2005 REPORT ON ASSESSMENT OF STUDENT LEARNING OUTCOMES

Turtle Mountain Community College Profile

The Turtle Mountain Community College is a tribal community college with obligations of direct community service to the Turtle Mountain Band of Chippewa. Under this unifying principle, the College seeks to maintain, seek out, and provide comprehensive higher education services in fields needed for true Indian self-determination.

The College is one of the original six tribal colleges established by various Indian tribes in the early 1970's. The Turtle Mountain Band of Chippewa chartered the College in 1972. In its brief history, the College was the first tribal college to be granted 10 years accreditation, and has been accredited since 1978 by North Central Association of Colleges and Schools. The College offers the Bachelor's Degree in Elementary Education, the Associate of Arts, Associate of Science, Associate of Applied Science in thirteen areas of study, and sixteen certificates. Since its beginning, the College has grown from an institution serving fewer than sixty students per year to its current full time equivalent enrollment of over 800. Approximately 250 pre-college adults complete the G.E.D. at the College in order to find employment or to seek further education.

In 1973-1974, three full-time and a few part-time faculty members offered twelve courses. Today, twenty-five full-time and over 40 part-time instructors offer over one hundred fifty courses each semester. Turtle Mountain Community College has demonstrated success in student enrollment and graduation. Since 1974, over 2,000 tribal members have graduated with two-year degrees, and in May 2002 the first group of students graduated with the Bachelor of Science Degree in Elementary Education from Turtle Mountain Community College.

Studies have shown that approximately forty percent of Turtle Mountain Community College graduates transfer to mainstream institutions and earn four-year degrees. Several have earned graduate degrees in professional fields such as education, law, and medicine.

Campus Sites

In May 1999, the College moved to a new campus and an new facility. This new facility is located three miles north of Belcourt. Trees and vegetation surround the new site which overlooks Belcourt Lake. The new main campus includes a 105,000 sq. ft. building on an approximately 123-acre site. The facility includes state-of-the-art technology, a fiscal office, general classrooms, science, mathematics, and engineering classrooms and labs, a library and archives, learning resource centers, faculty area, student services area, a gymnasium, and mechanical systems. A new auditorium with seating for 1000 opened in 2003.

Report Introduction

Intent and scope of this report

This report will demonstrate TMCC's commitment to continuous academic assessment according to the five Higher Learning Commission's criteria for accreditation and the college's mission. It will outline the college's response to the Higher Learning Commission's concerns as outlined in its team visit 2004 report, and a process for continuous improvement in student learning and effective teaching. The report is part of TMCC's planning for institutional effectiveness.

Conceptual Framework

Student Learning Outcomes Assessment Process

Effective January 1, 2005, institutions holding accreditation through the North Central Association's Higher Learning Commission will adhere to five new criteria. Each of these criteria contains core components and examples of evidence which in some way relate to student learning and effective teaching. *The Handbook of Accreditation, Version 1:10/03 The Higher Learning Commission.*

1. Mission and integrity – The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

2. Preparing for the future – The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

3. Student learning and effective teaching – The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

4. Acquisition, discovery, and application of knowledge – The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

5. Engagement and Service – As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

In a climate of accountability, institutions of higher education are recognizing that assessment and evaluation of their missions and purposes is all important. Assessment of student learning outcomes is one way they can provide evidence of institutional effectiveness. As Ronald L Baker states,

> *Assessment and evaluation are intended as means to document educational quality and institutional effectiveness, foster institutional improvement, and demonstrate accountability. . . . If the results of assessment are not used to inform planning and decisions, colleges and universities often find themselves in positions of being data rich and information poor. (Keystones of Regional Accreditation: Intentions, Outcomes, and Sustainability in Outcomes Assessment in Higher Education: Views and Perspectives 2004. Ed. by P. Herndon and Robert E. Dugan.*

Academic assessment is the institution's way of researching its effectiveness related to Criterion Three, and has a number of definitions. The definition developed by the College's regional accrediting agency, the North Central Association's Higher Learning Commission (NCA/HLC) reads:

> *Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education (AAHE Bulletin, November 1995, p. 7)*

As of January 2005, the Higher Learning Commission's five new criteria for accreditation apply. Criterion Three, Teaching and Learning, contains the following core components*:

- The organization's goals for student learning outcomes are clearly stated for each education program and make effective assessment possible.
- The organization values and supports effective teaching.
- The organization creates effective learning environments.
- The organization's learning resources support student learning and effective teaching.

In short, the Commission believes that academic assessment is best understood as a strategy of inquiry into actions taken to improve student learning. Through assessment, colleges evaluate how they are achieving their commitments and act on the results in ways which advance student learning and improve educational quality. "Effective assessment of student learning is a matter of commitment, not a matter of compliance." HLC 2005

Fundamental questions for assessing student learning outcomes

As TMCC faculty and staff begin their renewed process of academic assessment, they are mindful of the following questions which should promote our conversations. These questions are firmly rooted in the mission, commitments, goals, and distinct context of Turtle Mountain Community College.

1. How are our stated student learning outcomes appropriate to our mission, programs, and degrees?
2. What is the evidence that our students have achieved our stated learning goals?
3. In what ways do we analyze and use evidence of student learning?
4. How do we ensure shared responsibility for assessment of student learning?
5. How do we evaluate and improve the effectiveness of our assessment of student learning outcomes? *Student Learning, Assessment, and Accreditation.* *The Higher Learning Commission of NCA, 11/2/04*

.   **Background of Assessment and Institutional Effectiveness Studies**

Since its beginning, Turtle Mountain Community College has engaged in forms of assessment and institutional effectiveness studies.   The college has submitted to North Central many institutional effectiveness, strategic planning, and student learning assessment reports. In 2004,

2004-2005 Assessment Process

As the Turtle Mountain Community College faculty, staff, and administration began their renewed focus on student learning outcomes assessment, they recognized that an academic assessment plan, and indeed strategic

planning and institutional effectiveness planning, must flow from an examination of the college's mission and goals.

Institutional Mission Statement

Turtle Mountain Community College is committed to functioning as an autonomous Indian controlled college on the Turtle Mountain Chippewa Reservation focusing on general studies, undergraduate education, Career & 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, and student body exerting leadership in the community and providing service to it.

Institutional Goals

On Feb. 4, 2005, the college held sessions on renewed efforts at strategic planning and institutional effectiveness planning. During this session, with the assistance of consultants Kathy Dominici and Tom Davis, the faculty and staff began a discussion on the possibility of proposing changes to the college's goals to make them more clearly reflect the needs of the community and the times. According to the discussion, if the institutional goals are stated more clearly, it will be easier to conduct strategic and institutional effectiveness planning.

As the strategic planning and institutional effectiveness planning moves forward with participation from all segments of the college community, it appears likely that there will be a proposal to the college's board of directors to adopt a revised list of goals.

Currently, nine institutional goals flow from the college's mission statement:

1. A learning environment stressing the application of academic concepts to concrete problems;

2. Academic preparation for learning as a life-long process of discovery of knowledge embedded in the intellectual disciplines and the traditions of the tribe;
3. In and out of class opportunities to discover the nature of Indian society, its history, variation, current and future patterns, needs and to serve as a contributing member toward its maintenance and betterment;
4. A curriculum wherein Indiana tribal studies are an integral part of all courses offered as well as history, values, methods, and culture of Western society;
5. Continuous assessment of institutional programs and student academic achievement for the purpose of continuous improvement of student learning;
6. Baccalaureate, Associate of Arts, Associate of Science, Associate of Applied Science degrees and certificate programs of study;
7. Cooperation with locally Indian-owned business and stimulation of economic development of the service area;
8. Continued independent accreditation; and
9. Community service and leadership.

Turtle Mountain Community College is developing an assessment process appropriate to the institution by providing the systematic collection and analysis of information on student outcomes, thereby supporting the continuing pursuit for educational excellence. The plan has been developed by the Assessment Committee in cooperation with the Strategic Planning and Institutional Effectiveness Committee and with broad collaboration with the faculty.

Assessment process structure

Four major components of student learning assessment at TMCC are the following:

1. General education program assessment process

2.	Degree program assessment process
3.	Certificate assessment process
4.	Remediation and development assessment process

Process Steps:
1. Identify outcomes
2. Identify specific objective(s)
3. Select assessment methods/ measures for each objective
4. Develop performance criterion(s) for each objective
5. Conduct assessment results of analysis
6. Use feedback channels and process for change. What actions will result from the assessment? What improvements in teaching and learning?
7. Evaluate whether or not the performance criteria were met and the outcomes and objectives were achieved.

Analysis of Assessment Process Development at TMCC

This section's information will be taken largely from the 2003-2004 assessment report.
1. Early work of the Assessment Committee(s)
2. Designing the General Education Framework (see 2003-2004 report, p. 31)
3. Debating the General Education Framework
4. Developing Degree Program Assessment

Coordination of the Assessment Process

Coordinator

The assessment coordinator chairs the assessment committee and directs the entire academic assessment process. S/he writes a yearly assessment report, presenting a summary of all assessment activities at TMCC that year and an analysis and an evaluation of all academic assessment activities reviewed by the committee that year. This includes the Assessment Committee's recommendations for modifications of the assessment process and educational practices.

