● Outcome 2. Safety:
○ Students must abide by all of the OSHA safety rules and guidelines. Shop Safety Equipment checkoff list-100%

● Outcome 3. Equipement:
○ Students must use all of the shop's welding and fabricating equipment responsible and safely 100% of the time.

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:
○ Doing pre and post testing for each course being offered and weekly quizzes.
(Fabrication Methods, Welding Theory, Blueprint Reading for Welders)

● Outcome 2. Safety:
○ Careersafe pre and post tests for OSHA 10-hour, and checklist for equipment and safety.
● Outcome 3. Equipement:

○ Students will use their skills to demonstrate competency and complete a state weld test (AWS D1.1).
AWS D1.1 standards consist of:
■ Make an SMAW (Shielded Metal Arc Welding) groove weld.
■ OFC (oxy fuel-cutting process)
■ Angle grinders, and other fabrication tools.

Associate and Bachelors Degree Programs

Associate of Science

Assessor: Math and Science Department

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
2021-22	**1**	**4**	**2**	**4**	**4**	**Yes**	**3**
2020-21	3.43	3.33	3	4		N/A	3.44
2019-20	3.33	3.25	2.00	3.00			2.90

Comments

Section 1: Prior Assessment Actions	
Section 2: Program Outcomes	
Section 3: Assessment Methods	Though the methods are useful to consider for something like a broad course evaluation, stronger methods are encouraged to measure student learning as it's occurring in a given classroom, rather than as a reflective component.

Section 4: Assessment Results	Such low participation from the AS faculty makes it difficult to validate the data generated so far, as acknowledged on this assessment report. Though the data appears favorable related to student responses, much higher course participation is necessary to validate.
Section 5: Assessment Recommendations	The committee agrees with the findings that additional support is justified by the data to enhance faculty professional development to align STEM content with culture.
Section 6: Assessment Based Requests	The committee agrees with the findings that additional support is justified by the data to enhance faculty professional development to align STEM content with culture

Turtle Mountain Community College

Annual Assessment Plan

Name: Stacie Blue _____

Area of Assessment: Associate of Science Degree__ Academic Year: 2021-2022

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

Please provide the number of students involved in assessment: _44____

Section 1: Prior Assessment Actions:

*Dr. Deb Hunter was the STEM Department Chair and completed the 2020-2021 Assessment form. She developed the outcome and goal.

GOAL: The Associate of Science degree goal is to provide TMCC students with the knowledge and understanding that ancestral indigenous knowledge and learning have always included the incorporation of STEM knowledge, skills, and application into their daily lives.

Students will gain knowledge of Anishinaabe wisdom in the past and present and how it relates to current STEM knowledge.

Section 2: Program Outcomes:

GOAL: The Associate of Science degree goal is to provide TMCC students with the knowledge and understanding that ancestral indigenous knowledge and learning have always included the incorporation of STEM knowledge, skills, and application into their daily lives.

Students will gain knowledge of Anishinaabe wisdom in the past and present and how it relates to current STEM knowledge.

Section 3: Assessment Methods:

At the end of the Fall semester each STEM course will be asked to have the following questions added to their final exam. In the original Assessment proposal one question was to be asked, advisement by SLC members encouraged more questions.

Ojibwe Knowledge, Culture, and Language in STEM Please circle the answer that best fits.

How often did you recognize the inclusion of Ojibwe Knowledge, Culture, and/or Language in this course? Never Rarely Often Always How often do you think the inclusion of Ojibwe Knowledge, Culture, and/or Language should be integrated into this course?

Never Rarely Often Always

Do you believe it is important to include Ojibwe Knowledge, Culture, and/or Language into STEM courses?

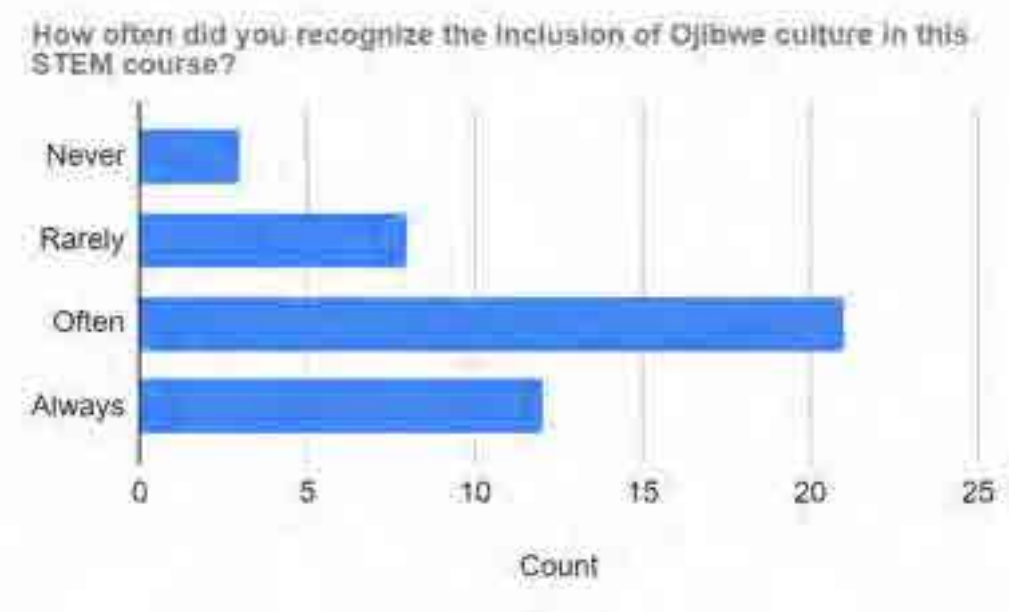
Yes No Not Sure

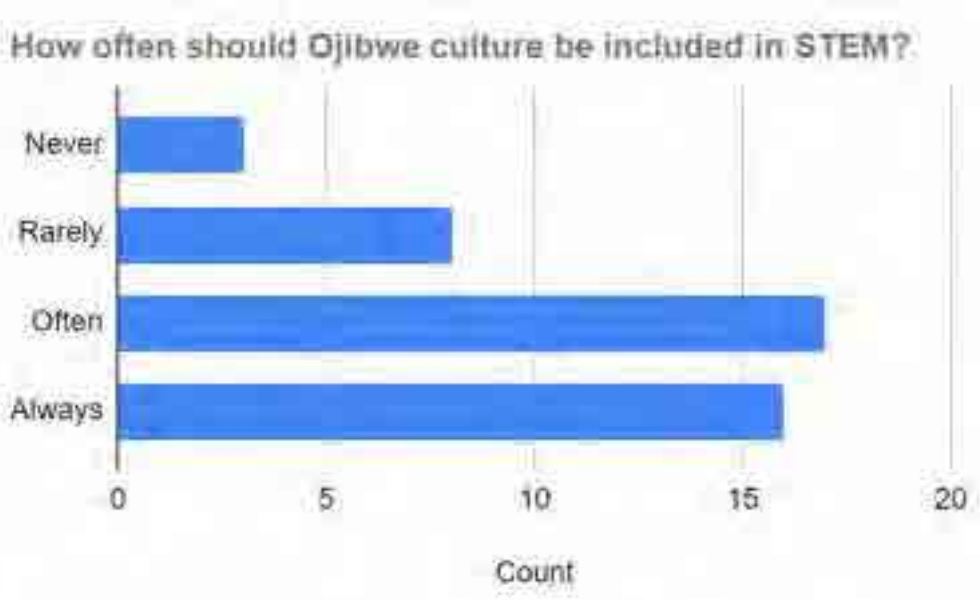
Section 4: Assessment Results

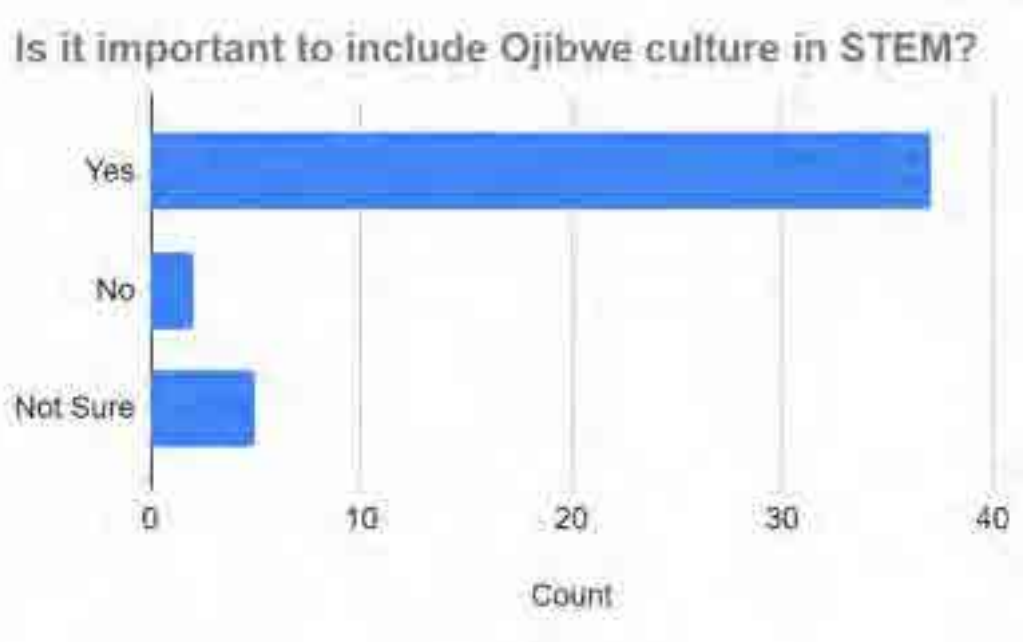
The following email was sent to all Full-Time Faculty teaching STEM courses. "To the Full-Time STEM faculty, would you please add these three questions on each of your STEM courses final exams and/or final projects? I would greatly appreciate your help. I would also appreciate your help in tallying the responses and sending me the response tally once you have graded your final exams. If you choose not to do that, then please let me know in addition to letting me know when I can collect the completed responses from your students. Again, the responses will not be tied to any specific instructor, just to the Associate of Science Assessment for 2021-2022."

Six of Twenty-Eight STEM courses offered in Fall 2021 added these questions to their final exam. A majority of the participants responded that they can often (n=21) recognize the inclusion of Ojibwe culture in their course. The majority of students also responded that they believe that Ojibwe culture should be offered often (n=17). When asked if they believe it is important to include Ojibwe Knowledge, Culture, and/or Language into STEM courses, the majority (n=37) selected 'yes', while two participants selected no, and five selected not sure.

This is a small sample size of the total students in STEM courses. However the consistent selection by 33 participants to select Often or Always for the first two questions, and 37 to select Yes for the inclusion of Ojibwe Knowledge, Culture, and Language in STEM represents the great work that TMCC has done in offering classes and learning opportunities on Ojibwe culture.




How often should Ojibwe culture be included in STEM?
Never
Rarely
Often
Always
0
5
10
15
20
Count


Is it important to include Ojibwe culture in STEM?
Yes
No
Not Sure
0
10
20
30
40
Count

In regards to the low participation by STEM faculty, a STEM faculty member commented that they do not cover Ojibwe knowledge in their classes but do have information presented within their classrooms. Four other STEM faculty asked to have training and experiences so they can learn and work on integrating Ojibwe culture into their courses.

Section 5: Assessment Recommendations:

Based on STEM faculty request and student expressed interest, I request from administration to support organized workshops within the institution for the STEM department to successfully implement Ojibwe Knowledge, Culture, and Language in the STEM courses.

Section 6: Assessment-Based Requests:

Request from administration to support organized workshops within the institution for the STEM department to successfully implement Ojibwe Knowledge, Culture, and Language in the STEM courses.

Engineering (A.A.)

Assessor: Austin Allard

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
2021-22	**N/A**	**3**	**5**	**4**	**4**	**N/A**	**4**
2020-21	N/A	4	4.11	N/A		N/A	4.06

Comments:

Section 1: Prior Assessment Actions	N/A First year data.

Section 2: Program Outcomes	The wording, “show an ability to,” can be dropped from each of the outcomes to enhance clarity. Consideration of simplifying the outcomes to more concise language is encouraged to ensure clarity. An example to consider: “Students will apply knowledge of engineering through math and science disciplines.” Such language is largely the same as what exists, but perhaps affords cleaner understanding of the learning outcome.
Section 3: Assessment Methods	The committee remarked on the outstanding wording of the assessment methods, as they clearly convey a rich process that has high potential to yield evidence of sophisticated student learning. One way to increase this richness in the method is to be specific in how the interviews are to be assessed consistently—and what tool/metric is used to process this for meaningful data.
Section 4: Assessment Results	The data is clearly readable for this section, and the clean methodology clearly conveys to readable data here. As previously mentioned, the committee was unclear on how outcome 2 was assessed, so a clearer description here is recommended. Additionally, as year-to-year data emerges, developing a simple data table is highly advisable for easy viewing for future committee members.
Section 5: Assessment Recommendations	The committee was able to follow the logic very well, and believes that a strong methodology lead to a strong data format—which yielded a firm analysis.
Section 6: Assessment Based Requests	N/A

Turtle Mountain Community College

Annual Assessment Plan

Name Austin Allard_____

Area of Assessment_A.S. Enginereing_____ Academic Year_2021-2022_____

Submission Purpose: __Initial Assessment Plan _X__Year-End Submission

Please provide the number of students involved in assessment: _18____

Section 1: Prior Assessment Actions:

- *List any recommendations from the previous year’s assessment report. For each recommendation, list any actions taken.*
- *Explain the implementation of any new resources added as a result of the assessment-based requests.*
- *Explain any changes you will make to the assessment process that weren’t discussed in the previous year’s recommendations*

Last year was the initial assessment year for the A.S. Engineering degree. The year focused on formulating the assessment method, so no data was collected. This year, we will begin implementing assessment practices.

Section 2: Program Outcomes:

1. Students will show an ability to apply knowledge of mathematics, sciences, and engineering.
2. Students will show an ability to conduct experiments, as well as to analyze and interpret data.
3. Students will show an ability to identify, formulate, and solve engineering problems.
4. Students will show an ability to use the techniques, skills, and modern engineering tools necessary for professional practice.

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. Pretests will be given at the beginning of selected courses to determine a baseline for the level of knowledge of the student entering the class. The pretest will cover introductory topics to complex ideas that require critical thinking to solve. A posttest with the same questions as the pretest will be given at the end of the course as well to evaluate the level of growth of the students.
2. Students in the engineering program take labs in a variety of science classes depending on their desired engineering career path and can consist of chemistry, biology, and physics. For the engineering classes with labs, a series of interviews will be given to gauge the student's understanding of the concepts being taught during the labs.
3. To evaluate how well students identify, formulate, and solve engineering problems, a series of imbedded questions will be implemented. Students will be presented a problem during class and will be given two possible paths to reach a solution to the problem. One will be a fast and efficient method to solve the problem while the other may take longer or may be an incorrect way to approach the problem. Both methods will be presented in a way that suggests they could lead to the correct solution and the students will need to discuss and determine which is the more viable option.
4. To assess how students use techniques, skills, and tools learned during the class, a performance assessment will be given to the students. The students will be presented a problem and will be given little instruction about how to solve it. The students will need to use critical thinking and their understanding of course material in order to reach the correct solution to the problem. The following rubric will be used during this assessment.