Because the institution is preparing an institutional effectiveness plan which must include a progress report on academic assessment, the Assessment Committee has met generally each week in 2004-2005.

As compensation for his/her efforts, the assessment coordinator has the option of taking 1) a reduction in teaching load to 8 credits, or 2) a $7500.00 salary increase for the academic year of the appointment.

Levels of coordination

When the 2003-2004 plan was developed, the college did not yet have academic divisions which would allow for another level of coordination and communication. In fall 2004, the interim Academic Dean established academic divisions or discipline areas. Chairpersons were assigned in each division.

In 2005, the newly hired full-time Academic Dean is working with faculty and academic division chairs to help grow a climate of assessment. This additional level of assessment will contribute to the continuous improvement process of assessment, as well as strengthen institutional effectiveness. An effective academic assessment process must include a means whereby analyzed data impact decision making at all levels of the institution.

According to Dr. Karen Solomon of the Higher Learning Commission, the Academic Dean should support the assessment process, and see that the assessment data reaches all areas of the institution. At the same time, faculty own and guide the process. They do the scholarly work about assessment, collect, analyze, and report the data, and evaluate the assessment process regularly to see that it meets the needs of the institution.

General Education Assessment

In November 2004, four members of the assessment committee attended a meeting on assessment sponsored by the American Association of Higher Education and the NCA Higher Learning Commission. At that time, our assigned mentor suggested that we consolidate our nine general education goals into seven. The assessment committee agreed to review the goals; faculty members were asked to suggest changes. Through this process, the faculty adopted seven student learning outcomes addressed in the following discipline and skill categories: Communications, Mathematics, Science, Humanities and Social Sciences, Culture/diversity, critical thinking, and technology. The resulting goals are reflected in the Assessment Matrix below.

Matrix of the assessment process

Every TMCC degree program must have an assessment process which describes expected student learning outcomes for the degree program and the methods used to evaluate student achievement of those outcomes. A single assessment process may cover multiple degree curricula if they have a common mission statement and the same expected student learning outcomes.

The Associate of Arts and Associate of Science degree curricula share common goals and objectives at Turtle Mountain Community College. These goals and objectives are concurrent with the general education goals and objectives, and therefore the means of assessment for these programs are integrated into the general education curriculum assessment.

General Education Assessment

MISSION STATEMENT

The General Education curriculum at Turtle Mountain Community College aims to empower individuals, liberate minds for learning, and cultivate social responsibility. Through work in multiple disciplines and ways of knowing, along with more in-depth study in at least one field or area of concentration, students develop their communication skills, critical thinking, and awareness of Anishinabe and other cultural values. By providing challenging encounters with important local and global issues, general education prepares graduates for socially valued work and civic leadership in their society.

Student Learning Goals	Objectives	Assessment Methods	Timeline	Responsibilities	Use of results; process for documentation and decision-making
1: Through study of **humanities, sciences**, **social sciences**, and **communication**, students will develop critical thinking and decision-making skills in order to make informed decisions in the world.	1a. Students will demonstrate an ability to interpret data, identify assumptions, recognize strong versus weak arguments, induce and deduce inferences, and evaluate opposing	BASE standardized test Graduate Assessment Survey (including technology) 1a. Course examinations Analysis of student interpretive	End of spring semester 1a. Mid-term and end of semester End of semester	Assessment Committee Course instructors	The Assessment Committee compiles data from the BASE test and the Graduate Assessment Survey. They analyze the data and prepare a report for the faculty; at an end of year meeting, the faculty

2. Through study of mathematics, students will develop problem solving skills and be able to apply the arithmetical, geometric, statistical, and algebraic principles needed to pursue career and life choices. 3. Through study of life, physical, and earth sciences,	arguments. 1b. Students will demonstrate a broad knowledge of concepts, issues, facts, and theories derived from the natural and social sciences, and from the arts and humanities. 2a. Students will identify relevant data, select or develop models appropriate to problems, apply concepts, obtain and describe mathematical results, and draw inferences. 3a. Students will demonstrate the	writings and position papers --Evaluations of research papers 1b. Evaluation of capstone experiences— forums on tribal, regional, and global issues Tests and quizzes BASE standardized test Graduate Assessment Survey Tests and quizzes Evaluation of lab projects	End of spring semester During semester courses During semester courses During semester courses	Instructors participating in interdisciplinary teaching projects Assessment Committee Course instructors Course instructors Course instructors	discuss the data and decide what changes need to be made in General Education curriculum to improve student learning. The Academic Dean coordinates this process. The Assessment Report is shared with the college Institutional Effectiveness Committee, which includes the Assessment Coordinator and administrators. Decisions are made regarding resources needed to assist and implement needed change.

students will develop skills in intellectual inquiry related to the knowledge bases, procedures, and techniques by which knowledge of the world's organisms is generated and accessed. 4. Through study of the humanities and fine arts, students will demonstrate skills and principles related to artistic expression.	ability to use logic and mathematics in the scientific method. 3b. Students will demonstrate the ability to use data to describe interrelationships between humanity and the rest of the natural world. 4a. Students will demonstrate the ability to recognize and express personal, social, and cultural experiences. 4b. Students will demonstrate an understanding of the elements,	Evaluation of focus group discussions BASE standardized test Graduate Assessment Survey 4a. Tests and quizzes Capstone experiences— forums on tribal, regional, and global issues 4b.	End of spring semester During semesters End of semesters During semester courses	Assessment Committee Assessment Committee Course instructors involved in interdisciplinary teaching projects	At the course level, Individual faculty members evaluate on a semester basis what changes they need to make in their courses. They complete the syllabus improvement forms provided by the Assessment Committee, and submit these to the Assessment Coordinator and the Academic Dean for review. Each semester instructors examine and revise their

	history, literature, and other human expressions as contributions to Chippewa cultural heritage and modern society. 4c. Students will demonstrate skills and knowledge related to the fine arts.	4c. Evaluation of capstone experiences— portfolios, music performances Evaluation of reflection papers BASE standardized test Graduate Assessment Survey 5a. Evaluation of capstone experiences— forums on tribal, regional, and global issues	End of spring semester End of semester During semester courses During and end of semester courses During semester courses		syllabi in response to data collected from tests, quizzes, and surveys. They engage in scholarly work required to improve their teaching and learning.
5. Students will demonstrate an awareness of Anishinabe cultural heritage and an appreciation of the world's social, economic, political, and artistic diversities	5a. Students will demonstrate an understanding of cultural issues, historical events, geographic locations, and ethical concerns involving Native	5b. Evaluation of service learning projects Evaluation of written reports	End of spring semester	Course instructors involved in interdisciplinary teaching projects (See above)	

resulting from differences in nationality, gender, ethnicity, and historical development.	American and other peoples. 5b. Students will demonstrate an understanding of the Anishinabe Seven Teachings. 5c. Students will demonstrate at least a novice level of the Ojibwe language	5c. Tests, quizzes, and interviews BASE standardized test Graduate Assessment Survey 6a. Tests and quizzes --Evaluation of writing lab projects --Evaluation of Internet research projects & group projects	During semester courses	Assessment Committee Course instructors	
6. Students will demonstrate the oral and written communication skills required to express themselves in a meaningful and understandable manner.	6a. Students will demonstrate the ability to write clear, well-organized papers using documentation of relevant quantitative and qualitative data, with standard grammar and	--Analysis of course survey data --Evaluation of interpretive and research papers 6b. Evaluation of power point presentations	During semester courses End of spring semester	Course instructors Assessment	

	mechanics.			Committee	
		Graduate Assessment Survey (including technology)			
	6b. Students will demonstrate the ability to deliver clear and well organized verbal presentations.			Course instructors	(See above)
		7a. Tests and quizzes Evaluation of group projects Evaluation of simulations			
				Course instructors	
		7b. Evaluation of Internet research projects			
7. Students will demonstrate the skills and knowledge of books, journals, computer networks, databases, and other technology required to record, retrieve, and apply information for academic	7a. Students will demonstrate a basic proficiency in keyboarding, word processing, e-mail, spreadsheets, and databases.

7b. Students will demonstrate a basic proficiency in Internet research | | | | |

projects.					

Description of program level means of assessment

In developing the TMCC academic assessment process, the means of assessment will
ensure that the results of data collection will be used to continue, modify, or reinforce aspects of the academic programs and to foster continuous improvement in student learning. Assessment focuses on academic programs rather than on individual faculty performance. In this context, assessment is not a faculty evaluation system. Assessment measures alone may not be used to impede student progress toward graduation.

Pre/Post Testing --To determine what a student has learned, a test or assignment is given at the beginning of a course or program and a similar test or assignment is given at the end. Pre/post testing is effective for measuring both cognitive learning and attitudinal development

Standardized Examinations -- There are two types of tests: norm-referenced and criterion-referenced examinations. The former describes performance in comparison to others, while the latter describes student performance directly and judges that performance by some pre-set student standard or benchmark.

National Licensure, Certification or Professional Examinations -- These tests are developed to assess general knowledge in a discipline. Like other standardized tests, these examinations need to be supplemented by other measures of student learning. Some 2 + 2 programs will lead to this type of examination after the student has matriculated to a four-year institution.