	3 Proficient	2 Intermediate	1 Beginner	Score
Problem Solving	Students arrived at the correct solution	Students didn't correctly answer the question, but made only minor mistakes	Students didn't answer the question correctly, and made major mistakes	
Critical Thinking	Students used the most efficient method to solve the problem	Students used a correct method but used unnecessary steps in the process.	Students used an incorrect method to solve the problem.	
Teamwork	All students were actively engaged in solving the problem	There were only a few students who were leaders in solving the problem.	There was minimal communication amongst students.	

Section 4: Assessment Results

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

1. In MATH 105, students were given a pre and posttest with the same material. Students scored an average of 43% on the pretest. Students scored an average of 73% on the posttest. This is an increase of 30 points from the pretest to the posttest.
2. In ME 223, there were 3 labs during the semester. After the last report was submitted, individual interviews were conducted with the students. The interviews concluded that all of the students were proficient in the material covered in the labs and how it related to course material.
3. In MATH 266, 3 embedded questions were presented to the class. Students in the class were able to choose the more efficient method to solve the problem in 1 out of the 3 problems. Note: There was only 1 student in class so they weren't able to have a discussion with other classmates. The student's preference in solving the problem played a role in the choice of how to solve the problem.
4. In MATH 165, 2 individual and 2 group performance assessments were given to the class. During the individual assessments, 20% of the students were in the beginner level for problem solving, 30% were in the intermediate level, and 50% were in the proficient level. It also found that 20% of the students were in the beginner level for critical thinking, 50% were in the intermediate level, and 30% were in the proficient level. During the group assessments, all groups were found be in the intermediate level for teamwork.

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.

Section 5: Assessment Analysis and Recommendations:

Explain the significance of the results and describe how you will use the assessment results to improve your program and/or your assessment process. Make sure to connect recommendations to specific assessment results.

The assessment process showed students are progressing through the curriculum in an expected manner. The pretest/posttest data shows students are learning the topics viewed as critical throughout the class. The interviews show students are proficient conducting experiments and analyzing/interpreting data. The students are also able to effectively communicate their results. Since this a class typically taken in the last semester, this is an expected result of the program.

The embedded questions showed mixed results. Ideally, the questions would be presented to the class and they would work together to determine the most efficient method to solve the problems. Since there was a single person in the class, there wasn't an option to have discussion to determine the best method. The student simply chose the method that they were the most comfortable with. While it wasn't and incorrect way to approach the problem, it did cause additional work that wouldn't have been necessary otherwise. It could be beneficial for the instructor to provide more information to have the discussion with students in the event there is a single person in the class in the future.

The performance assessments showed students were at the expected level early in the curriculum. A majority of the students were proficient in problem solving, intermediate in critical thinking, and intermediate in teamwork. The program is designed to help develop the students critical thinking and teamwork skills as they progress through the curriculum. Since the class is in a hybrid format with students attending in the class, from home, and from different institutions, it is critical to develop these skills. More activities could be implemented to entice students to practice these skills both during and outside of class.

Section 6: Assessment-Based Requests:

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

There are no assessment-based requests for this plan.

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.

We are instructing through the hybrid method that we utilized before the shift to online instruction. No changes will be needed.

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
2021-22	**4**	**5**	**3**	**4**	**4**	**N/A**	**4**
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:

Section 1: Prior Assessment Actions	These are very good, consider using the specific language from the prior recommendations.
Section 2: Program Outcomes	
Section 3: Assessment Methods	This is excellent data, but it is a little unclear exactly how the rubric criteria match up with the specific learning outcomes (though a connection does seem to exist). Consider making that connection a bit more explicit.
Section 4: Assessment Results	Very good results, just make sure they line up with the outcomes clearly.
Section 5: Assessment Recommendations	Very good recommendations, just consider organizing them according to outcome rather than rubric criteria (or better connect the rubric criteria with specific outcomes).
Section 6: Assessment Based Requests	N/A

Turtle Mountain Community College
Annual Assessment Plan

Name: Stacie Blue

Area of Assessment: AS NRM Program Academic Year: 2021/2022

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:

*I was on sabbatical for the 2020/2021 school year, this section is from my 2019/2020 final report.

1. The writing workshop put on by Erik Kornkven (2020) helped me to design writing assignments that provide more information to my students on what is expected from student writing assignments. I will continue to use the examples presented.

I have continued to use the writing examples in addition to providing constructive feedback to encourage critical thinking. I have also introduced diverse reading assignments in addition to their textbook-online articles (nature conservancy, national geographic, NASA), scientific articles, and chapter excerpts from 'Braiding Sweetgrass'.

2. Working hands-on with a Traditional Knowledge Keeper within my class and summer experiences has increased my knowledge of Ojibwe traditions. This information will be transferred throughout all of my courses.

Grant funding has provided the opportunity for TMCC students and myself to learn from a local Traditional Knowledge Keeper. The TMCC students are from the following programs; Ojibwe Language and Culture, Teacher Ed, and NRM.

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, Program Rubric, Student reports and projects NRM 190 (Spring 2022), NRM 200 (Fall 2021)-

Outcome 2, Program Rubric, NRM 190: Snow Pack and Winterberry Study, NRM 210 Individual research experiences during summer of 2021

Outcome 3, All NRM Core Courses- GEOG 100 (Fall 2021), NRM 150 (Fall 2021, Spring 2022), NRM 190 (Spring 2022), NRM 200 (Fall 2021), NRM 210 (Summer 2021)-

Outcome 4, Program Rubric on Problem Based Learning Project developed by students in the NRM 210 (Summer 2021)

Program Rubric

	1	**2**	**3**	**4**	**5**
Writing: Thoughtful to assignment, staying on topic, providing evidence, integrate culture and local application.	Writing is off topic, no integration of personal thought, culture, or local application.		Writing is on topic, some personal thoughts, limited application to local area and inclusion of culture		Writing is thoughtful, flow of paper blends topic, evidence, integration of culture and local application

Critical Thinking: Good use of analytical, logical, or problem solving skills to understand the topic. Students apply topic to local area, and apply traditional knowledge.	Does not show independent thought, repeats problem and states opinion w/o evidence, does not apply it local or integrate culture		Some independent thought showing analytical, logical, or problem solving, minimal application to local area and traditional knowledge		Critical thinking is strongly evident, application to local issues is thoughtful, considerate application of local knowledge and culture
Projects: Engagement with the project, Understanding of the topic, Organization of project, Meets Assignment Requirements, Creativity and Originality, and Cultural Integration	Meets the minimum of the project requirements		Thoughtful to project requirements, but does not show creativity or complete understanding of topic and project.		Meets or Exceeds assignment requirements, engagement and understanding is evident, creativity is evident, strong integration of culture
Exams	<60	≥70<80	≥80 <88	88-89.9	≥90

Ogimaawiwin: Leadership and Business Management (B.A.)

Assessor: Michael Poitra, Anna 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
2021-22	**3**	**5**	**5**	**4**	**3**	**No**	**4**
2020-21	3.88	3.4	3	3	3.38	Yes	3.33
2019-20	2.00	3.67	3.00	3.33	3.00	Yes	3.00

2018-29		3.60	2.80				

Comments:

Section 1: Prior Assessment Actions	Good ideas here, but work on 1) bringing specific language from previous assessment in. 2) Revisit and update this section at the end of the year. For example, you say that you would 'like' to go on annual trips, but we know you actually did take your cohort to California. That could certainly be mentioned here.
Section 2: Program Outcomes	We really appreciate the curriculum mapping that goes along with your outcomes.
Section 3: Assessment Methods	We really like the bench marking and the clear language that makes it easy for outside reviewers to understand.
Section 4: Assessment Results	Nice job quantifying student achievement through post test analysis. Consider identifying those areas that students struggle. Especially in areas that did not meet your stated 75% benchmark. Also, try to bring in some quantitative data from the portfolio assessment.
Section 5: Assessment Recommendations	Good ideas here. Particularly your suggestions to improve the pre/post test process. Consider adding recommendations that specifically teach to elements your students are struggling with. Are they having trouble with any particular section of the post test?
Section 6: Assessment Based Requests	Requests are NOT Connected to Assessment Data That's a valid concern and a good recommendation, but probably fits more in section 5. Section 6 deals with specific requests you're making from administration.

Turtle Mountain Community College

Annual Assessment Plan

Name____Michael Poitra, Anna Ross_____

Area of Assessment__Bachelor of Arts Ogimaawiwin (Leadership) and Management Academic Year____2021-

2022_____

Submission Purpose: ___Initial Assessment Plan ___Year-End Submission

Please provide the number of students involved in assessment: _9_

Section 1: Prior Assessment Actions:

- One of the recommendations was to adjust our testing and make a pretest at the beginning of the program, midway test and a post test at the end of the program to the students.

- We have updated curriculum mapping and have moved some courses around to better instruct and prepare our students.
- We added Anna Ross last fall and she is full-time instructing.
- We are going through the program to help with recruitment and retention by either implementing a writing exam to help with our pool of students.
- We would like to go on Annual trips with cohorts to help with applying the material they learn to actual real life issues in Indian Country
- We are in the process of reevaluating our courses and determining if we should offer different courses or add other courses to better our program based on the writing skills and research skills of the past cohort.
- For this upcoming assessment we will be keeping it the same since this is the same cohort. We did give pre test and will give a post test out and gave incentives for taking them. • For the next cohort we would like to try a different approach.

Section 2: Program Outcomes:

List each outcome separately

Outcome	Introduce	Reinforcement of Skill	Mastery/Proficie ncy

Students will demonstrate and assess best management and leadership practices that they can use in businesses, organizations, and tribal governments.	LEAD 180, LEAD 235, LEAD 330, ECON 110, LEAD 360, LEAD 400 LEAD *** Asset Building LEAD ***Fiscal Management LEAD *** Tribal Economic Development and Global Trends	LEAD 330 LEAD 410, LEAD 461, LEAD *** Asset Building LEAD 460, LEAD 440, LEAD *** Fiscal Management, MATH 210. POLS 284	LEAD 499, LEAD 498
Students will evaluate the unique role that tribes and tribal governments have in the global business environment.	LEAD 180, LEAD 235, LEAD 360, LEAD 335, LEAD 400, POLS 241 LEAD *** Asset Building LEAD ***Fiscal Management LEAD *** Tribal	LEAD *** Asset Building, LEAD 461, LEAD *** Fiscal Management, LEAD 410, MATH 210 LEAD *** Tribal Economic Development and Global Trends	LEAD 499, LEAD 498

	Economic Development and Global Trends		

Students will construct an understanding of tribal knowledge and tribal government practices and apply that knowledge in an organizational environment.	LEAD 180 LEAD 335, LEAD 400, LEAD *** Asset Building LEAD ***Fiscal Management LEAD *** Tribal Economic Development and Global Trends	LEAD 410, LEAD *** Asset Building, LEAD 461, LEAD 460, LEAD 425, POLS 241, POLS 284, LEAD 360 LEAD *** Tribal Economic Development and Global Trends	LEAD 499, LEAD 498
Students will demonstrate leadership skills through professional, ethical, and legal standards of conduct in tribal governments and organizations.	LEAD 235, LEAD 330, LEAD 335, LEAD 180, LEAD *** Tribal Economic Development and Global Trends	LEAD 461, LEAD 460, LEAD 330,LEAD 235	LEAD 499, LEAD 498

Section 3: Assessment Methods:

Like we stated in Section 1 for this cohort we will continue with what was started with this cohort where students will participate in pre and post-tests each semester. This method will help assess proficiency in how each outcome is demonstrated for the program. Throughout the students' academic career in the program, he/she will also be required to complete a project portfolio which will consist of chapters in the courses. The results from the pre and post tests are from 15 students in the first Fall semester and 9 students in the Spring semester. We are looking for at least a 75% increase in correct answers from pretest to posttest. This will show that the students are retaining the information from each course in the program. Part of this last semester we were doing distant learning but mostly in the classroom. We also tried our best to include students that may have came down with COVID and have them virtual if they were able to join.

#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.

For the next cohort we would like to try a different approach to assessing the Leadership & Management

Ogimaawiwin: Leadership and Business Management (A.A.)

Assessor: Michael Poitra, Anna 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

2021-22	**2**	**5**	**2**	**N/A**	**N/A**	**No**	**3**
2020-21	3.14	2.88	2.63	2	2.25	N	2.58

Comments:

Section 1: Prior Assessment Actions	These are good changes, but are they as a result of prior assessment actions? If no assessment has been conducted in the AA in the past, make that clear.
Section 2: Program Outcomes	Same as BA. Good use of mapping along with your outcomes.
Section 3: Assessment Methods	The numbered list seems to be outcomes instead of methods. Describe the pre/post test in a bit more detail. Is it the same as in the BA program?
Section 4: Assessment Results	No participating students.
Section 5: Assessment Recommendations	No participating students.
Section 6: Assessment Based Requests	Requests are NOT Connected to Assessment Data This isn't really an administrative request. Could perhaps fit in Section 5.

Turtle Mountain Community College

Annual Assessment Plan

Name- Michael Poitra, Anna Ross

Area of Assessment- Ogimaawiwin (Leadership) and Management Program Associates of Arts Two-year Degree Program Academic Year- 2021-2022

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

Please provide the number of students involved in assessment: 1 **Section**

1: Prior Assessment Actions:

Pre and posttest; questions will be from each class for that semester.

Assessing the whole plan, changing the courses to eliminate the internship and adding courses that are more appropriate to preparing them for the Bachelors Program, We will also be working on section 3 how we are going to measure.One of the main parts we will look at is the outcomes and reducing them down to fit and match with the BA program. We will also work on the curriculum mapping. Some of the major changes is the Leadership Development BADM 215 and changing it to Leadership Development
LEAD 215. We believe this change may help with recruitment and retention for this program. Another change is the LEAD 220 Internship to POLS 287 Tribal Government and SOCI 270 Contemporary Indian Issues. Since the students are doing a more intense internship in the BA we believe these courses will better prepare them for the upcoming junior year.

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	**Introduce Reinforcement of Mastery/Proficie Skill ncy**

Students will identify and develop personal strengths and weaknesses using a variety of leadership models	GE LEAD 215 LEAD 215 LEAD 215 SOCI 270 SOCI270 SOCI 270 POLS 287 POLS 287 POLS 287

Students will define what leadership means to them in a Native American community and global world.	GE LEAD 215 LEAD 215 LEAD 215 SOCI270 SOCI270 SOCI270 POLS 287 POLS 287 POLS 287

Students will explain the TMBCI culture, origins, and traditions in an effort to teach and influence future generations.	LEAD 215 LEAD 215 GE LEAD 215 SOCI270 SOCI270 SOCI 270 POLS 287 POLS 287 POLS 287

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 which will be provided to them in the leadership required courses. This method will help provide information and assess that the students will be well prepared and are proficient in the program.

Although assessments will happen in each course, these courses have been specifically targeted for program assessment and evaluation for each program outcome. LEAD 215, POLS 287, SOCI 270.

#1- Students will identify and develop personal strengths and weaknesses using a variety of leadership models

#2- Students will define what leadership means to them in a Native American community and global world.

#3- Students will explain the TMBCI culture, origins, and traditions in an effort to teach and influence future generations.