End of academic program portfolio -- A portfolio consists of items specific to a degree program. The portfolio is student specific and allows for advisors and students to review academic achievement in concert.
See appendix for material on Elementary Education Program portfolio assessment.

 Student Surveys and Interviews -- Surveys and interviews are used to gather students' opinions about their educational experiences and experts' opinions about the students' competence. Data gathered by these measures are considered as indirect assessment of student learning, since they measure satisfaction with an educational experience rather than knowledge and skills acquired. Nonetheless, information from these sources enhances the information gathered from the direct measures of a student's academic achievement.

Course level assessment

Student learning assessment at Turtle Mountain Community College is largely course level assessment. Faculty are aware that program level assessment is very important, and that they will need to continue work in this area.

Many faculty members, including Assessment Committee members, have expressed concern and uncertainty about how to improve course level assessment. In particular, they see the need for training in writing learning objectives and choosing appropriate assessment methods for these objectives.

In response to these concerns, the Assessment Coordinator has adapted several tools and resources which faculty can use. See Appendix for Guide to Choosing the Most Appropriate Methods of Assessment, etc.
See Appendix for a presentation on Bloom's taxonomy a faculty reporting forms on assessment methods, etc.

DEGREE PROGRAM ASSESSMENT
Bachelor of Science in Elementary Education

Narrative

In 1999, Turtle Mountain Community College initiated the Elementary Education Program to meet the needs of schools on the Turtle Mountain Chippewa Reservation. As a tribally controlled community college with obligations of direct community service to the Turtle Mountain Chippewa, the college seeks to maintain, seek out, and provide comprehensive higher education services in fields need for true Indian self-determination.

Mission of the Elementary Education Program
The TMCC Teacher Education Department offers a Bachelor of Science degree in Elementary Education. The mission of the Elementary Education Program, which is consistent with that of Turtle Mountain Community College and of the Teacher Education Department, is to prepare teachers who:

- Commit themselves to helping all students learn;
- Apply and adapt a multitude of teaching principles to the diverse needs of their students;
- Implement principles of multicultural education;
- Effectively integrate technology into their teaching; and
- Integrate holistic principles of Anishinabe culture into the entire curriculum.

At its beginning in 1999, the Elementary Education Program accepted the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) as the program goals.   At the same

time, the Seven Teachings of the Anishinabe were accepted as guiding statements for the program. During the summer of 2004, when a new Teacher Education Department Chair was hired, the nine INTASC goals were consolidated into seven to coincide with the Seven Teachings of the Anishinabe. This was an effort to align the program's direction with the cultural values of the Turtle Mountain people.

The Seven Teachings are exemplified by candidate Educator Leaders prepared to teach in a balanced, inclusive, reflective, interconnected way within a global perspective. These teachings underlie the seven professional goals outlined in the Elementary Education Program Assessment matrix below.

Respect – to honor creation is to have Respect. As Educator Leaders, candidates respect the diverse attributes of students by employing knowledge of individual learning styles, stages of development, exceptionalities, and cultural backgrounds, and have skills in assessment and pedagogy which empower each student to reach her/his potential.

Wisdom – to cherish knowledge is to know Wisdom. As Educator Leaders, candidates possess a thorough knowledge of content areas. They serve as models related to the knowledge, skills, and dispositions they desire in their students.

Honesty – Honesty in facing situations is to be honorable. Candidates expect excellence and take responsibility for all students' learning, regardless of student background.

Bravery -- Bravery is to face the foe with integrity. Using best practices, candidate Educator Leaders are willing to challenge the status quo in schools and classrooms where students are not succeeding.

Peace – To know love is to know peace. Candidates strive to become Educator Leaders who collaborate with peers to improve student learning and actively participate in professional organizations at local, state, national, and even international levels.

Humility – Humility is to know one's self as a sacred part of creation. Educator Leaders understand the importance of reflecting about the activity in which they are engaged. They must think about what they wish to accomplish in the classroom, why they have chosen these goals, and how they wish to achieve them. Educator Leaders adjust their teaching to the feedback they receive from their students.

Truth – Truth is knowing all these things. Educator Leaders build on the professional and pedagogical knowledge base gained through Turtle Mountain Community College coursework. As lifelong learners, they continually reflect upon teaching and learning, engage in action research, and seek new content knowledge and skills to improve student learning.

Bachelor of Science – Elementary Education

Blue indicates program assessment element.

GOALS	Objectives	Educational experiences	Assessment Methods	Timeline	Responsibilities	Use of Results and Processes for **Documentation & Decision-making**
1. Teacher candidates demonstrate the ability to organize and present content and assess student learning for an inclusive and diverse range of students.	1a. Students demonstrate the ability to plan lessons and units.

1b. Students demonstrate the ability to create effective learning environments. | All program courses and experiences

EDUC 310 Curriculum Planning and Evaluation

EDUC 415 Student Teaching | Evaluation of unit and lesson plans

Tests and quizzes

Evaluation of required reports from cooperating and supervising teachers, and | Fall semester of junior year

Spring semester of senior year | Instructors

Cooperating and supervising teachers

Students | Faculty communicate results in monthly Department meetings. After consulting with the department's advisory group, |

| | | | candidate self-evaluations.

Praxis II Tests | Spring semester of senior year, before graduation | | the faculty and departmental administration make decisions on course or program change based on the assessment data. Changes are included in department documents and the department's handbook, as approved by the college Board of Directors every two years. |
| 2. Candidates demonstrate content knowledge, skills, and dispositions toward learning. | 2a. Candidates demonstrate the ability to create electronic portfolio pieces. | All program courses | Tests and quizzes in program courses and field experiences

Praxis II | During all program courses

Spring semester of | Instructors

Students | State standards and guidelines highly impact the cycle of assessment within the Elementary |

			Tests	senior year		Education Program.
3. Candidates demonstrate the ability to work with diverse student capabilities, backgrounds, and exceptionalities.	3a. Candidates demonstrate the ability to create inclusive and culturally sensitive lesson and units plans.

3b. Candidates demonstrate the ability to write reflective journal entries about student diversity and progress.

3c. Candidates | 3a. A program of field experiences

All program courses

EDUC 415 Semester of student teaching | Evaluation of field experience reports and reflection papers.

Evaluation of lesson and unit plans

Evaluation of journal and E-portfolio entries

Evaluation of cooperating and | During all program courses

During all program courses – all semesters

During all program courses – all semesters

During spring | Instructors

Students

Cooperating and supervising teachers

Students | The program, instruction, and student learning outcomes are set by state and accreditation agency standards.

As a result, assessment also follows these standards and guidelines. |

	demonstrate the ability to submit E-portfolio entries reflecting their awareness of students' progress.		supervising teacher reports Evaluation of E-portfolios	semester of senior year During all semesters – all program courses		
4. Candidates serve as models in the integration of technology to enhance student learning, and demonstrate courage and wisdom as risk-takers and problem solvers striving for effective change in their schools and classrooms.	4a. Candidates demonstrate the ability to create electronic portfolios containing professional artifacts. 4b. Candidates demonstrate the ability to choose appropriate educational	All program courses All program courses	Evaluation of E-portfolio artifact submissions Evaluation of technology use in small group reports -- all program courses	During all semesters – all program courses During all semesters – all program courses	Instructors Students	(See above.) (See above.)

	technology to report on small group projects in coursework.					
5. Candidates demonstrate development in professional relationships.	5a. Candidates demonstrate the ability to work on group projects. 5b. Candidates demonstrate the ability to collaborate with peers, faculty, and students' families.	5a. Candidates complete class assignments in small groups. 5b. Candidates engage in field experiences and student teaching.	Evaluation of small group project reports Evaluation of student reports, cooperating teacher reports, supervising teacher reports	During all semesters – all program courses EDUC 415 Student Teaching – spring semester senior year	Instructors Students Cooperating and supervising teachers	(See above.)
6. Candidates demonstrate an understanding of reflective teaching and learning.	6a. Candidates submit reflective journal entries to E-	All program courses Field experiences	Evaluation of reflective journal entries Evaluation	During all semesters – all program courses		

	portfolios. 6b. Candidates demonstrate the ability to create lesson and unit plans which include reflection on teaching activity.	EDUC 415 Student Teaching	of lessons plans, reports, class presentations Evaluation of reports from coop & supervising teachers, students, families	Spring semester, senior year	
7. Candidates demonstrate their stance as life-long learners.	7a. Candidates demonstrate the ability to engage in reflection and research in coursework and field experiences. 7b. Candidates demonstrate the ability to	All program courses			

	articulate short term and long term professional goals.					

Associate of Arts

Purpose Statement: The discipline areas of Arts, Humanities, and Social Sciences offer curricula which encourage a broad perspective of the world of knowledge, while providing specific pre-professional curriculum sequences which may qualify students for admission as juniors at the colleges to which they will transfer. Courses in these departments offer specific knowledge of Native American peoples, particularly the Turtle Mountain Chippewa. An Associate of Arts degree is awarded upon completion of the basic curriculum.

The curricula for this degree provide the first two years of study in the following fields:

Art   Music
Business Administration   Pre-law
Early Childhood Education   Social Science
English   History
Journalism   Social Work

Associate of Science

Purpose Statement: The discipline areas of Science and Math include the general education curriculum, as well as particular emphasis on specific science, math, computer science, and engineering courses. As with other

discipline areas, localization and inclusion of Native American cultural concerns are the unique curricular thrusts of this degree.

The Science and Math courses offer specific pre-professional curriculum sequences which may qualify students for admission as juniors at the colleges to which they transfer. These courses comprise the first two years of study for the following fields:

Biology	Mathematics	Pre-veterinary Medicine
Medical Technology	Wildlife Studies	Physical Therapy
Nursing	Pharmacy	Pre-dentistry
Computer Science	Education	Pre-medicine
Engineering Studies	Food and Nutrition	Pre-optometry
Environmental Science		

Associate of Arts and Associate of Science
Degree Program Goals, Objectives, and Means of Assessment

Goals	Objectives	Assessment Process
1. Students will demonstrate The ability to research in the humanities and/or social sciences, including studies of the culture, traditions and government of the Turtle Mountain Band of	**1.** Students will describe aspects of the cultural heritage of the Turtle Mountain Band of Chippewa. **2.** Students will describe aspects of the contemporary culture of the Turtle Mountain Band of Chippewa. **3.** Students will apply the principles Of sociological practices to issues of socialization at the community and global levels.	See general Education Program Assessment Process.

Chippewa.		
2. Students will express themselves clearly and effectively through a variety of media.	**1**.Students will use the research paper process to formulate and defend a point of view. **2**.Students will define the elements of the fine arts and will explain how they combine to express ideas, thoughts, and feelings. **3**.Students will use the fine arts to express personal, social, and cultural experiences.	See General Education Program Assessment Process
3. Students demonstrate an understanding of science. .	**1**.Students will apply basic scientific concepts and terminology in at least one of the following areas: Physical Science, Earth Science, and Life Science **2.** Students will demonstrate basic science laboratory skills in at least one of the following areas: Physical Science, Earth Science, Life Science 1. Students will simplify, factor, and perform operations on polynomials. 2. Students will solve equations and inequalities. 3. Students will use graphing techniques to solve problems involving the rectangular coordinate system, equations, inequalities, and applications of technology.	See General Education Program Means of Assessment
4. Students will demonstrate knowledge of basic algebraic concepts.	1. Students will simplify, factor, and perform operations on polynomials. 2. Students will solve equations and inequalities. 3. Students will use graphing techniques to solve problems involving the rectangular coordinate	See General Education Program Means of Assessment

	system, equalities, inequalities, and tech. apps.		

Uses of Collected Data: Data collection, interpretation and use follows the same sequence as indicated in the general education assessment matrix.

CAREER AND TECHNICAL EDUCATION

The Career and Technical Education Department offers programs designed to prepare students in skills and trades. Program offerings are designed to give students a solid foundation in career and trade skills which meet the economic needs of the Turtle Mountain Reservation and surrounding communities. Career and Technical Education includes curricula for single skill/competency based programs, nine-month certificates, and a two-year Associate of Applied Science Degree.

<u>Associate of Applied Science</u>

Complete grid on use of data

Students pursuing an Associate of Applied Science Degree must successfully complete an approved program of study of one year or less. This includes the following minimum General Education requirements:
- 6 credits in English Composition and/or Speech Communication
- 3 credits in Mathematics and/or Science
- 3 credits in Social and Behavioral Science, Humanities, History, and/or Computer
- 3 elective credits in General Education
- 2 Physical Education credits

General Education Assessment in the Associate of Applied Science Degree Programs.

The general education learning in the Associate of Applied Science Degree programs is assessed according to the process outlined above for the Associate of Arts and Associate of Science Degrees. Student learning in courses specific to the Applied Science Degree is generally assessed and evaluated according to state and agency guidelines. In many cases, this assessment and evaluation is conducted by outside assessors and evaluators, along with the course instructors.

The curricula resulting in an Associate of Applied Science are:

Administrative Office Assistant	Early Childhood Education Professional
Building Construction Technology	Management
Commercial Art	Medical Billing & Coding Specialist
Computer Support Specialist	Micro-computer Information Tech

Concentration for CSS:
- Computer & Network Systems
- Computer & Network Technology
- WEB Design

Nine-month Certificate

The curricula resulting in a Nine-month Certificate are:

Building Construction Technology   Entrepreneurship/Small Business
Child Day Care Provide   Information Technician
Commercial Art   Medical billing & Coding
Computer Support Specialist   Medical Administrative Assistant
Tribal Paralegal
        Concentrations for CCS:
- Computer & Network Systems
- Computer Network Technology
- Web Design

Certificate Program Assessment
Education Assessment – Certificate Program

GOALS	OBJECTIVES	ASSESSMENT METHODS
The student will demonstrate a basic level of ability to locate, gather, and synthesize	The student will use print and on-line sources to conduct research.	**See General Education Assessment Process**

information.		
	The student will compose a paper integrating research from multiple sources addressing a topic relevant to the degree area.	Evaluation faculty survey data Evaluation student survey data
The student will critically analyze written information. The student will develop increased levels of proficiency in written language.	The student will read documents and demonstrate an understanding of the written and quantitative content. The student will write clear, well-organized papers with proper grammar, spelling, and punctuation.	**See General Education Assessment Process** Evaluate pre-test Evaluate post-test
The student will demonstrate an understanding of Ojibwa and other Native American cultures.	The student will demonstrate an understanding of cultural issues, historical events, geographic locations,	**See General Education Assessment Process** Evaluate results of course test

The student will demonstrate self-sufficiency through increase life skills.	and ethical concerns involving Native American nations. In a classroom setting, the students will: • Be able to work independently and cooperatively to achieve goals; • Make rational decisions; • Be problem solvers/solution seekers; • Demonstrate an understanding of time and money management, work ethics, and wellness. The students will apply, in a classroom setting, the principles of conflict resolution.	Evaluation of focus group Discussion See General Education Assessment Process Evaluate assessment of group presentations on syllabus topics. Evaluate Assessment of conflict management

		role-play
The student will demonstrate an understanding of elements of the communication process.		See General Education Assessment Process

Use of assessment data: Data collection, interpretation, and use follows the same sequence as indicated in the General Education Assessment matrix.

Complete

Technical and Industrial Diploma

Agricultural Science   Emergency Medical Technician
Automotive Technology   Freshstart/ Joli Program
Casino Management   Welding

DISTANCE LEARNING

Insert goals, objectives, and assessment methods

Student Placement and Developmental Education

The Turtle Mountain College Catalog states the policy that "Students who lack basic skills based on pretests administered prior to registration will be required to enroll in developmental courses. Students may challenge the test results one time."

Currently the English faculty administers and evaluates the writing test. Advisors, as well as Student Services personnel, are given the results so that they know which students must take the Writing Basics course before they are admitted to English 110 - Composition I.

Writing Tests

Currently, English faculty members administer the writing test and evaluate the writing. Advisors, as well as Student Services, are given the results so that they know which students must take the Writing Basics course before they are admitted to English 110 Composition I.

At the present time, there is no policy which limits access to English 110 Composition I. Several students have taken developmental courses, but are still not competent writers. English faculty members suggest the policy changes, and plans are in place to implement the following:

- A more comprehensive developmental program; many students come to TMCC with elementary skills, and need more help to successfully accomplish college-level work.
- Students will pass a writing test before taking English 110.
- All students will take the placement test before registering for English 110. This will assure that students entering composition courses have the background and skills they need to benefit from the course and to be successful in it.

Math Tests

Include more information here.

Surveys

Below is a list of surveys available to faculty and staff involved in student learning.

Turtle Mountain Community College Faculty/Staff Out-of-Classroom Activity Report
Turtle Mountain Community College Graduate Assessment Survey (Including technology)
Turtle Mountain Community College Student Satisfaction Survey

Student Involvement

Students are the primary stakeholders in the assessment process. They should be included as much as possible in examining institutional effectiveness and academic programs.

To this end, students will complete a Student Satisfaction Survey near the end of each academic year. Data collected through this survey will be disseminated to all units of the college as part of the assessment process.

FORMS AND RESOURCES

This section of the report is a work in progress.

Syllabus Construction

Reporting form in appendix

Writing Program Objectives:

    Tutorial in appendix.

Academic Advising:

    Include tutorial on academic advising

Data Access and Utilization

Artifacts, documents, and Evidence Location

Resources being put into place:

College's commitment evidenced by:

Faculty Orientation on Assessment at the beginning of each fall semester

    Describe process

Bush Grant

Technology Support of Assessment – Extremely helpful to the coordination of assessment in a course-embedded model is the ability to plan and track assessment of activities with faculty. TMCC has kept up to date with compute and network access for all faculty members. It will be helpful to have programs installed which will provide the ability to prepare customized assessment forms seamlessly from the network. Redesigning of existing forms allows mail merge printing of scannable forms with automated tabulation possible after completion. This allows greater ease of data collection by faculty and quick turnaround of the initial results. By scheduling the distribution of these forms during the semester (as opposed to the beginning or end of the semester), assessment is potentially ongoing and formative as well as summative.

Assessment work and meeting space – Since assessment is an ongoing process, it is critical to set aside workspace conducive to small group discussion and brainstorming. At the present time, most Assessment Committee meetings take place in the college Board Room. Also necessary is the secure filing space for artifacts and other documents which constitute the raw data of assessment, as well as books, articles, and other documents through which the college community can increase intellectual inquiry related to assessment.