Teacher Education (Includes all degrees)

Assessors: Teacher Education Department

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
2021-22	**4**	**3**	**3**	**3**	**3**	**Yes**	**3.2**
2020-21	4.4	3.83	3.5	3.17	3.83	N/A	3.75
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:

Section 1: Prior Assessment Actions	It presents past data and how they will improve teaching based on prior results.
Section 2: Program Outcomes	
Section 3: Assessment Methods	
Section 4: Assessment Results	
Section 5: Assessment Recommendations	More clarity
Section 6: Assessment Based Requests	Results do appear to be connected to the assessment data

Turtle Mountain Community College
Annual Assessment Plan

Name_Robert Poitra, Dr. Alexander Chirila, Cathie Gladue, Kristie Dionne, Kathy Henry, Dave Wibe, and Kyle Segarra

Area of Assessment - __Instructional Practice_____ 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:

1. *List any recommendations from the previous year's assessment report. For each recommendation, list any actions taken.*
2. *Explain the implementation of any new resources added as a result of the assessment-based requests.*
3. *Explain any changes you will make to the assessment process that weren't discussed in the previous year's recommendations*

_____

1. Prior recommendations as per the 2019-20 report:

The Student Teacher Observation Tool (STOT), Dispositional, and E-Portfolio results either remained the same or increased for this year: Outcome remained the same at 3.8; Outcome 2 remained the same at 3.8; and Outcome 3 increased to 3.9 from 3.7 last year; and for E-Portfolio scores increased for 4.5 to 4.6.

The Teacher Education Department team will continue to identify the exact standards that caused the decreases and determine corrective actions that may be required, such as: use other resources and/or instructional strategies or strengthen the strategies by adding time and/or standard-based content. Through making necessary changes there will be an increase not only on the STOT scores but also on the Candidate Disposition Tool as well as the E-Portfolio Rubric.

As mentioned in last year's assessment our strategies continue to be successful. However, revisiting our assessment tools did not occur this year as we were without a director to continue the assessment timeline for the fall 2021-2022 term, and teacher education faculty was preparing courses to continue virtually, as well as our Turtle Mountain schools' systems and surrounding communities' changes resulted in TED finding solutions to meet course requirements for clinicals, practicums, and student teaching. These changes in scheduling arrangements and did not review the recommended strategies and follow-through with changes needed for the program outcomes

LiveText, an online learning management platform, is utilized by TED as it can track, measure, and uploaded data as well as access a shared library of tools and additional resources. This software does enable TED to maintain accurate records of student STOT performance, which measures 4 outcomes:

1. The Learner and Learning; 2) Content Knowledge; 3) Professional Responsibility; and 4) Instructional Practice.

TED is assessed externally, namely by North Dakota Education Standards and Practice Board (ESPB), we are responsible for meeting standard requirements mapped by Interstate Teacher Assessment and Support Consortium (InTASC). Those standards must be reflected in our overall curriculum map and addressed throughout our programs and in our courses. Fieldwork, clinicals, practicums, and student teaching, are essentially the primary means by which we determine whether our candidates can apply those standards in practice, through observation, collaboration, and supervised instruction.

2. Changes to the assessment practice

At this time, TED is continuing to focus on additional strategies. Adding the: pre- and post-content evaluations in EDUC 300 Educational Technology; improving the rubric and instruction to building E-Portfolio; and a more detailed and continued review of the curriculum map of what InTASC and Student Learning Objectives (SLOs) are covered in what courses and to what degree (i.e., introductory, intermediate, advanced), as well as how those standards correlate and are developed across our programs.

TED is continuing to link Praxis scores to TMCC's SLOs to critical thinking and, to some extent, research.

Changes in the A.A. in Education and B.S. in Elementary Education coursework has taken place in the 2021-2022 spring semester and approved by TMCC's Curriculum Committee.

Section 2: Program Outcomes: *List each outcome separately*

1. <u>The A.A. in Education</u>

Students who choose to pursue an A.A. in Education will, upon successful completion, be able to:

- Introduced to basic teaching portfolios as well as introduced to the ISTE standards
- Introduction to a child's school performance that is adversely affected by a disability in on of the 13 categories recognized under the Individuals with Disabilities Education Act.
- Meeting the requirements to apply for a North Dakota Sub Licensure and/or Paraprofessional Certificate Pursue acceptance towards 4-year degrees in Primary and Secondary Education

2. <u>The B.S. Ed in Elementary Education Outcomes</u>

- Meet the requirements for becoming fully qualified teachers
- Employ culturally responsive teaching in any school classroom
- Maintain a high standard of professionalism
- Pursue further degrees in Education and/or enter the field depending on regional and state-based requirements
- Address the needs of the Turtle Mountain Band of Chippewa Indians (TMBCI) school system and its students
- Position themselves to apply for work in other Native communities
- Adapt interdisciplinary techniques to classroom teaching

- Conduct discipline-specific research
- Develop teaching portfolios as well as learn how to use instructional technologies
- Understand the fundamentals of project-based learning and curriculum development
- Learn how to engage exceptional and special-needs students

The B.S. Ed in Secondary Science and the B.S. Ed in Secondary English includes many of the same outcomes; however, the following may be considered unique to the two programs:

3. <u>The B.S. Ed in Secondary English</u>

- Students will learn the principles and practices of designing ELA lesson plans and curricula

- Students will learn how to choose the appropriate texts and materials suitable for teaching the core standards of ELA; for reading, this includes the ability to recognize and analyze the primary elements of literature, such as character, plot, theme, and literary techniques; recognizing the conventions of genre; distinguishing between various forms of literature, such as drama, fiction, poetry, nonfiction, etc.; applying basic forms of literary criticism; and understanding the broader historical and sociocultural contexts surrounding certain texts. For writing, this includes learning how to compose narrative and text according to the specific parameters of form, creative and otherwise; learn the processes of research, pre-writing, drafting, and revision; and strategies associated with expression, techniques (e.g. metaphor, simile, etc.), exposition and description, and so on.

- Students will learn how to employ the proper assessment tools and rubrics associated with ELA, including how to evaluate style, content, references, structure, and grammar.

- Students will learn the appropriate instructional strategies for teaching 7-12 grade ELA, including classroom management, curriculum design, differentiated learning strategies, and so on.

4. <u>The B.S. Ed in Secondary Science</u>

- Graduates of the Secondary Education Science Program will plan effective teaching and learning experiences in the areas of science education

- Graduates of the Secondary Education Program will demonstrate knowledge in general laboratory practices

- Graduates of the Secondary Science Education Program will apply effective teaching and learning experiences during clinical practice (student teaching or internship) in their specific teaching/certification field, which will include a demonstration of instructiona competencies that ensure that candidates have an in-depth understanding of the content they teach

- Graduates in the Secondary Science Education program will demonstrate the professional dispositions that are expected of educators, which will include: Knowledge of laws, ethics, and standards regarding teaching science in the classroom as well as understanding the belief that all students can learn

InTASC Standards for TED

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:

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 have several primary modes of assessment, including the STOT, E-portfolio, and Candidate Dispositions. We are in the process of deciding how to modify the e-portfolio, including potentially breaking it up into semester-sequenced sections. The rationale behind this move is that the E-portfolio is the *last* measurable instrument we employ, and consequently, does not give us enough time to suggest changes or strategies that a candidate may need to adopt in order to master the content. In other words, if there are significant deficiencies in the presentation—that may reflect a lack of necessary emphasis on specific data points—the student cannot "go back" and "re-learn" the content. It may be better to develop methods to more comprehensively assess the students' understanding and retention of the material that they are responsible for compiling into an e-portfolio presentation.

A more comprehensive curriculum map across our programs that address both InTASC and TMCC standards would amply demonstrate that our courses feature a strong developmental arc from developing to advanced. As TED is evaluated by outside agencies, we have all the incentive we require to maintain a consistent degree of coverage and data-collection. Not only do our candidates represent TMCC, they are also expected to be *qualified* elementary and secondary school teachers…and any deficiency in our preparation not only reflects poorly on us, but can result in potentially disastrous consequences for an unprepared new teacher out in the field.

We will also take a look at refining our data collection methods for fieldwork. We are in an excellent place with that at the moment, but there may be improvements we can incorporate to ensure that students more effectively link theory and practice, course and classroom content.

What we can additionally do is use InTASC standard measurement—via LiveText, Canvas, and assiduous record-keeping—to track our candidates' performance in terms of TMCC SLOs. For example: when students keep a log of interactions with community stakeholders in order to reflect InTASC standard #10, we can incorporate pre- and post-surveys that address whether or not they were able to communicate effectively with those parties. Also, as indicated above, Praxis I and II scores will be integrated as an assessment metric.

Finally, there are several additional assessment tools that we are working on:

1. A formal tool for evaluating clinical, practicum, and student teaching reflections
2. A rubric specifically designed for evaluating culturally responsive teaching content Both of these tools

are currently in development.

Program Differentiation

For the most part, *all* TED programs and degrees use the same aforementioned assessments. However, one difference is that students pursuing Secondary Science or English would take the Praxis II: General Science and Praxis II: English Language Arts content examinations, respectively.

Otherwise, the *primary* difference is in terms of Content Knowledge, specifically provided in the Methods and Materials Courses. In Scienceoriented and ENGL courses, assessment tools will range from lesson plans, research papers, and projects that are content-specific. The rubrics used to assess these assignments will incorporate critical thinking components, research, communication, and wherever applicable, language and culture (particularly tailored to culturally responsive teaching). For example, in both ENGL 238 Children's Literature and EDUC 326 Writing for Teachers, two classes that *every* TED student is required to take, there is at least one unit dedicated to Native and Anishinaabe content.

I will also note here that that the reflection tool (aforementioned in development), will be differentiated in terms of content between the programs. Student teachers composing reflections based on fieldwork in Elementary, Secondary Science, and Secondary English, are required to address strategies and observations unique to those disciplines. For example, a student teacher who assigns lesson plans and labs in Secondary Science will answer questions and compose reflections based on students' engagement with that material, including outcomes and impact, while a student teacher in Secondary English will address factors and issues that impact student literacy and writing.

InTASC and TMCC SLO correlations:

The four SLOs can be correlated with the InTASC standards in the following way:

- History/Language is primarily addressed in Learner Outcome 1, Learner and Learning, inasmuch as TED candidates are trained in culturally responsive teaching. As most of them go on to teach in area schools, their students are members of the TMBCI community. Not only are candidates responsible for understanding and responding to the unique needs of their students, TMCC's mission mandates that our syllabi and curricula incorporate elements rooted in Anishinaabe culture and identity. This SLO is also addressed in Learner Outcome 4, whereby candidates, in their engagement with the larger community (families, colleagues, etc.), are expected to understand the cultural foundations that inform these interactions. Finally, Learner Outcomes 2 and 3, content knowledge and instructional practice respectively, both address this SLO; the former through unit and lesson plans that focus on Native language and culture, and the latter through practices that honor *native ways of knowing* by employing diverse strategies to deliver content in the best way possible to students who, by virtue of who they are and where they come from, bring with them a deep heritage of storytelling and traditional knowledge, generational trauma, and the hope of strengthening and rekindling a powerful legacy of connection with the land, their elders, and the history of their people. These elements not only oblige our candidates to shape their methodologies in certain ways, but also create the potential for teaching experiences that are inherently meaningful.
- As for SLO #2, critical thinking is best addressed in Learner Outcomes 1-3: from understanding learner development and tailoring lesson plans to suit different styles and propensities, to assigning projects and essays that are evaluated using a rubric that includes critical thinking, this SLO is well represented.
- Regarding SLO #3, communication is fundamental to literally every Learner Outcome, particularly when considering that candidates are tasked with finding the best ways to communicate to and with their students; teaching their students how to communicate effectively and express themselves; and communicating with stakeholders, parents, colleagues, administrators, and other community members. Every lesson plan designed by TED candidates implies communication, not only in terms of content delivery, but also in terms of forming, maintaining, and developing the relationships in the classroom that are conducive to a safe and productive learning environment.
- SLO #4, research, is best represented in terms of the projects TED candidates are assigned throughout the program, and also in the eportfolio. From researching core standards and best practices, to learner development and psychology, to the content that is presented in Elementary, Secondary Science and English requiring consistent research, this standard is reflected in the nature of the pre-service preparations that we are responsible for imparting to our candidates.

Section 4: Assessment Results

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

I. PRAXIS Scores Test Year: Sept. 2020 – August 2021

Note: An (*) denotes that no data is provided because the number of test takers is fewer than 5.

Test Name	Total Number	Number Passed	%Passed
Core Academic Skills: Math	5	3	60%
Core Academic Skills: Reading	14	10	71.43%
Core Academic Skills: Writing	5	3	60%
Elem. Ed. Curriculum/Assessment	7	7	100%
General Science Content	0	*	*
Principles of Learning K-6	12	10	83.33%

Test Year: Sept. 2021 – August 2022

Test Name	Total Number	Number Passed	%Passed
Core Academic Skills: Math	2	*	*
Core Academic Skills: Reading	3	*	*
Core Academic Skills: Writing	2	*	*
Elem. Ed. Curriculum/Assessment	3	*	*
Principles of Learning K-6	3	*	*

II. Educational Technology (EDUC 300) Survey

Educational pedagogy has changed tremendously over the last few decades with an ever-increasing dependency on technology integration into the formal curriculum. The International Society for Technology in Education (ISTE) was formerly known as the National Educational Technology Standards and are standards viable for the use of technology in teaching and learning. Therefore, it has demanded an adjustment in the way we prepare pre-service teachers in 21st-century skills and usage of the ISTE tech. standards. Our department has evolved to meet this

transformation by creating an educational technology class specifically designed to teach students how to integrate technology into daily activities in their lesson planning. The survey focused on two major areas-technology and technology integration. Examples of technology assessment included hardware, software, terminology, technology standards, modes of technology including audio/visual components. Examples of technology integration included writing lesson plans with technology, creating electronic portfolios and other forms of assessment, ethics components of digital usage, and using technology for project-based learning. The survey is normally given in class and all students given time to complete the survey so results are tallied for all members of the class. This past year the survey was not distributed at the beginning or the ending of the semester. We are hoping that in the future we see enough data to make the survey results meaningful for assessing the instructional objectives of the class.

Link to the google form survey

https://docs.google.com/forms/d/e/1FAIpQLSclP6bPMgAIxXyHYFnQJ93tH6iwlv6WkegbDNAYEYPGIXp_Qg/viewform?usp=sf_link III. STOT

Outcome	*Academic Year 17/18*	*Academic Year 18/19*	*Academic Year 19/20*	*Academic Year* 20/21
Outcome #1 The Learner and Learning	*3.71 average*	*3.70 average*	*3.56 average*	*3.8 average*
Outcome	*Academic Year 17/18*	*Academic Year 18/19*	*Academic Year 19/20*	*Academic Year* 20/21
Outcome #2 Content Knowledge	*3.63 average*	*3.54 average*	*3.44 average*	*3.8 average*

Outcome	*Academic Year 17/18*	*Academic Year 18/19*	*Academic Year 19/20*	*Academic Year* 20/21
Outcome #3 Instructional Practice	*3.58 average*	*3.58 average*	*3.51 average*	*3.7 average*

Outcome	*Academic Year 17/18*	*Academic Year 18/19*	*Academic Year 19/20*	*Academic Year* 20/21
Outcome #4 Professional *Resp.*	*3.53 average*	*3.57 average*	*3.60 average*	*3.7 average*

VI. *Disposition*

Outcome	*Academic Year 17/18*	*Academic Year 18/19*	*Academic Year 19/20*	*Academic Year* 20/21
Disposition			*2.68*	*2.9*

VII. *Portfolio*

Outcome	*Academic Year 17/18*	*Academic Year 18/19*	*Academic Year 19/20*	*Academic Year* 20/21
e-Portfolio			*4.33*	*4.5*

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	*25% average increase*	*28% average increase*	*34% average increase*

Outcome #2	*7/10 student completed*	*8/10 students completed*	*12/12 students completed*
Outcome #3	*2.58 average score*	*2.70 average score*	*2.99 average score*

Section 5: Assessment Analysis and Recommendations:

Explain the significance of the results and describe how you will use the assessment results to improve your program and/or your assessment process. Make sure to connect recommendations to specific assessment results.

1.

The Praxis scores were added because that examination is required by TED as well for the purposes of licensure and accreditation, and failing it results in candidates being discharged from the program. TED has always used the Praxis as a gauge for assessing student performance; adding it as a tool in this context is a natural step.

As evidenced by the data, Praxis – Elementary Ed: Curriculum Instruction & Assessment was taken by fewer the number of students, from 11 to 3, and no data is available for 5 or fewer students, and was passed by all 11 for a Pass rate of 100%. Praxis – Principles of Learning K-6 examination; no data available for 5 or fewer students taking the test this year. Pass rate previous year was 83.33%.

However, the core content examinations were taken by fewer students as of the time of this report: from 5 down to 3 in Math, Pass rate of 60%; from 14 down to 3 in Reading, Pass rate of 71.43%; and from 5 down to 3 in Writing, Pass rate of 60%.

The Praxis examination remains a challenging test, and students often retake sections more than once. In other cases, students are tardy in registering for the exam in their junior year, running the risk of being discharged from the program. To address this, TED emphasizes the importance of the Praxis during orientation, as well as requiring students to take specific 1-credit courses to prepared for the exam.

At this time, there are no recommendations for improving these strategies.

2.

The Educational Technology Survey is a worthwhile tool to continue developing and implementing, particularly considering how significant the use of educational tools was during the pandemic, and will likely continue to be well into the future. This survey can serve as a pre- and postcourse data gathering tool to map changes in students' relationship to educational technologies.

Being able to reliably assess how students incorporate the use of technology into their instructional design and research will serve to delineate how we can approach this content in our courses and programs; specifically, to what extent students are proficient with technology before and after EDUC 300 and other courses; their knowledge of how to use educational tools in the field; their familiarity with using technology to perform assessments, supplement content delivery, track progress, and so on.

This year, only one student responded to the survey.

Recommendations: Every student entering EDUC 300 will be administered this survey at the beginning of the semester and at the end. Data will be recorded and used to track progress in this context.

3.

STOT, Dispositional, and E-Portfolio results were the most encouraging this year: 3.56 to 3.8 for Outcome 1; 3.44 to 3.8 for Outcome 2; 3.51 to 3.7 for Outcome 3; 3.6 to 3.7 for Outcome 4. For Disposition, 2.68 to 2.9; and for E-Portfolio scores, 4.33 to 4.5.

The pass rate this year is 100%.
Consequently, inasmuch as the trajectory is tending towards higher proficiency on a 5-point scale, our strategies appear to be successful. That being said, there is an opportunity to further refine the E-portfolio in several key ways:

First, while the current 5-point scale is useful, it may be more helpful to work from a Pass-Fail model based on a 70% cutoff, with an allowance for 2 fails or chances for revision out of 15 categories. The reason for this is that the distinctions between points may allow for students who are only "adequate" to pass this key assessment, while a P/F model may allow reviewers to critically decide whether a candidate does possess the evidence to demonstrate content mastery or not; whether they are ready to graduate into their profession, or whether certain components need to be reinforced beforehand.

Second, the E-Portfolio is currently a summative assessment. It may be more effective as both a formative and summative assessment tool, with different components assigned and compiled at different points during students' junior and senior years and then revisited via a cumulative presentation and final assessment. Theoretical-practical connections would be reinforced progressively through clinicals and student teaching, allowing students sufficient opportunities to gather, refine, and add evidence of skills mastery and proficiency in all content areas.

Section 6: Assessment-Based Requests:

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

None 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.

A TED Director was hired late in the fall of 2021 and has prioritized the department's needs. A timeline is being created to look at specific recommendations that the program has decided on to improve student learning and ensure that our assessment results drive future decisions on our program outcomes. TED was unable to complete timelines for program revisions for the 2020-2021 term because of TED faculty needing to readdress and schedule course units and timelines in preparing for the fall semester because of the delay in students beginning classes which were to be face -to- face and then moving for a period of time to virtual. This delay required faculty to revisit their course units where dates and assignments needed to be updated and plan instruction for the week of Spring Break. Going virtual the first four to five weeks caused the TED not to complete the pre-survey for EDUC 300 Educational Technology and then did not offer the post survey.

Instructions:

1. Complete the sections 1-3 "Prior Assessment Actions", "Program Outcomes", and "Assessment Methods" sections and email to your department chair/supervisor no later than October 1st. Each plan will be reviewed by the Student Learning Committee. Suggested changes will be shared with the by the department chair or supervisor of the assessor. Academic certificates and degrees should send their plan to their department chairs. Co-Curricular programs will send their completed initial plans to their supervisor. Institutional Student Learning Outcome teams will send their plans to the Dean of Academics.
2. Faculty members of The Art/Culture, Humanities and Social Science, and Math & Science, departments will be responsible for assessing the student learning outcomes at the institution. All other departments/programs will develop a plan according to their program outcomes. If this is the first year you will assess your program, you will take the year to develop outcomes and methods for your assessment plan.
3. At the end of spring semester, the issuer of the plan will complete sections 4, 5 and 6 and bring the completed plan to a conference with the Student Learning Committee where the committee will review and rate the assessment plan.
4. Remember, your department chair, administrative supervisor, and assessment coordinator are always willing to help you complete any portion of your assessment plan.

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

Detailed Instructions:

Instructions:

Section 1: Prior Assessment Actions:

- This is where you will record the actions you have taken as a result of your assessment process from the previous year. Go back to your previous year's assessment and copy and paste the specific recommendations you made. Use those recommendations here to identify the changes you are making as a direct result of those recommendations.
- In addition to showing changes based on last year's recommendations, if you received any resources or materials as a result of an assessment-based request include how you used those materials and the impact you feel they made to student learning.
- Finally, if you are planning to make any changes to your assessment process outside of recommendations made in the previous year (i.e. changes to your pre/posttests, assessment instruments, etc.) mention those changes here as well.

This is one of the most important elements of the assessment process. Assessment itself is useful only if it is used to create meaningful change. How we use assessment data is just as important as how we gather it.

Section 2: Program Outcomes

Simply list your program outcomes here. Aim for 3-6 realistic and measurable outcomes for your program or area.

Section 3: Assessment Methods

Describe the assessment instruments you used **for each outcome.** Each outcome will have its own assessment method. You do not need to supply actual assessment documents, but give an outline of the scope of your assessment instruments. For example, if you use a visual checklist to gauge student ability on a particular procedure, explain the breakdown of criteria that are recorded as part of the assessment. A more detailed description of your assessment methods will allow for a more complete understanding of your assessment results.

Section 4: Assessment Results

Provide the numerical results of your assessment for each outcome listed. If you have four outcomes, you will have four assessment methods, and four sets of assessment results.

Section 5: Assessment Analysis and Recommendations

This is where you will analyze the results and make recommendations for the following year. What assumptions or conclusions can you draw based on the results of your assessment. What changes do you think you can make to help address any areas of improvement that were revealed through assessment. Tie your recommendations to specific outcomes.

Section 6: Assessment-Based Requests

This is a section where you will outline resources needed to follow up on the recommendations you've made as a result of your assessment. Requests must be directly tied to specific results of your assessment. Requests will be reviewed by the committee. If the committee

determines that the requests are directly supported with evidence from your assessment they will be approved and sent on to your supervisor.

Note that just because a request was not approved does not mean you still cannot make the request to your supervisor on your own. It just means that your request will not appear on the report generated from this section of the assessment process.

Student Learning Outcome Assessment

TMCC Student Learning Outcomes Adopted: 2018-19

The philosophy of Student Learning Outcomes at Turtle Mountain Community College is grounded in the belief that students must navigate a competitive workplace environment while maintaining connections to their culture, language and heritage. Students who graduate from TMCC will be able to think critically, understand the language and culture of the Turtle Mountain Band of Chippewa Indians, solve concrete problems and apply their skills and competencies to benefit themselves and society, with an emphasis upon contributing to the success of the Turtle Mountain Band of Chippewa. All programs at TMCC adhere to the student learning outcomes as the basis of the learning goals of each program.

Student Learning Goal 1: Advocacy
TMCC students will develop the skills necessary to help them become advocates for the Turtle Mountain Band of Chippewa Indians.

Student Learning Outcome #1: History/Language

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

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

Student Learning Outcome #2: Critical Thinking

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

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

Student Learning Goal 2: Professionalism
TMCC students will develop skills and characteristics that will contribute to their success in a global environment.

Student Learning Outcome #3: Communication

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

Performance Indicators

- o Students will demonstrate effective oral communication o Students will apply written communication strategies across a wide variety of situations and contexts.
- o 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 o Students will be conversant in mathematical principles appropriate to their major.

- o Students will apply quantitative research techniques to gather and synthesize complex information.
- o 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: Bobbi Frederick, Leslie Peltier, Velda Belgarde,

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
2021-22	**2**	**2**	**4**	**1**	**2**	**N/A**	**2.2**
2020-21	3.3	3.5	3.2	1.5	2.56	Yes	2.81
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:

Section 1: Prior Assessment Actions	Lots of good information here but could be organized better. Consider creating sections for specific recommendations from the previous year, and a section that handles any actions taken removed from the recommendations.
Section 2: Program Outcomes	Outcome is not robust enough to satisfy the cultural requirements of the institution and the mission. Recommend changing the cultural outcome.
Section 3: Assessment Methods	Good methods, clear and manageable. Consider adding formative assessment as well.
Section 4: Assessment Results	Good data from the cultural survey but missing the data from the language assessment. Make sure to work on that moving forward. Also, the large gap between scores indicates the need for more norming, or to conduct the rating process together if possible.
Section 5: Assessment Recommendations	Not sure exactly what the recommendation actually is. Focus on describing concrete things you will work on for next year.
Section 6: Assessment Based Requests	N/A

Turtle Mountain Community College
Annual Assessment Plan

Name: Leslie Peltier, Velda Belgarde, Bobbi Frederick
Area of Assessment_____Student Learning Outcome #1: Language and Culture Academic Year____2021-2022

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:

Other Recommendations:

- 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 (eg. cultural art classes and powwow dance classes).
- 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.

Beginning of the year assessment is difficult for Velda and Bobbi because we are new to the information and need more help and support on what to do with the new assessment.

- Need to hire a full time Michif speaker to teach multiple classes with multiple sections before the language dies out. As soon as possible because all the speakers are now in their late 70s or 80s.

  Side note- Critical Inquiry survey of 2010 listed all fluent speakers-more Michif speakers then than Ojibwe speakers. Canadian Natives taught at Universities in Michigan. Stipends, benefits, transportation. Elderly lady said "better start organizing now. Otherwise, that's how a language dies." Need 3 generations co-existing. Need children, grandparents, and parents all speaking. We don't have that in our community.

Reminders for the team:

- Work with local elders and schools to implement language lessons using our own dialect book/lesson plan.
- Ideas- recruit faculty to attend honoring for NARF (Melody McCoy) - Pembina Lawsuit members - April 13 - Culture Fest
- Math Calculate allotments - word problems - from treaties.
  - Danny Leuke - incorporate math/Ojibwe.
- Language - word/words to each faculty that relates to their discipline

- Technology - implement treaty information into these classes *Actions Taken:*

5/11/22 Notes-BLF:

5 additional student's responses will be added.

Dr. Tyler Parisien *- LANG 121 H (3) Credits - Michif Language - Albert Parisien hired as Michif Language instructor January 2022.*

In Response to the recommendations:

- Cap & Gown -

The seven book copies *Gii Wanitoomin Anishinabemowin Gaye Izhii Miinigooying, otherwise known as: We are losing our Anishinaabemowin Language and Way of Life* from Leslie's 2010 Critical Inquiry surveys came in and were distributed by Leslie to Terri, Velda, Bobbi, Alixena, Cecelia and Ace. There are many things in the book that can be added to these assessments. The purpose of this was to highlight how many speakers within that book have since passed on, making the challenge of saving the language even more difficult, which is what needs to be addressed. **Section 2: Program Outcomes:** *List each outcome separately*

Student Learning Outcome #1: History/Language

- Students demonstrate an understanding of TMBCI history and languages.

Performance Indicators

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

Section 3: Assessment Methods:

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

Performance Indicator #1: Language

- Students enrolled in Ojibwe II are 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 used to calculate the ratings. Points range from 1-4 with 1 having no knowledge, 2 having little knowledge, 3 having moderate knowledge, 4 having advanced knowledge.

Performance Indicator #2: History/Culture

- 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.

A cultural survey will be used to collect from two data points on students graduating from TMCC and enrolled in Graduation and Beyond in either semester. First, students are asked to rate their own cultural understanding on an 11 question survey. Secondly, students are asked to write as much as they know about cultural topics, and then write as many Michif and Ojibwe words that they could. The 1-4 point system is used to calculate ratings.

Section 4: Assessment Results

- Results share what students have learned and what needs to be improved in the following areas:

Graduation and Beyond Post-Test Data (19 Students)

Question/Topic (2022-Spring)	Self-Rated Score	Demonstrated Ability	Difference Between Scores:
Question 2: Pow wow, Traditional Song/dance	2.96	3.1	
Question 1: Knowledge of Language	2.92	3.41	
Question 11: American Indian History	2.59	3.27	
Question 10: Cultural/Social Behaviors	2.38	4.15	
Question 6: Food/Hunting Traditions	2.56	2.76	
Question 3: Ceremonies and Spiritual Healing	2.76	3.10	
Question 4: Tribal Stories	1.83	2.62	
Question 9: State/Tribal Relationship	2.42	1.98	
Question 7: Chippewa Treaties	2.17	1.80	
Question 5: Michif Culture	2.20	2.24	
Question 8: Federal Tribal Trust, and Sovereignty	2.01	2.59	
2021-2022 Averages:	**2.68**	**3.10**	**-.42**
2020-2021 Averages:			
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**

The average score for self-rated knowledge is lower than the demonstrated understanding. This data suggests that students may have more knowledge than they feel comfortable with admitting.

Leslie and Bobbi's demonstrated scores were 1.29 in difference. Velda's demonstrated scores were higher by 37.78.

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

Graduation and Beyond Post-Test Data (Previous Year)

(Previous Year) 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
Question 5: Michif Culture	1.38	1.12	0.26

Section 5: Assessment Recommendations:

The scores between may suggest a potential collaboration with regard to what each expectation should be for students, and what type of and how much of each section/question there should be. It may be worth discussing what those expectations are for each section.

Section 6: Assessment-Based Requests:

No requests at this time. I think we need to make it a point to come together to discuss what the rating expectations are.