To this end, TMCC has made available office space to accommodate filing cabinets, a computer, and book shelves. The Assessment Coordinator has begun a small library of materials available to all. The office will be designated as the Assessment and Self Study Office.

On-going faculty and student assessment of curriculum – Several tools are being developed to facilitate curriculum assessment. These include forms to:
    Propose a new course
    Propose a new degree or certificate
    Modify an existing course
    Modify an existing degree or certificate
    Delete a course
    Delete a degree or certificate
    Change a course to online, ITV, supplemental, or hybrid
    Propose a selected topic course

Know when the course will be included in the catalog
Choose the most appropriate methods of assessment

Several faculty members reflected during the year that they have been incorporating engagement and service in their courses, but didn't think to identify it as such. At least three have attended summer conferences on service learning, and plan to strengthen their courses along these lines.

Web Page Development --

Data Collection Instruments

Data studies

CONTINUOUS IMPROVEMENT PLAN
Academic Assessment

Preface
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Continuous Improvement Plan Prologue TMCC 2004-2005 Academic Assessment Process

Academic Assessment is a vital part of institutional effectiveness at Turtle Mountain Community College. Faculty members have identified important contributions they make in responding to each of the Higher Learning Commission criteria.

Over the current academic year during the strategic planning process development, faculty discussed several directions for the academic area. These discussions were both formal and informal. More work is required to

formulate these discussions into action plans. In 2003, Turtle Mountain Community College submitted to the NCA Higher Learning Commission its regular report. The NCA review contained several statements of concern. Below is a synthesis of needed actions related student learning, academic assessment, and effective teaching outlined in the NCA report.

Following each item are references to actions taken or in process responding to the specific concerns in the context of student learning assessment.

Direction   1 Strong general education curriculum

Direction 2 Community engagement and service

At the end of the spring semester 2005, TMCC faculty and staff directly related to academics responded to the Faculty/Staff Out of Classroom Activity Report. While not all responded, clearly the survey raised awareness of the many types of engagement and service activities which can and should be incorporated into course work. During the year, Assessment Committee members suggested that engagement and service should be included in the General Education mission statement. Members also suggested that the engagement should reflect not only local but global perspectives. This has been accomplished.

Direction 3 Global and multicultural perspectives

Direction 4 Improvement of institutional effectiveness
        Assessment Plan

- The college needs an institution-wide comprehensive assessment plan which follows the student throughout their educational process.
  The student learning outcomes assessment must be part of an institutional effectiveness

Student learning outcomes assessment

- Assessment of student learning outcomes must be faculty owned and driven. Faculty must have the authority and responsibility for assessment of student learning.
  In 2003-2004, the assessment process became much more faculty owned and driven. This continues in 2004-2005. In a recent telephone conversation between the Assessment Coordinator and Dr. Karen Solomon of the Higher Learning Commission, Dr. Solomon reaffirmed that the faculty do the thinking, the study, planning, and reporting of data in the assessment process, but that the Academic Dean needs to provide support and leadership to keep the process moving. The Dean is in a position to provide the necessary flow of information to the entire institution regarding the assessment process. This will ensure that academic assessment impacts decision making for institutional effectiveness. Dr. Solomon invited us to stay in touch with her throughout the planning process.

- Outcomes of the assessment of student learning and assessment of institutional effectiveness should drive the budget and the strategic plan.
  This has been discussed for some months. Part of the assessment plan includes a syllabus review, in which faculty are asked to state resources needed to improve their teaching and impact student learning. The Academic Dean, along with faculty members, shares the syllabus review. This is an example of the Academic Dean's opportunity to forward information from faculty to others in the budgeting process.

  See syllabus review form in the Appendix Section.

- Examine and revise the general education goals to be more congruent with the general education courses/curriculum.

The general education goals have been revised to be more concise; there are now seven instead of nine. There needs to be a study of the college catalog to see that the goals coincide with how the curriculum is described in the catalog. Terms such as <u>programs</u>, <u>departments</u>, and such may need definition and review.

- Select assessment instruments which provide meaningful data to improve student learning.

  Teacher Education uses portfolios. Overall, some assessment instruments have been replaced, and others are being considered. This is reflected in the Student Learning Outcomes Asssessment matrix.

- Supply individual program goals and means of assessing them; for example, advanced courses in the program could serve as actual 'capstone' experiences, with a course embedded, authentic assessment activity or set of activities or assignments.
  An interdisciplinary capstone experience, in conjunction with the multicultural education, leadership, and community engagement course is being developed.
  Provide more information here as faculty members report their assessment methods.

Strategic Plan Development

Direction 5 Shared governance

<u>Shared Governance and Faculty development</u>

- Faculty workload needs to be reduced so that faculty members have time to conduct and evaluate assessment of student learning and institutional effectiveness, to contribute to shared governance, and to participate in the community on behalf of the college.
  Faculty teaching load has been reduced from 18 credit hours to an average of 15.

- Faculty need to be involved in top level decisions, especially in the areas of faculty hiring and evaluation processes; a formal shared governance process is in order.
  The hiring process is being revised, and includes discussion on having faculty predominate on committees hiring faculty. Creation of a formal faculty senate has also been suggested, and will likely be brought to a formal discussion in the near future.

- The college needs a formal evaluation process for administration, faculty, and staff.
  The new academic dean's job description includes causing an evaluation of the faculty. A plan for evaluating other positions is under advisement.

- Faculty and staff have discussed the possibility of a Faculty Senate. See appendix for draft.

Direction   6 A strong retention and recruitment plan

- There needs to be a systematic and formal retention program which addresses student retention. This area strongly relates to student learning and effective teaching.
  Student services will provide information here. There is new software which could presumably help us track student progress at the course level as well as after graduation. The data gathered and analyzed would help us know the demographics of students who succeed and who do not, and how we can respond more appropriately to our major stakeholders, the students of this community.
  future. This formal structure could strengthen the faculty voice in the institution, and provide an appropriate balance in the decision making processes.

Student Retention and Recruitment

Student retention and recruitment are often perceived to be the purview of the student services area of the college. At Turtle Mountain Community College during 2004-2005, faculty members have a keen interest in student

retention and recruitment. They are aware that college-level teaching and learning depends largely on student preparedness.

As in many colleges, students often arrive at Turtle Mountain Community College unprepared for college level coursework.

Members of the Assessment Committee and some administrators have expressed interest in an idea which seems feasible. It will involve close collaboration between the college faculty and that of local schools. Elements of the plan are:

- Each semester, college faculty members will invite their counterparts from local high schools and middle schools to the college for faculty mixers. During these gatherings, the instructors will socialize and share ideas about teaching and learning improvement in their respective academic areas.

- College faculty members will arrange with the school faculty members to visit middle and high school classrooms in order to share with students what to expect in college coursework.

- College faculty will arrange to mentor small groups of middle and high school students. They will meet regularly with these students, thereby building bridges between the students and the college.

- Students will visit college classrooms, hosted by their college faculty mentors.

This plan requires much more deliberation, but it demonstrates that TMCC faculty members understand the importance of community engagement for instructional effectiveness. The idea will be discussed at the planned Faculty Assessment Orientations Sessions in August 2005.

Direction 7   Faculty Professional Development

Faculty should be able to express their needs about ways to improve teaching and student learning. This plan includes several opportunities for this expression. Professional development opportunities are important; the college provides technology training, academic enhancement funds through the Bush Foundation grant, as well as release time which faculty can use to attend professional conferences.

Some have suggested creating faculty learning communities, wherein faculty members could work together to study important themes such as global perspective, community engagement, scholarly work, academic advising, syllabus construction, or other topics relevant to the duties and responsibilities of college teaching.

The Bush Grant has provided funds for faculty professional development in the areas of technology training, cultural awareness, and service learning. In 2004-2005, several faculty members took advantage of the Bush Grant funds to attend conferences and workshops on assessment and service learning. A number of faculty members have expressed interest further training opportunities.

Individual Professional Development Plans

During 2004-2005, the faculty agreed to develop Individual Professional Development Plans. Each faculty member completes a form outlining his/her intentions for professional improvement over the next year. This initial effort will evolve into five year plans for each instructor.

Central to these plans is the idea that with improved professional development, the faculty member will be better prepared to carry out the four duties of instructors at Turtle Mountain Community College. These duties are: teaching, academic advisement, scholarly work related to coursework, and community service.

During the 2004-2005 academic year, the Assessment Committee discussed several ways to provide for professional development. These include discussion and training sessions on writing good learning objectives and effective syllabus design.

CONCLUSION

Write conclusion

APPENDICES

Resource Library

Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education. Catherine A. Plomba and Trudy W. Banta. 1999. Jossey-Bass
Assessment in Practice: Putting Principles to Work on College Campuses.
Trudy W. Banta, Jon P. Lund, Karen E. Black, and Frances W. Oblander. 1996.
Jossey-Bass
Classroom Assessment Techniques: A Handbook for College Teachers, 2nd Edition.
Thomas A. Angelo and K. Patricia Cross. 1993. Jossey-Bass.
Designing and Conducting Survey Research: A Comprehensive Guide.
Louis M. Rea and Richard A. Parker. 1997. Jossey-Bass
Educative Assessment: Designing Assessments to Inform and Improve Student Performance. Grant Wiggins. 1998. Jossey-Bass
Teaching and Learning in the College Classroom. Edited by Kenneth A. Feldman and Michael B. Paulson. 1994. ASHE Reader Series. Ginn Press
Handbook of Accreditation, 2nd Edition.