Student Learning Outcome: Critical Thinking

Assessors: Kristine Braaten, Dr. Deborah Hunter, Les LaFountain, Brian 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
2021-22	**4**	**4**	**4**	**5**	**5**	**Yes**	**4.4**
2020-21	3.78	4.22	4.11	4.33	4.22	Yes	4.13
2019-20							
2018-19	1.86	3.67	3.00	2.67	2.83	Yes	2.80

Comments:

Section 1: Prior Assessment Actions	Include the actual language for each recommendation from the prior year. Otherwise, very clear and concrete actions taken.
Section 2: Program Outcomes	Consider sharing recommendations on the language, usefulness, and assessability of the outcome itself.
Section 3: Assessment Methods	Strong methods here. Continue your work to gather outside artifacts.
Section 4: Assessment Results	Very good and thorough results section. You've done the best you can with the limited number of artifacts you're presented. You've gone above and beyond with your analysis and presented a model for other plans to aspire to. Excellent work.
Section 5: Assessment Recommendations	Your recommendations are clearly connected to the data (or lack thereof) and you present clear strategies to address the challenges you've identified. Consider commenting as a team on your overall interaction with the outcome itself.
Section 6: Assessment Based Requests	Requests are Connected to Assessment Data

Turtle Mountain Community College
Annual Assessment Plan

Name___Les LaFountain, Deb Hunter, Brian Bercier, Kris Braaten (Chair)

Area of Assessment_____Critical Thinking_____ Academic Year_2021-2022_

Submission Purpose: ___Initial Assessment Plan _X_ Year-End Submission

Please provide the number of students involved in assessment: __52 students (73 artifacts)__

Section 1: Prior Assessment Actions

- **RECOMMENDATION 1: A survey was developed that sought to identify where and how this SLO is being taught across the A.A. and A.S. curriculum. Faculty who have self-reported on the curriculum map at either a 2 or a 3 level were targeted and asked to share information regarding the specific projects or assignments in which students demonstrate this outcome. Below are such courses--with Academic Year 2021-2022 instructors listed-- identified in the current Curriculum Map:**

COURSE	INSTRUCTOR	CODE
POLS 287 Tribal Government	Leslie Peltier	PL-1
HIST 296 Turtle Mountain Band of Chippewa History	Les LaFountain	PL-1
HIST 118 Michif History	Ann Brummel	PL-1
ENGL 120 English Composition II	Erik, Margaret and Alex	PL-1
HUMM 101 Introduction to Humanities	Alex Chirilla	PL-1, PL-3
GEOL 105 Physical Geology	Deb Hunter	PL-2, PL-3
GEOL 106 The Earth Through Time	Deb Hunter	PL-2, PL-3
PSYC 111 Introduction to Psychology	Brian Bercier	
SOCI 110 Introduction to Sociology	Brian Bercier	
HIST 103 United States History to 1877	Les LaFountain	PL-1 (level 2)
HIST 261 Indian History to 1850	Les LaFountain	PL-1 (level 2)

Examples of specific projects or assignments in which students can demonstrate critical thinking include: compare/contrast essays, position papers, commentaries, research papers, individual or group projects, guided or independent laboratory assignments, case studies, and independent projects. These examples usually involve a mentor. Critical thinking can also involve independent student creativity.

Since only two faculty members responded to the team's November 2021 survey (and these responses did not lead to any potential student artifacts), another survey will be planned for Fall 2022. Further, the team will continue to discuss how to best outreach to faculty members about providing artifacts for rating on this student learning outcome.

- **RECOMMENDATION 2: A professional development training workshop for faculty on how to recognize and assess critical thinking in TMCC student artifacts was held in November 2021. Faculty were presented information on the importance of critical thinking assessment, examples of critical thinking, explanations of how to rate artifacts and how the ratings are summarized, and specific training on the Rubric Assessment Tool used in this assessment.**

Section 2: Program Outcomes

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.
- Students will acknowledge multiple perspectives surrounding societal and global issues.

Section 3: Assessment Methods

Our team primarily focused on Method 2 this academic year with Method 1 yielding minimal information. A blank copy of the assessment tool we used for Method 2 is being emailed to the Assessment Coordinator prior to the year-end Assessment Review.

Method 1: (Assessing Capacity) A survey will be developed that seeks to identify where and how the SLO on critical thinking is being taught/practiced across the A.A. and A.S. curriculum. Faculty who have self-reported on the curriculum map at either a 2 or a 3 level

will be targeted and asked to share information regarding the specific projects or assignments in which students demonstrate this outcome.

Method 2: (Assessment of Student Learning): Once a list of potential projects has been identified by faculty that demonstrate student critical thinking skills the assessment team will request copies of those student artifacts be gathered and delivered to the assessment team at the end of both the fall and spring semesters. Those projects will be assessed using a unique rubric that incorporates the three performance indicators associated with this outcome.

Section 4: Assessment Results

BACKGROUND ON RUBRIC TOOL: As with last year's assessment, the rubric assessment tool we use to assess critical thinking on the performance indicators has four possible levels of proficiency on its scale: high level of proficiency (3), moderate level of proficiency (2), low level of proficiency (1), and no proficiency demonstrated (0). The rubric assessment tool also has a "not applicable" (NA) category.

For Performance Indicator 1, the high level of proficiency (3) indicates the student has been able to fully understand the issue (or challenge) facing the community—which encompasses the Turtle Mountain Tribe and surrounding community--and fully address its implications and consequences. The moderate level of proficiency (2) indicates the student understands the issue (or challenge) and addresses its implications and consequences to a moderate extent. The low level of proficiency (1) indicates the student has some to little understanding of the issue (or challenge) and addresses its implications and consequences to a low extent. No proficiency demonstrated (0) indicates the student does not understand the issue (or challenge) nor how to address its implications and consequences. Typically, the instructor determines that an artifact is "not applicable" regarding Performance Indicator 1.

For Performance Indicator 2, the high level of proficiency (3) indicates the student has been able to fully show quantitative and/or qualitative knowledge for solutions to societal challenges. The moderate level of proficiency (2) indicates the student shows quantitative and/or qualitative knowledge for solutions to societal challenges to a moderate extent. The low level of proficiency (1) indicates the student shows quantitative and/or qualitative knowledge for solutions to societal challenges to a low extent. No proficiency demonstrated (0) indicates the student does not show quantitative and/or qualitative knowledge for solutions to societal challenges. Typically, the instructor determines that an artifact is "not applicable" with regard to Performance Indicator 2.

For Performance Indicator 3, the high level of proficiency (3) indicates the student has been able to fully analyze multiple perspectives addressing a societal and/or global issue. The moderate level of proficiency (2) indicates the student analyzes multiple perspectives addressing a societal and/or global issue to a moderate extent. The low level of proficiency (1) indicates the student analyzes multiple perspectives addressing a societal and/or global issue to a low extent. No proficiency demonstrated (0) indicates the student does not analyze multiple perspectives addressing a societal and/or global issue. Typically, the instructor determines that an artifact is "not applicable" with regard to Performance Indicator 3.

STUDENT ARTIFACTS RATED: The types of student artifacts that we rated in this assessment are position papers (ENGL 110), commentary papers (ENGL 120), and compare/contrast essay assignments (HIST 104 and HIST 296). All these student artifacts are comprised of course work completed near the end or at the end of two semesters: Spring 2020-2021 and Fall 2021-2022. Each student artifact was rated by each team member; thus, each student artifact is rated 4 different times.

LIMITATION OF THIS ASSESSMENT: Since the number of student artifacts for each semester in this assessment is small, it is difficult to safely generalize the results. However, we did observe the existence of critical thinking--as defined in the indicators of Student Learning Outcome #2--in the artifacts, and, based on the rubric assessment tool, we did measure the extent of critical thinking certainly on an individual student basis. Further, results are roughly similar from last year to this current year. The team's main future intention is that many more artifacts will be rated in the upcoming Academic Year. We hope that we can recruit more team members and guest raters to aid in our assessment of critical thinking at TMCC.

CURRENT ASSESSMENT RESULTS: A brief description of findings by performance indicator is now presented followed by a table presenting the assessment results. The table presents the average ratings for the performance indicators by course from last year's report and the current set of results. The current set is from Spring 2020-2021 and Fall 2021-2022. (The team plans to summarize artifacts from the previous Spring semester and the current Fall semester in each annual Final Assessment Report.) The table certainly presents findings that do not reflect sufficient "sample size", but as we keep expanding this type of assessment, these kinds of summaries will be more representative of the extent of critical thinking in courses.

Performance Indicator 1: Students will identify ongoing challenges and issues facing the community.

The average course ratings on Performance Indicator 1: *Identifying Challenges and Issues Facing the Community* are quite similar for ENGL 110 (position papers) and for ENGL 120 (commentaries) across last year and the current semesters' results. **Bolding** was used to highlight the "comparable" course average ratings from semester to semester. The average ratings fall between the low (1) and moderate (2) levels of proficiency on the Rubric Assessment Tool.

Three Notes: First, note that each course average reflects 4 individual faculty ratings on each artifact. Second, for an artifact to be rated on this indicator, evidence of creativity in identifying an ongoing issue (or challenge) facing the community must have been present. Third, a greater number of artifacts would provide more "reliability" in the average course ratings. For Fall 2021-2022 the number of artifacts rated, frankly, is what we could reasonably complete in our roles as team members.

Performance Indicator 2: Students will use data to develop solutions to challenges.

Nine student artifacts were rated on Performance Indicator 2: *Using Data to Develop Solutions to Challenges* in ENGL 120 from Fall 2021-2022. The average course rating is 1.9, which falls between the low (1) and moderate (2) levels of proficiency. This result will be helpful in future comparisons. There is an informed expectation (via Erik) that ratings would be higher overall in ENGL 120 compared to ENGL 110.

Two Notes: First, there is no corresponding current result for ENGL 110 from Fall 2020-2021 in the table. Second, for an artifact to be rated on this indicator, evidence of the use of data to develop a solution must have been present.

Performance Indicator 3: Students will acknowledge multiple perspectives surrounding societal and global issues.

Artifacts from ENGL 110, ENGL 120, and HIST 296 were rated on Performance Indicator 3: *Acknowledging Multiple Perspectives Surrounding Societal Issues and Global Issues*. The average course ratings fall between the low (1) and moderate (2) levels of proficiency.

Three Notes: First, there is no corresponding current result for HIST 103 in the table. Second, for an artifact to be rated on this indicator, evidence of analysis from multiple perspectives addressing societal and global issue must have been present. Third, similarly, to Fall 2021-2022 the number of artifacts rated, frankly, is what we could reasonably complete in our roles as team members.

ASSESSMENT RESULTS

Student Learning Outcome #2: Critical Thinking	***Last Year's Results by Course: Fall 2020-2021***	***Current Results by Course: Spring 2020-2021***	***Current Results by Course: Fall 2021-2022***
Performance Indicator #1*: Identifying Challenges and Issues Facing the Community*	Course Average Rating **ENGL 110 1.7 n=5** **ENGL 120 1.8 n=1** STAT 210 1.7 n= 3	Course Average Rating **ENGL 110 1.4 n=15**	Course Average Rating **ENGL 110 1.3 n=5** **ENGL 120 1.5 n=9**
Performance Indicator #2*: Using Data to Develop Solutions to Challenges*	Course Average Rating ENGL 110 1.0 n=1 **ENGL 120 1.3 n=1** STAT 210 1.5 n=2	Course Average Rating	Course Average Rating **ENGL 120 1.9 n=9**
Performance Indicator #3*: Acknowledging Multiple Perspectives Surrounding Societal and Global Issues*	Course Average Rating **ENGL 110 2.1 n=5** ENGL 120 1.5 n=1 **HIST 296 1.6 n=5** HIST 104 1.4 n=2 STAT 210 1.7 n=3	Course Average Rating **ENGL 110 1.4 n=15** **HIST 296 1.2 n=23*** HIST 104 1.2 n=10*	Course Average Rating **ENGL 110 1.3 n=5** **HIST 296 1.2 n=11**
		*Note: n does not represent a number of students as almost all students wrote multiple essays	

Section 5: Assessment Analysis and Recommendations

We did observe the existence of critical thinking--as defined in the indicators of Student Learning Outcome #2--in this assessment of artifacts, and, based on the rubric assessment tool, we did measure the extent of critical thinking certainly on an individual student basis**.**

In the current set of average course ratings between low and moderate levels of proficiency for all three performance indicators on a small collection of artifacts, we cannot conclude empirically what is the extent of critical thinking at TMCC. **This highlights that the connection between and consistency of the SLO (and its performance indicators) to student artifacts must be continually monitored and assessed.** Of course, which Performance Indicator(s) apply to a student artifact at least depends upon the type of assignment and the course.

As we stated last year, an expansion of this assessment with artifacts gathered from more faculty over a wider variety of courses is certainly warranted, due to the small-scale nature of this current assessment. Will the average ratings for the performance indicators improve with next year's data? We will have better understanding and knowledge of the extent of critical thinking at TMCC after we receive more and more artifacts during the next academic year.

RECOMMENDATION 1: One of the team's recommendations is to design and implement Method 1.

Another survey will be developed that seeks to identify where and how this SLO is being taught across the A.A. and A.S. curriculum. Faculty who have self-reported on the curriculum map at either a 2 or a 3 level will be targeted and asked to share information regarding the specific projects or assignments in which students demonstrate this outcome.

Below are several starting courses identified in the current Curriculum Map: GEOG 105, GEOG 106, PSYC 111, SOCI 110, HIST 296, POLS 287, ENGL 266 (Native Lit 2), SOCI 110, ENGL 120, HUMM 101, GEOG 105, GEOG 106, and HIST 296. Examples of specific projects or assignments in which students can demonstrate critical thinking include: compare/contrast essays, position papers, commentaries, research papers, individual or group projects, guided or independent laboratory assignments, case studies, and independent projects. These examples usually involve a mentor. Critical thinking can also involve independent student creativity.

The team has discussed the issue of having no other artifacts from faculty outside of the team (plus Erik's). Erik has pointed out that with ENGL 110, ENGL 120, and HIST 296 artifacts we might very well have a high percentage of AS degree and AA degree students ultimately represented in this assessment process.

RECOMMENDATION 2: Another recommendation is that the team plans to conduct another professional development training workshop for faculty on how to recognize and assess critical thinking in TMCC student artifacts. As with the November 2021 workshop, faculty would be trained on how to use the Rubric Assessment Tool used in this assessment.

Section 6: Assessment-Based Requests

Another professional development training workshop for faculty during Fall 2022 on how to assess critical thinking in courses at TMCC is requested.

Assistance in our quest for additional faculty members to be on the Critical Thinking Team is requested.

As we would like to summarize artifact average ratings by AS degree and AA degree in next year's final report, support in gathering these designations is requested.

Section 7: Adjustments due to Covid-19 Disruptions

We conducted our team meetings face-to-face in Room 212 at TMCC with the Google Meet capability available for anyone who needed to be virtual. We maintained social distancing, and when mandated, the wearing of masks.

We end this report with the words of a French philosopher and mathematician:

I think, therefore I am.
…Rene Descartes

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
2021-22	**2**	**2**	**2**	**2**	**3**	**N/A**	**2.2**
2020-21	3.78	4	3.78	4.33	4.25	N/A	4.03
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:

Section 1: Prior Assessment Actions	Actions in 1 & 3 not related to last years data. Lack of justification in PI 1 & 3
Section 2: Program Outcomes	Look at possibly rewording the PI's to make the outcome more measurable.
Section 3: Assessment Methods	PI 3 states: technology was not assessed in this section but should have included the Graduation and Beyond course
Section 4: Assessment Results	Missing data for PI 3 overall data for PI 1 and 2 was misaligned.
Section 5: Assessment Recommendations	Please do not consider removing technology as a PI, just re-assess how to assess that PI.
Section 6: Assessment Based Requests	No Comments

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_2021-22___

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.

Performance Indicator #1: Oral Communication

20-21 Recommendation:

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.

21-22 Action:

Focus shifted to providing professional development addressing source use issues in student writing.

Performance Indicator #2: Written Communication

20-21 Recommendation:

The recommendation here is to discuss source-use instruction among Composition Instructors to develop some shared materials to use as resources across all composition courses (and any other courses where source use is taught).

21-22 Action:

A module in the LMS was created through contributions of the English faculty that provided multiple resources that would assist faculty in teaching, assessing, and assigning source use exercises in their classes. The Module was made available to all faculty to use in their courses and will remain a resource for future years.

Performance Indicator #3: Technology

20-21 Recommendation:

The recommendation here is to retool the data collection element of the survey to ask about different kinds of software to identify what technology students are using in the classroom. A second recommendation is to consider reaching out to the Introduction to Computers instructors to see about incorporating an assessment tool within that class.