See Bloom's Taxonomy

Student Learning Outcomes Assessment Report

DEGREE PROGRAM_____

COURSE_____

INSTRUCTOR_____

SEMESTER AND

YEAR_____

NUMBER OF STUDENTS
REGISTERED_____DROPPED_____COMPLETED_____ASSESSED____

Write in your course objectives, and place a check in the appropriate columns to report assessment activity.

Metric	Course Objective 1	Course Objective 2	Course Objective 3	Course Objective 4	Course Objective 5	Course Objective 6
Test						
Quiz						
Written Report						
Surveys						
Interviews-						
Portfolios						
Group Work						
Internet						
Skill Tests						
Assignments						
Lab Work						
Simulation						
Capstone Exper.						
Other						

An instructional objective is a collection of words and/or pictures and diagrams intended to let others know what you intend for your students to achieve.

1. It is related to outcomes, rather than the process for achieving those outcomes.
2. It is specific and measurable, rather than broad and intangible.
3. It is concerned with students, not with teachers.
An assessment metric is a tool for assessing student learning.

1. a. List in order the top three assessment metrics which most help to assess
        student learning.

    b. Did you obtain useful results? Please describe.

    c.   Did you collect quantitative data (e.g. how *many* students showed learning)?

2,

    d. a. Did you discover something new about your students' learning? If so,
        what?

b. Based on the data you have collected, which course-level objective presented the greatest challenge to your
    students?

3. What changes will you make in the delivery of this course, the material, or your teaching *which are
    based on your findings using these assessment metrics?*

4.   What support would you need to help you make the changes in this course as indicated by your classroom assessment results?

a. Professional develop_____

Funding_____

Other
resources_____

The questions above related to funding provide faculty with an opportunity to give input about budget needs and thus be part of the budgeting process.

student satisfaction survey.

Other colleges' Assessment Processes On-line

Print reports available (being planned)?

- **Summary reports of Student Retention**
- **Patterns of Attendance: Term by Term enrollment by Program**
- **Course Study**
    1. **Section One: Course Outcome Study**
    2. **Section Two: Course Withdrawal Study**

3. Section Three: Course Failure Study

- **Course Enrollment by Term**

Instructor Information Documents and Assessment Forms
- **Guide to Choosing the Most Appropriate Methods of Assessment**
- **Primary Trait Analysis**
- **Classroom Assessment Techniques (Angelo and Cross 1993)**
- **Course assessment strategies**
- **Course Specific Objectives**
- **General Education Objectives**

Assessment of Elementary Education Portfolios

Portfolios are a major part of student learning outcomes assessment in the Elementary Education Program. They serve as a capstone experience for Cohort members. Throughout their college experience, but particularly during the final four semesters, students gather artifacts illustrating their preparation and competencies in professional skills, knowledge and dispositions.

- **Elementary Education E-portfolio Assessment Criteria**

The Elementary Education Program uses E-portfolios as an end-of-program means of assessment. The portfolios are reviewed each semester, and provide formative as well as summative assessment. Assessment of these portfolios occurs at the end of the program. The outcomes listed below are supplementary to the North Dakota State Standards for Elementary Education. They have been used to design the curriculum, to ensure that competencies are met, and serve as criteria for the evaluation of teacher candidate portfolios. These outcomes are grouped according to Elementary Education curriculum strands.

Strand One: Foundations in Teaching to a Cultural Framework:
The student:

Relates teaching and learning to a cultural framework
Defines cultural framework in terms of language, worldview, time, space, art, religious beliefs, customs, and mythologies.
Describes the role of these cultural elements.
Makes concrete applications of cultural elements to personal experiences of culture.
Analyzes how culture is evidenced in community, classroom, and family settings.

Understands sociopolitical context of colonization and its impact on teaching and learning.
Examines the historical, psychological, and sociological effects of colonization and its impact on teaching and learning.
Relates sociopolitical contexts to school and community settings.
Problem-solves how to overcome the negative effects of colonization.

Understands the implications of diversity for teaching and learning.
Defines diversity in global, national, and local terms.
Examines applications of principles related to diversity.
Applies principles of multicultural education to school and classroom settings, i.e., mainstreaming of students with disabilities, pullouts, and the large number of students in special education because they are culturally different.

4. Understands the relationship of theories to teaching styles, learning styles, and the classroom behaviors.
Examines cognitive and psycholinguistics theories, and distills principles of these theories.
Applies principles of theories to real world situations such as schools and classroom settings.
Examines the relevancy of methodologies in light of these principles in classroom settings.

Strand Two: Theory into Practice

Relates traditional storytelling to contemporary classroom settings.
Researches the genre of mythology.
Applies the archetypes of mythology to Native stories.
Compares the notions of non-literacy and identifies the negatives of literacy, i.e., what nuances are lost by the written word.
Explores how the notions of literacy and non-literacy can be mutually enriching.
Identifies how one can connect oral traditions in a classroom setting.
Uses an experiential methodology to develop an instructional unit on oral traditions/ traditional storytelling.
Teaches a set of lessons on traditional storytelling from an instructional unit.

Researches how learning theories are implemented in commercial texts, curriculum material, and multimedia.
Researches the various learning theories in cognitive psychology and human information processing.
Analyzes how these principles are applied in elementary and middle school curricula.
Writes a critique of a multimedia series, analyzing how the principles of learning theories are implemented in these materials.
Evaluates a best fit for a particular school or classroom setting.

Applies theories of learning to real world situations in a classroom setting.
Researches in-depth the principles of schema theory, psycho-socio-linguistics, and human information processing.
Evaluates how these theories are the backdrop of emerging theories in the teaching of the sciences and language-based courses (reading, language arts, and children's literature).
Develops and teaches a series of lessons in a classroom setting that manifests the principles of best teaching and learning.
Evaluates the effectiveness of the teaching of these lessons, highlighting how they could be improved.

Applies collaborative approaches to teaching and learning.
Recognizes the value of collaborative approaches to teaching and learning.
Participates in cooperative learning teams to develop theme-based instructional units.

Researches and designs a collaborative model which can be applied in a classroom setting in which the student is observing.

5. Applies integrative and adaptive reading approaches to accommodate all students.
- Recognizes the relationship of reading, language arts, and children's literature to the teaching of literacy.
- Understands that literacy involves listening, speaking, reading, writing, and thinking.
- Researches integrative reading approaches.
- Evaluates his/her effectiveness in classroom settings.
- Designs and develops an integrative, thematic unit using best practices in teaching literacy.

Strand Three: Methods

Adapts commercially available materials for student needs.
Surveys and critiques textbooks used in the various subject areas.
Identifies ways these texts could be improved for better fit.
Selects one subject area textbook and adapts lessons to fit a particular school or classroom situation.

Applies various instructional methods to different content areas.
Identifies and describes a variety of instructional strategies.
Applies instructional strategies to two or more content areas.
Develops a complete thematic instructional unit in a selected content area, utilizing 3 to 4 different instructional strategies.

Integrates curriculum and applies student-centered, holistic teaching strategies.
Compares and contrasts several curriculum models.
Studies and documents the various models used at Turtle Mountain area schools.
Develops and designs lessons utilizing holistic teaching strategies.

Demonstrates in-depth knowledge of content areas in elementary school.
Studies and describes the various content areas.
Researches a content area using multimedia resources.
Develops an interdisciplinary thematic unit in one of the content areas.

Applies integrative assessment principles and models in all subject areas.
Compares and contrasts assessment principles from different schools of thought.
Develops an assessment plan for a content area.
Applies 4 to 5 assessment principles to 3 or more curricular areas.

Uses technology effectively in all subject areas.
Demonstrates computer literacy and facility with Internet functions.
Selects a subject area to research on the Internet and develops a multimedia lesson using technology as an integrative resource.

Develops teaching activities and implements them according to teaching standards.
Studies the various standards and develops thematic clusters addressing the appropriate standards.
Portrays the standards as tools rather than as ends in themselves.
Develops feedback loops in thematic lesson clusters to evaluate how materials have met and transcended standards.

Relates real-world experiences and theoretical frameworks.
Writes a research paper which identifies various theoretical frameworks.
Applies these frameworks to a specific school-setting on the Turtle Mountain Chippewa Reservation.
Adopts a theoretical framework which is a best fit for the Turtle Mountain setting.
Elaborates in the research paper why this is the case.

ADJUNCT PACKET

- **General Education Requirements and your Syllabus**
- **General Education Program Statement of Principle, Goals, and Objectives**
- **General Education Course Requirements**
- **Assessment Flow Chart**

Course Objectives

Writing Course Objectives and Program Objectives
- **Sample Action Verbs for Stating Learning Objectives**

As you examine the above learning objectives, please keep in mind the following characteristics of a good instructional objective:

It is related to intended outcomes, rather than the process for achieving those outcomes.
It is specific and measurable, rather than broad and intangible.
It is concerned with students more than with teachers.