21-22 Action:
We were unable to meet with the introduction to computers instructors. This will be a focus for next year.

Section 2: Program Outcomes: *List each outcome separately*

Student Learning Outcome #3: Communication
- Students will be able to communicate effectively in a variety of situations

Performance Indicators

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

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

Performance Indicator 1: Oral Communication
The instructor of Fundamentals of Public Speaking will rate students using the VALUE rubric for oral communication throughout the course. The Oral Communication VALUE Rubric which is a standardized rubric created by multiple universities to measure Oral communication under the LEAP skills. The criteria for the VALUE rubric in oral communication include: Organization, Language, Delivery, Supporting Material, and Central Message.

Performance Indicator 2: Written Communication

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

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

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

Performance Indicator 3: Technology

Student's ability to use technology to communicate effectively and professionally was measured in the graduation and beyond courses throughout the year. Students were asked to self-rate their own abilities with technology, list the programs they were familiar with, and demonstrate their aptitude by carrying out a task. **This method will be under revision with coordination from the Intro to Computers faculty.**

Section 4: Assessment Results

Give an overview of the results of your assessment.

Performance Indicator #1 (Writing)

Course	Structure	Content Development	Genre Conventions	Source use	Style and Editing	Averages
Comp 1 (31 Students)	2.68	2.48	2.63	2.72	2.87	2.67
Comp 2 (52 Students)	2.76	2.61	3.00	2.33	2.60	2.66
2021-22 Cumulative (83)	**2.72**	**2.55**	**2.83**	**2.50**	**2.72**	**2.67**
2020-21	2.51	2.42	2.76	2.49	2.87	2.61
2019-20	3.16	3.04	2.74	2.85	3.06	2.97
2018-19	*2.53*	*2.57*	*2.72*	*2.42*	*2.73*	*2.59*
2017-18	*2.81*	*2.87*	*2.89*	*2.50*	*2.87*	*2.79*

The numbers regarding student writing at TMCC continue to remain consistent with small increases in Structure, Content Development, and Genre Conventions. Editing and Style has dipped while source use has remained the same. It is clear that the smaller incremental changes being made to the Composition 1 and 2 courses are not significantly changing the measurable aspects of student writing.

Performance Indicator #2 (Public Speaking)

Course	Language	Supporting Material	Central Message	Delivery	Organization	Averages
Fundamentals of Public Speaking (53 Students)	2.92	2.22	3.57	2.67	2.74	2.82

Students are performing very well in identifying and focusing on a central message. They struggle the most with finding and using supporting material for their speeches. This ties in with the difficulties students experience in source use identified in the writing assessment. Both results are logical as using and

incorporating sources in academic work is often one of the skills students lack entering college. Still, it gives good impetus for the institution to continue to refine our approach to helping students master this skill.

Section 5: Assessment Recommendations:

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

Performance Indicator #1: Writing

Engage English faculty with other programs as they work to develop writing courses/assignments.

Work with the library to develop further source use exercises and activities

Performance Indicator #2: Public Speaking

Perform an assessment of where and how public speaking is being taught across the curriculum. Share strategies and the Value rubric with those faculty conducting speaking exercises in their courses.

Performance Indicator #3: Technology

The technology performance indicator has been a challenge to assess and provide meaningful data. A recommendation is to either delete or reword the technology portion of this student learning outcome. The use of technology to create documents, submit work, communicated through email etc. is essentially ubiquitous as evidenced by previous data collected. Data could be collected to indicate what percent of courses require students to still submit written work by hand vs. electronically.

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.

Covid continues to disrupt our normal experiences at the college. The semester started late and online and spring break was canceled in the spring semester. Lower than average numbers resulted in several very small classes. This resulted in lower numbers of students available for assessment and therefore less reliable data. We are looking forward with hope to a renewed sense of normalcy next semester.

Student Learning Outcome: Research

Assessors: Rene Auulund, Ace Charette, Jody Delong, David Wibe, Kathryn Hall

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
2021-22	**2**	**4**	**2**	**3**	**2**	**N/A**	**2.6**
2020-21	3.38	4.11	3.78	2.4	3.25	N/A	3.38
2019-20		4	4	4.25	3.5	Yes	3.94
2018-19		3.60	2.80	1.20	1.20		2.20

Comments:

Section 1: Prior Assessment Actions	It was unclear to the committee that comments from the previous year were addressed. That which was listed in section 1 appeared to have been from a previous year's comments; the most recent comments were preserved in the comments of the submitted form.
Section 2: Program Outcomes	The definitions are helpful to ensure consistency in understanding for all stakeholders.
Section 3: Assessment Methods	The math assessment instrument is exceptionally designed, and it clearly collects data from students that reflects critical math skills appropriate for a variety of majors. Though the questionnaire for outcomes 2 and 3 can be helpful to provide baseline context for student dynamics, assessment that yields direct evidence from student learning (rather than from faculty perspectives) is necessary for assessment in this area.
Section 4: Assessment Results	The mathematical data depictions are greatly appreciated, and very cleanly depicted. This level of detail sets the stage for precise understanding of assessment results. This mathematical data particularly shines as a quality element in this report. The faculty-level data was less clear, though it appears results may inform future assessment cycles to target student-level learning processes.
Section 5: Assessment Recommendations	The committee strongly urges support to be sought on student-level assessment throughout the general education curriculum (as it pertains to outcomes 2 and 3), as no student-level data is evident in this report. Structured, administrative and interdepartmental assistance to address this is highly recommended.

Section 6: Assessment Based Requests	

Turtle Mountain Community College
Annual Assessment Plan

Name__Kathryn Hall, Renee Aalund, Jody DeLong_____

Area of Assessment_____SLO4: Research_____ Academic Year_____2021-2022_____

Submission Purpose: __X__ Initial Assessment Plan ___Year-End Submission

Please provide the number of students involved in assessment: _____

Section 1: Prior Assessment Actions:

1. *List any recommendations from the previous year's assessment report. For each recommendation, list any actions taken.*
2. *Explain the implementation of any new resources added as a result of the assessment-based requests.*
3. *Explain any changes you will make to the assessment process that weren't discussed in the previous year's recommendations*

It is clear that there is a lot of work being done here on multiple fronts. I appreciate the way you gather student artifacts from across the curriculum. The results section was a bit difficult to read with the different formatting and layouts. --- Try to consolidate all data in to similar formats when reporting it out. Also, carefully proofread your plan before submitting to make sure there are not mistakes. Here there was an empty section in the middle that was a bit confusing. --- Overall, great work though and major strides forward for this team. Nice job.

Outcomes could include additional details, esp. when it comes to distinguishing different elements of qual and quan research.

Recommend having a non-science, non- math faculty on the committee for a broader perspective; question for each assessment should be listed, Figures difficult to understand. Maybe a definition of research should be provided.

Methods: Use the curriculum map to determine social science courses for outcome 3. ----Results: I'm confused by this section. Can it be simplified for better understanding? --- Recommendations: Are the questions answered as to how our graduates are doing for this SLO? That seems to be missing.--- Requests: Doesn't align with findings.

(comments in red are our feedback to the committee's recommendations from last year's report)

When data is reported for the finalized assessment plan, the data will be compiled and displayed in the same format across all the courses that are studied. Last year, we each used a different format for displaying our data from the student artifacts. This year we will be using a questionnaire to collect data in place of the student artifacts. See questionnaire in section 3.

We can't really do anything about who is or is not on the committee. We would like to include at least one person who is not a part of the STEM department in the committee. We currently have three people on our committee and could use 1-2 more members if possible.

We added definitions for qualitative and quantitative research to the list of program outcomes to help describe the difference between qualitative and quantitative research.

Section 2: Program Outcomes: *List each outcome separately*

Student Learning Outcome 4: Research Skills

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

Definitions:

Research is defined as the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.

Qualitative research relies on data obtained by the researcher from first-hand observation such as interviews, questionnaires, focus groups, participantobservation, recordings, and artifacts.

Quantitative research is defined as a systematic investigation of phenomena by gathering measurable data and performing statistical, mathematical, or computational techniques.

Section 3: Assessment Methods:

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

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

Math 103 was identified as the course to use for assessment as it is required across all AS and AA degrees. The three instructors teaching Math 103 will coordinate to give a test that assesses the learning outcomes of the course. The following are the learning outcomes for MATH 103:

1. Students will know terminology and notation used in college level computational and algebraic expressions.
2. Students will be able to perform mathematical operations on equations, inequalities, polynomials, rational, exponential and logarithmic functions. The student will also be able to use these skills to solve applied problems.
3. Through class work and tests, students will begin to understand the connections between the different properties of different functions and appreciate the usefulness of mathematics in the world.

A ten-question assessment form was created by three mathematics instructors to assess these learning outcomes. The form is shown below. Outcome 1 is embedded throughout the form. The students need to understand the terminology and notation in order to answer each question. Outcome 2 is covered in problems 1-5. Each of these questions use mathematical operations one or more of the following: equations, inequalities, polynomials, rational, exponential, and logarithmic functions. Problems 6-10 cover outcome 3. These problems use mathematics to solve real world problems, or problems that can apply to real world situations.

Learning Outcomes Assessment Questions - Math 103

Learning Outcomes Post Assessment

* Required

1. Email *

2. 1. a) Given the information below, find the population of fruit flies after 72 hours. * 1 point

   The number of fruit flies in an experimental population after t hours is given by $Q(t) = 20e^{0.03t}, t \geq 0$.

3. 1. b) Given the information below, find the initial number of fruit flies in the population. * 1 point

   The number of fruit flies in an experimental population after t hours is given by $Q(t) = 20e^{0.03t}, t \geq 0$.

4. 2. Solve the following logarithmic equation: * 1 point

$$log_2(x+3) + log_2(x+4) = log_2(3x+8)$$

5. 3. Use synthetic division to determine if the given value of k is a zero of the corresponding polynomial. If not, determine p(k). * 1 point

$$p(x) = 10x^4 - 20x^3 + 8x^2 - x + 3;\ k = 1$$

6. 4. Perform the indicated operations on the following rational expression, and simplify your answer. * 1 point

$$\frac{2y(y-1)}{y^2+6y-16} \div \frac{2}{y+8} - \frac{2}{y-2}$$

7. 5. Solve the following compound inequality. Describe the solution set using interval notation. * 1 point

$$4 \leq \frac{(p+7)}{-2} < 9$$

8. 6. Find the perimeter of the triangle whose vertices are the following specified points in the plane. * 1 point

$$(-1,-2),\ (2,\ -2),\ \text{and}\ (2,\ 2)$$

7. Given the equation below, how many boats should be produced to incur minimum cost? * 1 point

The total cost of producing a type of boat is given by $C(x) = 17000 - 40x + 0.04x^2$, Where x is the number of boats produced.

8. The formula for the volume of a pyramid is given below. Solve this formula for w. * 1 point

$$V = \frac{1}{3}lwh$$

9. A grocer wants to mix two kinds of coffee. One kind sells for $0.90 per pound, and the other sells for $1.90 per pound. He wants to mix a total of 15 pounds and sell it for $1.05 per pound. How many pounds of each kind should be used in the new mix? (Round to nearest hundredth. List the amount of $0.90 first and separate answers by a comma.) * 1 point

10. Martha invests $6100 in a new savings account which earns 5.3% annual interest, compounded quarterly. What will be the total value of her investment after 1 year? Round to the nearest cent. * 1 point

Use the formula $A = P(1 + \frac{r}{n})^{nt}$

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

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

The following questionnaire will be used to gather data on qualitative and quantitative research from all full-time academic faculty (26).

Research Assessment Questionnaire

1. How many courses do you teach and what are they?

2. In those courses, how many do you do research in? (research-the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.)

3. If you do research, which type best describes the research done? (circle one)
   a. Qualitative research- (Qualitative research relies on data obtained by the researcher from first-hand observation such as interviews, questionnaires, focus groups, participant-observation, recordings, and artifacts.)

   b. Quantitative research- (Quantitative research is defined as a systematic investigation of phenomena by gathering measurable data and performing statistical, mathematical, or computational techniques.)

4. List examples of research you do in your course with a short description:

5. What can we do to help you use more research in your courses?

6. Comments:

Section 4: Assessment Results

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

Section 4b: Longitudinal Results

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

Example:

Outcome	*Academic Year 16/17*	*Academic Year 17/18*	*Academic Year 18/19*
Outcome #1	*25% average increase*	*28% average increase*	*34% average increase*
Outcome #2	*7/10 student completed*	*8/10 students completed*	*12/12 students completed*
Outcome #3	*2.58 average score*	*2.70 average score*	*2.99 average score*

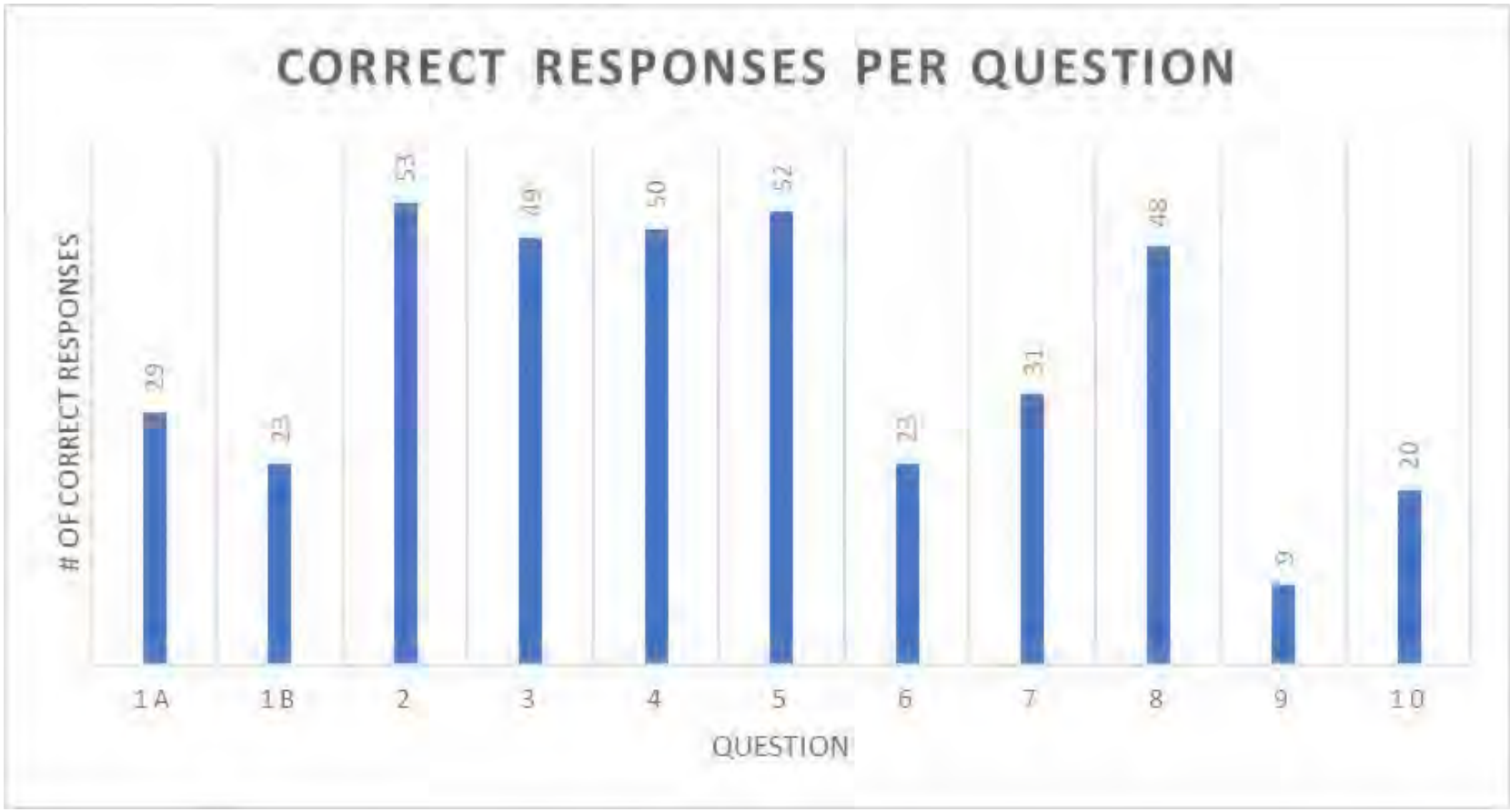
Results from the Learning Outcomes Assessment for Math 103

Overall Results from 53 Respondents

Overall, we are seeing the most students were able to get at least half of the problems correct, with our average being 7.3/11 or 66%. This shows that outcome 1 (Students will know terminology and notation used in college level computational and algebraic expressions.) is being well covered in that student are able to understand what the majority of the problems are asking.

Frequently missed questions

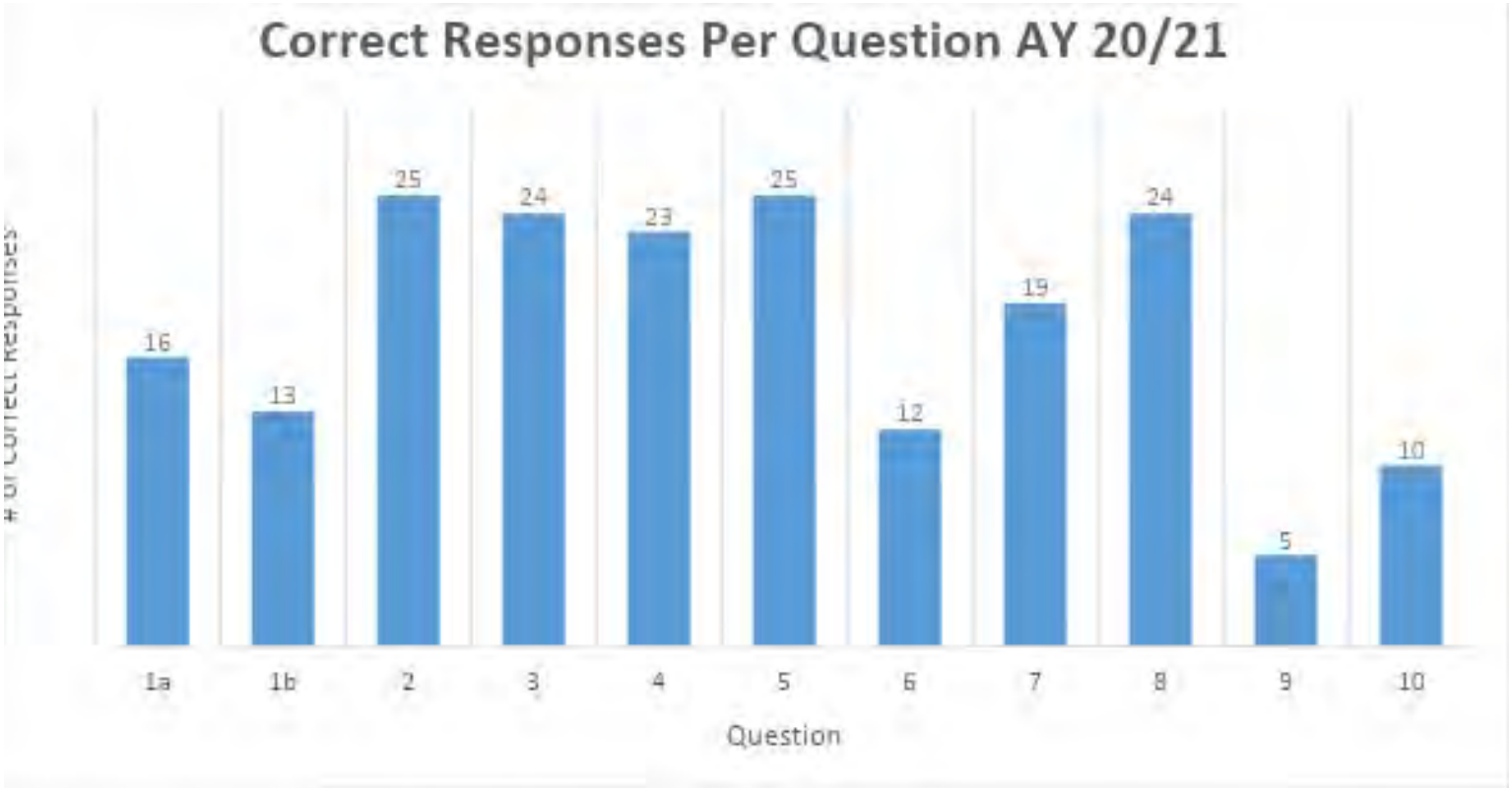
Question	Correct responses
1. b) Given the information below, find the initial number of fruit flies in the population.	23 / 53
6. Find the perimeter of the triangle whose vertices are the following specified points in the plane.	23 / 53
9. A grocer wants to mix two kinds of coffee. One kind sells for $0.90 per pound, and the other sells for $1.90 per pound. He wants to mix a total of 15 pounds and sell it for $1.05 per pound. How many pounds of each kind should be used in the new mix? (Round to nearest hundredth. List the amount of $0.90 first and separate answers by a comma.)	9 / 53
10. Martha invests $6100 in a new savings account which earns 5.3% annual interest, compounded quarterly. What will be the total value of her investment after 1 year? Round to the nearest cent.	20 / 53

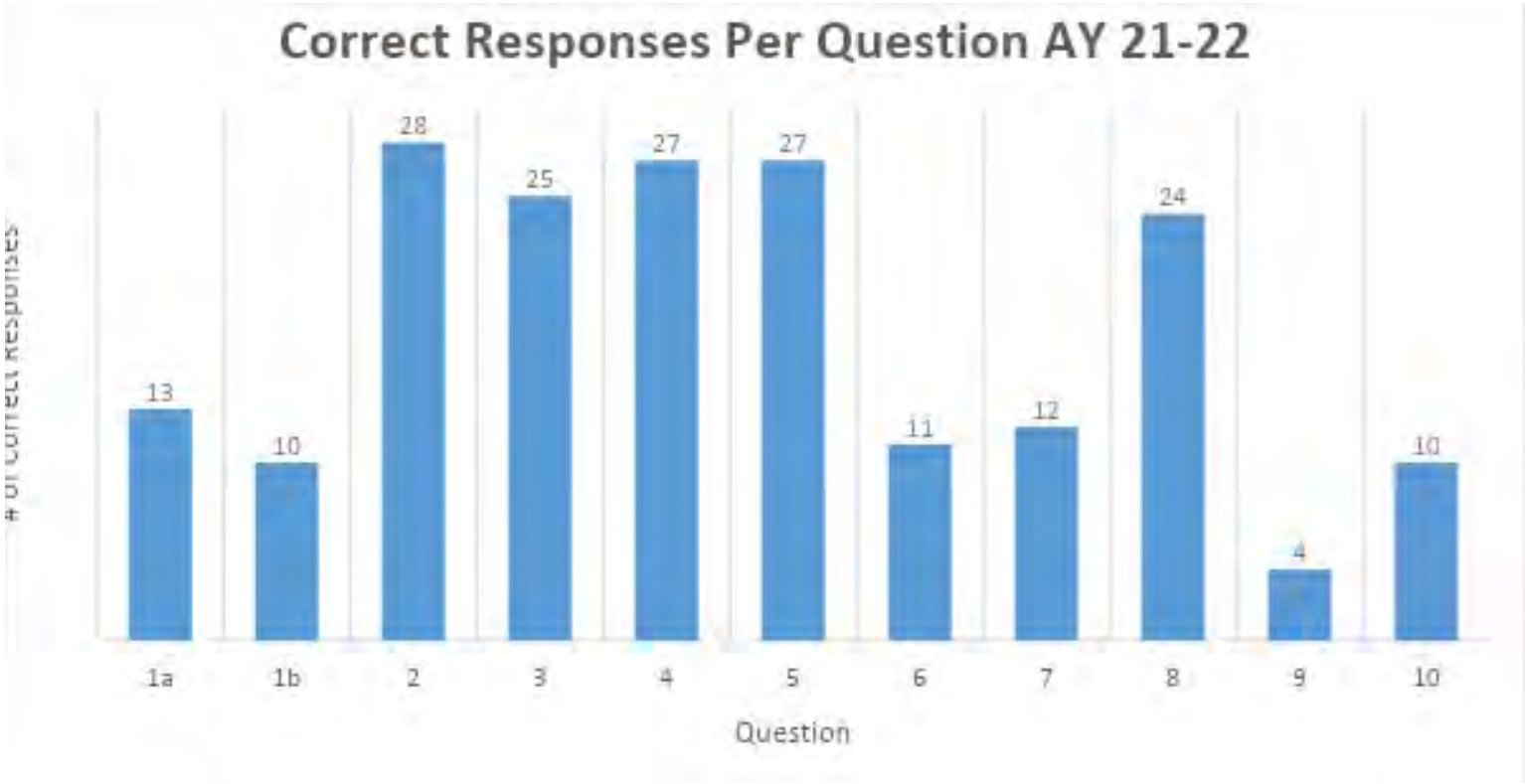


Overall, it appears that students were more successful in answering questions regarding Learning Outcome 2. (Students will be able to perform mathematical operations on equations, inequalities, polynomials, rational, exponential, and logarithmic functions. The student will also be able to use these skills to solve applied problems.)

Learning Outcomes Assessment Results Based on Academic Year

Data was collected from academic years 2020/2021 to 2021/2022. For academic year 20/21 there were 25 student responses and for academic year 21/22 there were 28 student responses. The score breakdown for each academic year is shown below.


Correct Responses Per Question AY 20/21
# of Correct Responses
16
13
25
24
23
25
12
19
24
5
10
1a
1b
2
3
4
5
6
7
8
9
10
Question



The same score pattern was observed over both academic years. This shows that there needs to be some improvements made in addressing learning outcome 2 (Through class work and tests, students will begin to understand the connections between the different properties of different functions and appreciate the usefulness of mathematics in the world.) There may be several reasons as to why the students had difficulty answering these questions. For instance, question 9 involves systems of equations which is a concept that is taught near the end of the course, so this may still be an unfamiliar topic for students when they are completing this assessment form. Question 6 is a multi-step problem that involves using the distance formula three times so this problem type has the potential for error to be introduced in several areas. Questions 1 and 10 involve using equations to solve for unknown values, it may have been that students are confusing one or more variables in the equations for another value. In the future, it would be beneficial to get student feedback on the assessment forms to determine if any of the questions should be rewritten for clarity.

It is important to note that 5 of the 10 questions (questions 2, 3, 4, 5, and 8) were answered correctly by more than 90% of the respondents. Three of the questions had around 50% of the respondents answering correctly (questions 1, 6, and 7). Then questions 9 and 10 we saw a bit of a drop in correct answers.

Currently, we have two academic years of data for this assessment, it would be beneficial to collect one more year's worth of data to establish trends.

Results from the Research Assessment Questionnaire

Thirty-one courses were listed as classes that do some type of research in the class during the semester.

When the survey asked instructors to break it down into qualitative or quantitative the results were: 54% was quantitative and 46% was qualitative.

Examples of research activities were:

- Data collection and drawing conclusion from that data
- Essays based on research students have done
- Presentations
- Projects
- Problem solving activities
- Interviews
- Observations

When asked what the research committee could do to help, the suggestions were classified into three groups:

1. Professional development
2. Equipment specific to the topic an instructor teaches
3. Websites and supplemental reading materials

It was also suggested that having a standardize research concept practices across the institution would help further our research at the college.

Section 5: Assessment Analysis and Recommendations:

Explain the significance of the results and describe how you will use the assessment results to improve your program and/or your assessment process. Make sure to connect recommendations to specific assessment results.

More data is needed to determine what changes should be made in regards to Math 103 assessment.

The assessment process highlighted some areas of need which include instructional resources. As a committee, we would like to address some of these needs, this could include the creation of archive of instructional resources shared throughout the institution and possibly some professional development workshops.

Section 6: Assessment-Based Requests:

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

No requests are made to address outcome 1. (Students will be conversant in mathematical principles appropriate to their major.)

Based on the results from the Research Questionnaire, we found that faculty would like professional development, equipment specific to the topic an instructor teaches, and websites and supplemental reading materials. It was also suggested that having a standardize research concept practices across the institution would help further our research at the college.

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.

No adjustments needed to be made for Covid-19. The assessment form for MATH 103 was done online and the research questionnaire was completed before there was significant Covid-19 infections in January.

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.

Library
Student Senate
Office of Academic Success (Tutoring/First Year Experience)

Library

Assessor: Laisee 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
2021-22	**3**	**3**	**2**	**2**	**1**	**N/A**	**2.2**
2020-21	3.2	3.8	3.6	2	2	N/A	2.92
2019-20	2.00	3.29	3.14	3.20	3.00		2.93

Comments:

Section 1: Prior Assessment Actions	Looking forward to next years plan/results
Section 2: Program Outcomes	
Section 3: Assessment Methods	Elements of the methods may make them difficult to repeat, analyze, or carry out.
Section 4: Assessment Results	Provide a little more insight to the data in relation to student learning. When working with data, does it tell the story of your methods.
Section 5: Assessment Recommendations	
Section 6: Assessment Based Requests	This area would be an opportunity to request any resources needed for assessment.

Turtle Mountain Community College

Annual Assessment Plan

Name_____Laisee Allery_____

Area of Assessment____Library_____ Academic Year__2021/2022_____

Submission Purpose: ___Initial Assessment Plan _X__Year-End Submission

Please provide the number of students involved in assessment: _____

Section 1: Prior Assessment Actions:

- *List any recommendations from the previous year's assessment report. For each recommendation, list any actions taken.*
- *Explain the implementation of any new resources added as a result of the assessment-based requests.*
- *Explain any changes you will make to the assessment process that weren't discussed in the previous year's recommendations*

Actions taken since last year's report:

2020/2021 Recommendation:

1. *Disaggregating users by student/community members is great. An additional dimension of impact to consider is how the "public" nature of the library is realized for the TMBCI community on a broader level-and finding a suitable assessment method for this.*
   - Action: None taken this FY, as there was limited public access to the library starting in 2020 and continued to 2021, this will be assessed in FY 2022/2023.
2. *Nice outcomes and clear logical sources of data to reveal those numbers. A bit unsure where the information in the prior assessment actions fits into the methods and results. Overall, good start here.*
   - Action:
3. *No assessment results provided.*
   - Action:
4. *Is it possible to asses onsite, hardcopy reference materials that cannot be checked out?*
   - Action: None taken this FY, as there was limited public access to the library starting in 2020 and continued to 2021, this will be assessed in FY 2022/2023.