Measurable vs. Unmeasurable

An objective is considered measurable when it describes a tangible outcome. For example, objectives that describe intended outcomes that you can see or hear are measurable.

For example, an objective that says, "Be able to tie a knot," is measurable, because we can see knot-tying behavior and therefore assess whether it meets our expectations.

On the other hand, a statement that says, "Be able to internalize a growing awareness of confidence," is not only not measurable, it can't even be called an objective. What would you measure? What would you watch a student do to decide whether or not the internalizing had occurred to your satisfaction? The statement doesn't say.

Activities Tables

CHECK SHEET FOR FACULTY AND ASSESSMENT
OF STUDENT LEARNING
FALL 2005

Faculty Name:_____

___ **Attendance at orientation August 2005 or** _____ **Pick up packet**

___   **Receipt of assessment materials**

___   **Receipt of course information and Assessment Strategies Form**

___   **Receipt of Course Objective Forms**

(complete)

___

Classroom Assessment Techniques *(Angelo and Cross 1993)*

Characteristics of the CAT approach:

1. *Learner-centered*, not teacher centered. Prompts students to take responsibility for their own learning.
2. *Teacher-directed*. Respects autonomy and academic freedom. Requires professionalism to respond appropriately.
3. *Mutually beneficial*: Asks students to reinforce their grasp of the course content and to strengthen their skills of self-assessment. Informs faculty regarding student learning and how to improve it if problems should appear.

4. *Formative*: Never graded, can be anonymous, and instills confidence in students as they become better learners.
5. *Context-specific*: Responds to needs and characteristics of the class. Not one size is good for everything.
6. *Ongoing:* Creating and maintaining a feedback loop. Also helps students get involved in ongoing learning, instead of cramming for the exam by opening the book for the first time the day before.
7. *Rooted in good teaching practice:* Get a clearer idea of where the students are. Reinforces content that has been taught and learned and helps identify gaps in understanding. Students learn to develop self-assessment skills which help them become independent learners.

Teaching Goals Inventory: TGI, a tool to help instructors become more self-aware of what they want to accomplish, to help instructors locate a suitable CAT, to stimulate discussion among instructors.

Angelo and Cross (p. 109) give an alphabetical list of CATs. On pp. 110-112, they are listed according to discipline. On pages 113-114, they are listed according to TGI Cluster. These pages will be photocopied and available in the Assessment Office for your use.

Suggestions for cognitive area classroom assessment:

CAT #1: Background Knowledge Probe. You may use this as a pre-test, but this technique does more than pre-test. It informs you of the range of preparation of your students so that you can adjust the course accordingly. You can use a multiple-choice instrument, a short essay, or a skill assessment instrument, such as a math pretest in chemistry.

CAT #3: Misconception/Preconception. This will help discover prior knowledge or beliefs which hinder or block learning. From experience, the instructor may already know the misconceptions students may have about biology, math, or themselves.

CAT #6: Minute Paper. Most frequently use, this technique allow instant feedback to

the instructor about the class that day. Students answer the questions: What was the most important thing you learned today? What was the most important question you have which remains unanswered?

CAT #7: Muddiest Point. This can reveal student responses about how the instructor may have "lost" the students. It can refer not only to the day's class, but also to an assignment, exam, or other activity.

TURTLE MOUNTAIN COMMUNITY COLLEGE
Student Learning Assessment

CHOOSING THE MOST APPROPRIATE METHODS OF ASSESSMENT

There are many different types and styles of assessment methods, yet most of the assessment conducted in colleges is comprised of essays, reports, and time constrained written exams. Assessment that is fit for the purpose uses the best methods of assessment appropriate to the context, the students, the level, the subject, and the institution. How do you choose the most appropriate methods of assessment for your needs? Ask yourself the following questions:

Question?	Suggestion:
If you choose to use a written element to assess your students, which of these should you choose?	- Essays - Reviews - Summaries - Case studies - Journal articles - Presentations - Exams - reports
Should the method be time	- Exams - In-class activities

constrained?	
Is it important that the method you choose include cooperative activity? If yes, choose from these:	- Group activities - Group projects - Poster displays - Presentations
Is a visual component important? If yes, choose from these:	- Portfolios - Poster displays - Critique sessions with rubric analysis format pre-established - Exhibitions
Is it important that students use information technology? If yes, choose from these:	- Computer-based assessments using multiple choice questions - Student-written computer programs - Prepare databases - Develop information stacks for hypertext - Web site development
Do you want to assess innovation or creativity?	- Performances - Exhibitions - Poster displays - Portfolios - Juried panel led by students and/or faculty - Simulations
	Presentations

Do you want to encourage students to develop oral communication skills?	- Recorded elements of student-produced audio or video tapes - Discussions - Seminars - Interviews - Simulations
Do you want to assess the way students interact together? If yes, you might choose one of these:	- Negotiations - Debates - Role playing - Interviews - Selection panels - Case studies
Is the assessment of learning undertaken away from the institution important? If yes, you might choose one of these:	- Assess work logs - Reflective journals - Field studies - Case studies - Portfolios - Interviews
Is your aim to establish what students are able to do already? It is important to develop this type of baseline data to know where to begin your work. You might choose one of these for initial assessment:	- Diagnostic tests - Technology based diagnostic tests - Records of achievement - Portfolios - Interviews

Course Information and Assessment Strategies
Please complete one form for each course you teach
Fall 2005

Name:_____

Course No:_____   Course Title:_____

Check the blanks for all that apply:

___Base course (General Education)   (Note: see the catalog for General Education courses)

___Knowledge course (Gen. Ed.)

___Required course in a degree program

___Required course in a certificate program
This course has

___No prerequisites
___Placement score cutoffs
___Prerequisites:_____
___Permission of instructor required

Assessment Strategies being considered: (Page numbers from Angelo & Cross)

___Pre-test/post-test
___Note cards with contact information, major, interest, etc.
___Background knowledge probe (p.121)
___Misconception/Preconception Check (p. 132)
___Minute Paper (p. 148)
___Muddiest Point (p. 154)
___One sentence summary (p.183)
___Concept maps (p. 197)

___Invented dialogues (p. 203)
___Student generated test questions (p. 240)
___Paper or Project Prospectus/Proposals (p. 248)
___Interest/Knowledge/Skills checklists (p. 285)
___Self-assessment of ways of learning (p. 295)
___Feedback forms and strategies (e-mail: p. 327, teacher-designed: p. 330)
___Primary Trait Analysis (rubric keyed to assignments, etc.)
___Paper, project, presentation with rubrics
___Other: (list)

PLANNING CLASSROOM ASSESSMENT
(www.lco-college.edu/facstaff/asmnt/CAT.htm)

Teachers can use simple Classroom Assessment Techniques (CAT), developed by Thomas A. Angelo and K. Patricia Cross in Classroom Assessment Techniques: A Handbook for College Teachers, Jossey-Bass Publishers, San Francisco, 1993. CAT's provide feedback devices for teachers to ascertain how well their students are learning the course material. Teachers have always used a variety of traditional methods to determine if their students were learning, such as quizzes, tests, papers, and other assignments.

Classroom Assessment is a systematic approach to formative evaluation, and Classroom Assessment Techniques (CATs) are simple tools for collecting data on student learning in order to improve it. CATs are 'feed-back device' instruments that faculty can use to find out how much, how well, and even in what way students are learning what they are trying to teach. Each Classroom Assessment Technique is a specific

procedure or activity designed to help faculty get immediate and useful answers to very focused questions about student learning (Angelo & Cross, 25).

The application of any of the CATs would not only improve student feefback and teacher effectiveness, but they would also provide baseline data and evaluation needed for the continual self-assessment study the college conducts. The following pages are excerpts from the Angelo & Cross handbook to introduce faculty to the concept of using CATs, and take the first steps to using them.

Because of the enormous variation in faculty goals and interests, we expect that a gaiven college teacher will find certain of the Classroom Assessment Techniques included here germaine and useful, while another instructor will reject the same techniques as inappropriate and irrelevant. Our hope is that each reader will find at least one or two simple Classroom Assessment Techniques which can be successfully used "off the shelf," and several more that can be adapted or recast to fit that faculty member's particular requirements.

The Value of Starting Small: A Three-Step Process

If you are not already familiar with Classroom Assessment, we recommend that you "get your feet wet" by trying out one or two of the simplest Classroom Assessment Techniques in one of your course. By starting with CATs which require very little planning or preparation, you risk very little of your own - and your students' – time and energy. In most cases, trying out a simple Classroom Assessment Technique will require only five to ten minutes of class time and less than an hour of your time out of class. After trying one or two quick assessments, you can decide whether this approach is worth further investments of time and energy.

CAT Step 1:   Planning

 Start by selecting one, and only one, of your courses in which to try the Classroom Assessment. We recommend focusing your first assessments on a course which you know well and with which you are comfortable. Your focus course should also be one which you are confident is going well, one in which most students are succeeding and

relatively satisfied. Although this may seem an odd suggestion, it is best not to use Classroom Assessment to gather data on a problematic or difficult situation until you become experienced in the approach. In other words, it is best to minimize risks while you develop confidence and skill.