Section 2: Program Outcomes:

List each outcome separately

1. Students can access collections for educational and research needs from all user locations. [Student learning outcome 4: Research Skills]
2. Students use library collections for both curricular and co-curricular information needs. [Student learning outcome 4: Research Skills]
3. 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:

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. Measurable data reports from online databases can yield the number of unique site visitors, the number of searches, and the number of items retrieved. The databases currently used are EBSCO, Credo, News bank, Chronicle of Higher Education and Jove which are only accessible by TMCC students.
2. Measurable data reports from library catalog will include: most type of items checked out i.e., books, DVD's, etc., area of items most checked out i.e., fiction, Native American, non-fiction, etc., the total number of items checked out.
3. Measurable data from sign-in sheets and online catalog reports will be disaggregated by public use and TMCC students.

Section 4: Assessment Results

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

1. Students conducted 1,512 database and catalog searches during academic year 2021/2022 (total of on-campus access and offcampus access)
2. Students checked out 421 Non Fiction items and 182 Fiction Items.

3. For academic year 2021/2022 there were 142 items checked out by community members. There were also 29 community members who utilized the public computers. **Public access to the library were very limited this Fiscal year.

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 2019/2020*	*Academic Year 2020/2021*	*Academic Year 2021/2022*
Outcome #1	1,106	2,561	1,512
Outcome #2	0*	0*	421 Non-fiction 182 Fiction
Outcome #3	841 102	0*	142 29

**Outcome #2 2019/2020:* no data was yet collected to specifically measure student skills against TMCC student learning outcomes.

**Outcome #2 2020/2021:* no data was yet collected to specifically measure student skills against TMCC student learning outcomes. New data was used to differentiate fiction and nonfiction items utilized by students.

**Outcome #32020/2021: Public access was restricted due to Covid safety measures.*

Section 5: Assessment Analysis and Recommendations:
Explain the significance of the results and describe how you will use the assessment results to improve your program and/or your assessment process. Make sure to connect recommendations to specific assessment results.

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

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.

Public use measurable data either unavailable or greatly decreased due to Covid restrictions.

Office of Academic Success

Assessors: Marie LaVallie, Jenna Parisien

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
2021-22	**4**	**3**	**3**	**4**	**4**	**Yes**	**3.6**
2020-21	2	3	3	4	2	N/A	2.8
2019-20	4.00	3.25	3.00	3.00	3.67	Yes	3.38

Comments:

Section 1: Prior Assessment Actions	Actions clearly derive from past years data
Section 2: Program Outcomes	Outcomes were a good foundation for development of the program. They need to be moved to the next level so that they can show results of student engagement and student learning.
Section 3: Assessment Methods	
Section 4: Assessment Results	It is nice to see the data however what percentage of students achieved academic success
Section 5: Assessment Recommendations	Excellent data provided. Recommendation clearly focus on providing access to services.
Section 6: Assessment Based Requests	Requests are Connected to Assessment Data

Turtle Mountain Community College
Annual Assessment Plan

Name Marie Lavallie, Jenna Parisien

Area of Assessment Office of Academic Success (FYE & Tutoring) Academic Year 2021/2022

Submission Purpose: ___Initial Assessment Plan _X_ Year-End Submission

Please provide the number of students involved in assessment: 95 First Year Experience Fall 2021-2022: 62 First Year Experience Spring 2021-2022: 33

Section 1: Prior Assessment Actions:

- *List any recommendations from the previous year's assessment report. For each recommendation, list any actions taken.*
- *Explain the implementation of any new resources added as a result of the assessment-based requests.*
- *Explain any changes you will make to the assessment process that weren't discussed in the previous year's recommendations*

Previous year's assessment report recommendations:

Prior assessment actions appear unclear from past assessment results. The rubric provided helps clarify how assessment occurs and how students are measured. Further exploration of how this ties to the SLO process is encouraged, as two rubrics provide different sets of data. Assessment needs of the program need to be weighed against those of the institution. Data is clearly aligned to the rubric provided. Analysis of recommendations to the data provided is largely unclear.

Changes to this year's assessment plan:

- The SLO2 rubric is available to the FYE instructors this year, and it will be applied to the FYE program instead of the rubric previously provided by the SLO2 committee. The rubric used last year appears to have been a preliminary rubric developed, but the rubric enclosed reflects the common way to capture student data across campus.
- This year, the FYE program will measure intrinsic student development in addition to the other relevant forms of critical thinking skills devised by the SLO committee. This program content is essential to the FYE program and to measuring whether or not students have increased in self-advocacy skills, and knowing how students develop in this manner can help to inform program instruction and strategies. The FYE instructors will devise a rubric to capture this data, based on qualities addressed throughout the curriculum.
- Tutoring data will increase the forms of institutional data applied to better understand equity dynamics of how students use tutoring services—and what kinds of students typically form patterns of use (or don't). To the extent possible, this data will be tracked back in time.

Section 2: Program Outcomes:
List each outcome separately

Outcome #1: First Year Experience will develop and refine a First-Year-Experience course that introduces students to critical thinking in an academic context and cultural expectations of TMCC.

Outcome #2: Tutoring services will provide direct and supplemental academic support for all TMCC students that helps facilitate ongoing student success.

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: First Year Experience will develop and refine a First-Year-Experience course that introduces students to critical thinking in an academic context and cultural expectations of TMCC.

Critical Thinking Outcome No.2 Assessment Tool: Rubric

Factors and Ratings	**High Level of Proficiency (3)**	**Moderate Level of Proficiency (2)**	**Low Level of Proficiency (1)**	**No Level of Proficiency (0)**	**Not Applicable (NA)**
PI 1: Students will identify ongoing challenges and issues facing the community*	Student artifact demonstrates a high level of creativity and, to a high extent, addresses the implications and consequences of issues facing the community.	Student artifact demonstrates a moderate level of creativity and, to a moderate extent, addresses the implications and consequences of issues facing the community.	Student artifact demonstrates a low level of creativity and, to a low extent, addresses the implications and consequences of issues facing the community.	Student artifact demonstrates no level of creativity nor addresses the implications and consequences of issues facing the community.	Performance indicator does not apply to student artifact.

PI 2: Students will use data to develop solutions to challenges	Student artifact demonstrates a high level of quantitative and or qualitative knowledge for solutions to societal challenges.	Student artifact demonstrates a moderate level of quantitative and or qualitative knowledge for solutions to societal challenges.	Student artifact demonstrates a low level of quantitative and or qualitative knowledge for solutions to societal challenges.	Student artifact demonstrates no level of quantitative and or qualitative knowledge for solutions to societal challenges.	Performance indicator does not apply to student artifact.
PI 3: Students will acknowledge multiple perspectives surrounding societal and global issues.	Student artifact demonstrates a high level of analysis from multiple perspectives addressing societal and global issue.	Student artifact demonstrates a moderate level of analysis from multiple perspectives addressing societal and global issues.	Student artifact demonstrates a low level of analysis from multiple perspectives addressing societal and global issues.	Student artifact demonstrates no level of analysis from multiple perspectives addressing societal and global issues.	Performance indicator does not apply to student artifact.

The FYE department sought a rubric from the chair of the student learning committee to assess culture that is consistent with the full institution but none was yielded from this search.

Outcome #2: Tutoring services will provide direct and supplemental academic support for all TMCC students that helps facilitate ongoing student success.

The Retention Module/Early Alert software captures critical student data, including the number of sessions conducted over time, the subject of study associated with each session, and the period of time that each session occurred. This data will be cross-referenced with institutional data via the support of the IRAA director to better understand demographic and other forms of student use of tutoring services.

One limitation for year-to-year data for outcome 2 is that this data has only been accurately tracked in one semester of the previous year (AY 20-21), but the current year has a full year's worth of data in this system.

Section 4: Assessment Results

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

Section 4b: Longitudinal Results

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

Example:

Outcome	*Academic Year 16/17*	*Academic Year 17/18*	*Academic Year 18/19*
Outcome #1	*25% average increase*	*28% average increase*	*34% average increase*
Outcome #2	*7/10 student completed*	*8/10 students completed*	*12/12 students completed*
Outcome #3	*2.58 average score*	*2.70 average score*	*2.99 average score*

Outcome	*Academic Year 21/22*
Outcome #1	*33 students scored a zero on the rubric. This is 33%*

Outcome #2:

Fall AY21 Tutoring Data:

Spring AY21 Tutoring Data:

All AY21 Data

After reviewing this chart, a clear goal is to increase the number of students served overall particularly in gateway courses. The course level data on the chart indicates a disparity between Math and English. Whereas Math has high engagement, students pursuing entry level English courses appear not to be receiving adequate support from tutoring services.

Section 5: Assessment Analysis and Recommendations:

Explain the significance of the results and describe how you will use the assessment results to improve your program and/or your assessment process. Make sure to connect recommendations to specific assessment results.

Outcome #1: Results reflect A's in the course-High Level of Proficiency, B's-Moderate Level of Proficiency, C's-Low Level of Proficiency, D's and F's-No Level of Proficiency, and Withdrawals in the course-Not Applicable. Assessment results are typical of yearly end of year overview. Students either excel in the course because they attended class and completed the assignments or they have poor attendance and don't turn in assignments. Restructuring and refining of the course this summer to meet the recommendations of students while maintaining cultural expectations of TMCC will hopefully lower the number of No Level of Proficiency students.

Factors and Ratings	**High Level of Proficiency (3)**	**Moderate Level of Proficiency (2)**	**Low Level of Proficiency (1)**	**No Level of Proficiency (0)**	**Not Applicable (NA)**
PI 1: Students will identify ongoing challenges and issues facing the community*	48	15	7	22	3
PI 2: Students will use data to develop solutions to challenges	48	15	7	22	3
PI 3: Students will acknowledge multiple perspectives surrounding societal and global issues.	48	15	7	22	3

Outcome #2: Results reflect an overall lower than normal number of students served. Session count and students served decreased when TMCC switched from in person services to virtual due to Covid. Number of tutoring sessions are rising since being back to in person learning. Students are expressing an interest in

tutoring services, but fail to commit to working with a tutor either immediately or at a more convenient time for the student. Academic Success Learning Assistants will continue to provide tutoring services both in person and virtual for students. Academic Success will take a more aggressive approach to become visible on social media and will be training on a Google scheduling system that might better benefit students looking to schedule an appointment.

Section 6: Assessment-Based Requests:

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

Currently our department is looking to restructure the First Year Experience curriculum. The current model for the class is a great foundation with minor adjustments needed to meet the needs of what students are wanting based off of word of mouth discussion held during class sessions. Some students expressed prior knowledge of the Seven Teachings through rigorous grade school curriculum, therefore they felt as though they needed to experience more of a broader look at how to navigate college life and expectations. Based off of feedback, changes will be made to the course this summer to reflect students' suggestions while making sure to maintain a foundation for the Seven Teaching approach adopted a few years back. With the expected changes to the course, it is expected that support needed will be guidance on how to assess the curriculum and course, as well as an overview of previous years data models as I am new to the position of Academic Success Director/Coordinator.

In relation to tutoring data support is requested to build more formal and intentional pathways to increase student support in English classes via tutoring service.

Student Senate

Assessor: Wanda Laducer

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
2021-22	**2**	**4**	**5**	**4**	**4**	**N/A**	**3.8**
2020-21	4	3.4	4	3.6	3.25	N/A	3.65
2019-20		2.75	2.25		3		2.67

Comments:

Section 1: Prior Assessment Actions	Assessment actions from the previous year describe the actions of the student senate instead of the assessment process (and reactions to it to improve assessment methods). Shifting description to satisfy the prompts would be helpful here.
Section 2: Program Outcomes	
Section 3: Assessment Methods	
Section 4: Assessment Results	
Section 5: Assessment Recommendations	
Section 6: Assessment Based Requests	

Area of Assessment__Student Senate_____ Academic Year__2021_____

Submission Purpose: ___Initial Assessment Plan _X__Year-End Submission

Please provide the number of students involved in assessment: __7___

Section 1: Prior Assessment Actions:

- *List any recommendations from the previous year's assessment report. For each recommendation, list any actions taken.*
- *Explain the implementation of any new resources added as a result of the assessment-based requests.*
- *Explain any changes you will make to the assessment process that weren't discussed in the previous year's recommendations*

All Student Senate members set some goals early in the fall semester which gave each member the opportunity to be involved by setting their own goals of what they wanted to accomplish personally as a student senate member. They also discussed what they would like to accomplish as a group.

The student senate discussed the climate change issue that was carried over from the previous year. They discovered that they wanted to give the whole student body the opportunity to get involved in any projects that could pertain to not only climate change but other topics that impact them as a student at TMCC.

Section 2: Program Outcomes:

List each outcome separately

Student learning outcome2: critical thinking (as defined by the institution/SLO2 committee)

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.
This year there were two advisors for the student senate. At least one advisor was present at each student senate meeting to observe and identify opportunities for evidence of critical thinking. To assess their goals for the year, the advisor observed the discussions, and applied the following rubric provided by the student learning outcome two team:

Critical Thinking Outcome No.2 Assessment Tool: Rubric

Factors and Ratings	High Level of Proficiency (3)	Moderate Level of Proficiency (2)	Low Level of Proficiency (1)	No Level of Proficiency (0)	Not Applicable (NA)
PI 1: Students will identify ongoing challenges and issues facing the community*	Student artifact demonstrates a high level of creativity and, to a high extent, addresses the implications and consequences of issues facing the community.	Student artifact demonstrates a moderate level of creativity and, to a moderate extent, addresses the implications and consequences of issues facing the community.	Student artifact demonstrates a low level of creativity and, to a low extent, addresses the implications and consequences of issues facing the community.	Student artifact demonstrates no level of creativity nor addresses the implications and consequences of issues facing the community.	Performance indicator does not apply to student artifact.
PI 2: Students will use data to develop solutions to challenges	Student artifact demonstrates a high level of quantitative and or qualitative knowledge for solutions to societal challenges.	Student artifact demonstrates a moderate level of quantitative and or qualitative knowledge for solutions to societal challenges.	Student artifact demonstrates a low level of quantitative and or qualitative knowledge for solutions to societal challenges.	Student artifact demonstrates no level of quantitative and or qualitative knowledge for solutions to societal challenges.	Performance indicator does not apply to student artifact.

PI 3: Students will acknowledge multiple perspectives surrounding societal and global issues.	Student artifact demonstrates a high level of analysis from multiple perspectives addressing societal and global issue.	Student artifact demonstrates a moderate level of analysis from multiple perspectives addressing societal and global issues.	Student artifact demonstrates a low level of analysis from multiple perspectives addressing societal and global issues.	Student artifact demonstrates no level of analysis from multiple perspectives addressing societal and global issues.	Performance indicator does not apply to student artifact.

Goals Identified from the Student Senate:

The student senate identified goal at the beginning of the year – the fall semester. The goals were identified to be reachable for the 2021-22 school year. Even though they were still going through the pandemic for the year, their goals were reachable and were reflective upon the current student population.

Environmental/Sustainable committee Funding Consideration

The Student Senate went on record to approve the student led environmental/sustainability committee model that required their input. The student senate members reviewed the information brought before them at two separate meetings (and carried over from the previous academic year) with them voting unanimously in a meeting to approve the sustainability committee at no cost to the students.

Retention Events

After conducting a data review meeting this year, they verbally spoke of their student experiences during the year. With the pandemic still in full swing, the students felt that this accounted for the low-class enrollments. Senate members spoke of having additional events to get students interested in staying on campus for longer periods of time, trying to keep them interested in more student events by giving incentives to students who did participate. Cultural Activities such as the annual pow-wow, language tables and talking circles occurred throughout the school year. Students were involved in all events.

Student Success Stories

As part of our annual AIHEC meeting on Capitol Hill in Washington, DC, students were able to create a video speaking in the language, of their success stories at TMCC.

Institutional Learning Outcomes

Students discussed implications related to indigenous centered learning outcomes for all of TMCC.