One you have chosen the focus course, decide on the class meeting during which you will use the Classroom Assessment Technique. Make sure to reserve a few minutes of that class session for the assessment. At this point, you need to select a CAT. The five techniques listed below are all flexible and easily adaptable to may situation, and simple and quick to apply. They also generate data which are easy to analyze. For those reasons, they make excellent introductory CATs, and have been widely used by faculty from many disciplines.

5. The Minute Paper (CAT 6)
6. The Muddiest Point (CAT 7)
7. The One-sentence Summary (CAT 13)
8. Directed Paraphrasing (CAT 23)
9. Applications Cards (CAT) 24

Although each of these CATs is described in detail in Chapter Seven of Angelo and Cross, they can be quickly summarized here. **The Minute Paper** asks students to respond to two questions: (1) What was the most important thing you learned today? (2) What questions remain uppermost in your mind as we conclude this class session? **The Muddiest Point** is an adaptation of the Minute Paper and is used to find out about what students are unclear. At the end of a lecture or class session, students are asked to write brief answers to the following questions: What was the muddiest point in my lecture today?

The **One-Sentence Summary** assesses students' skill at summarizing a large amount of information within a highly structured, compact format. Given a topic, students respond to the following prompt: "Who did what to, for whom, when where, how, and why?" In a course on U.S.Government or American History, for example, this CAT could be used to assess students' understanding of the Constitutional Convention.

In the study of Native American Indian history, this could be a very subjective and illuminating process to determine the depth of perception and knowledge of individuals.

***Directed Paraphrasing** assesses students' understanding of a concept of procedure by asking them to paraphrase it in two or three sentences for a specific audience. For example, if you were in a class at this moment, you might be asked to paraphrase "Classroom Assessment" in a way that would be meaningful to your colleagues.*

***Applications Cards** assess the learners' skill at transference by eliciting possible applications of lessons learned in class to real life or to other specific areas. In an economics course, for instance, the instructor might ask students to come up with applications of "satisfying" in everyday, non-textbook settings.*

CAT Step 2: Implementing

Once you have chosen a focus course and selected a simple CAT to use in it, let students know beforehand (at the beginning of the class period or at the prior class meeting)what you are going to do. Whenever you announce your plans, be sure to tell the students why you are asking them for information. Assure them that you will be assessing their learning in order to help them improve, and not to grade them. In most cases, it is best to ask for anonymous responses.

When it comes time to use the Classroom Assessment Techniques, make sure that the students clearly understand the procedure. You may need to write directions for the CAT on the chalkboard or project them using an overhead projector. Let students know how much time they will have to complete the assessment. The first time you use a particular CAT, it is helpful to allow a little extra time for responses.

After the students have finished, collect their responses and read through them quickly as soon as you can. If you have time to read and analyze the responses fully immediately after class, so much the better. However, if you

must put the CAT responses aside for a while, this fast read-through will help you recall exactly to what students were responding when you later read their answers more carefully.

As a rough technique for estimating time required, you can expect to spend one or two minutes per response analyzing the feedback. For example, if you were to use the Muddiest Point technique in a class of thirty students, you would need to budget at least thirty minutes, one minute per response of your out-of-class time to analyze the feedback; for the Minute Paper, which poses two questions, you would estimate sixty minutes; for the One-Sentence Summary, which requires more complex feedback from students, you would probably need slightly more than an hour. The good news is that, with practice, teachers get faster at processing the data from Classroom Assessments.

Even a cursory reading of the five CATs can provide useful information. I analyzing feedback from the Muddiest Point technique, for example, you can simply note how many and which "muddy points" are mentioned and how many times the same "muddy points" come up. The same method can be used to analyze feedback from the Minute Paper or any other CAT which elicits student opinions or questions. Other techniques, such as Directed Paraphrasing, the One-Sentence Summary, or Application Cards, prompt responses that can be judged more or less correct, or more of less complete. Student responses to this type of CAT can be quickly sorted into three piles: Correct, complete or "on-target" responses, somewhat correct, complete or "close" responses, and incorrect, incomplete "off-target responses. Then the number of responses in each pile can be counted, and the approximate percentage of the total class each represents can be calculated. Teachers also can look for particularly revealing or thoughtful responses among the on and off target groups.

CAT Step 3: Responding

To capitalize on time spent assessing, and to motivate students to become actively involved, you will need to close the feedback loop by letting them know what you learned from the CAT exercise and what difference that information will make. Take a few moments to think through what, how, and when you will tell your students about their responses. Responding can take the form of simply telling the class, "Forty percent of you thought the

X was the "muddiest" point, and about one-third each mentioned Y or Z. Let's go over all three points in that order." In other cases, a handout may allow for a more effective and complete response. However you respond, let the class know what adjustments, if any, you are making in your teaching as a result of the information they have provided. Equally important, inform students of adjustments they could make in their behavior, in response to the CAT feedback, in order to improve learning. In other words, let students know that their participation in the Classroom Assessment can make a difference in your teaching and their learning.

The previous paragraphs detailing three simple steps for using CATs was an excerpt from the Classroom Assessment Techniques: A Handbook for College Teachers, by Thomas A. Angelo and K. Patricia Cross, Jossey-Bass, San Francisco, 1993, pp. 28-30.

TURTLE MOUNTAIN COMMUNITY COLLEGE
STUDENT LEARNING ASSESSMENT

Sample Action Verbs for Stating Learning Objectives
(from Leno, 1999)

Creative Behaviors

alter	ask	create	design	develop
generalize	listen	modify	paraphrase	predict
question	rearrange	recombine	reconstruct	regroup
rename	reorganize	reorder	rephrase	restate
restructure	retell	revise	rephrase	simplify
Synthesize	systematize	vary		

Problem Solving Behaviors

contrast	criticize	decide	deduce	derive
analyze	appraise	combine	compare	conclude
determine	diagnose	evaluate	explain	formulate
generalize	generate	induce	infer	interpret
plan	relate	structure	substitute	translate

General Discerning Behaviors

choose	collect	define	describe	detect
differentiate	discern	distinguish	estimate	identify
indicate	isolate	list	locate	match
omit	order	pick	place	point
recognize	select	separate		

Laboratory and Clinical Behaviors

apply	calibrate	compute	calculate	conduct
connect	convert	decrease	demonstrate	dissect
feed	grow	increase	insert	keep
lengthen	limit	manipulate	operate	plant
prepare	remove	replace	report	reset
set	specify	straighten	report	transfer
use	weigh			

TURTLE MOUNTAIN COMMUNITY COLLEGE
Student Satisfaction Survey

PLEASE CIRCLE YOUR RESPONSES

1.   **When do you attend classes?**

Mostly: Before 4:30 pm   After 4:30 pm

2.   **What is your enrollment status right now?**

Full-time (12 credits +)   Part time (less than 12 credits)

3.   **How do you describe yourself?**

Native American   Other

4.   **What is your gender?**

Male   Female

5.   **How many children do you have who are 5 years old or younger?**

   0   1   2   more than 2

6. **Do you live on the Turtle Mountain Reservation?**

Yes　　　No

7. **What is your annual family income range?**

Under 10,000　　　　10,001-20,000　　　　20,001-30,000　　　　30,000+

8. **What is your age?**

18 or under　19-21　22-25　　26-30　　31-35　36-40　41-50　　50+

9. **How many semesters have you attended at TMCC?**

1　　2　　3　　4　　5　　6　　7 or more semesters

10. **What form of transportation do you use to attend TMCC?**

Own vehicle　　Car pool　　　Other_____

11. **What is the highest level of education you have completed?**

H.S. Diploma　　　　G.E.D.　　　　Certificate　　　Associate Degree

Bachelor's Degree　　　Professional License　　　Other_____

12. **Would you recommend TMCC to others?**

Definitely yes   Probably yes   Uncertain   Probably no   Definitely no

13.   **Please indicate your plans for the next academic semester:**

Plan to work   Plan to attend TMCC   Plan to transfer to a 4-yr. college

Not attend college Plan to attend another comm./tech. college   Undecided

Other_____

14.   **What educational goal are you currently pursuing at TMCC?**

Course only/no degree   Courses to maintain/improve job   Courses to transfer

Complete Certificate   Complete Associate Degree   Other_____

15.   **What is the primary job/work category you're seeking? (Mark one response only).**

Professional   Business   Health Services   Technician Skilled trades
                                                                    Worker
Service Worker   Agriculture Military   Teaching   Undecided

Other_____

**Who was most influential in your decision to attend TMCC Community
     College?**

(Please mark one only.)

Parents/relatives/spouse   Friends   H. S. Counselor/Teacher

College Counselor/Teacher   TMCC Student or Graduate   Other_____

Please indicate (check) your level of satisfaction with each of the following aspects of TMCC using the following scale:

SA=Strongly Agree   **A=Agree**   **DK=Don't Know** **D=Disagree** **SD=Strongly disagree**

	SA	A	DK	D	SD
Classroom space is adequate.	___	___	___	___	___
Space for clubs, activities, leisure, is adequate	___	___	___	___	___
Study space for students is adequate.	___	___	___	___	___
Courses are academically demanding.	___	___	___	___	___

There is good rapport between faculty and students. ___ ___ ___ ___ ___

There is good rapport between staff and students.   ___ ___ ___ ___ ___

TMCC is warm, friendly, & supportive of students. ___ ___ ___ ___ ___

Students receive adequate recognition for accomplishments. ___ ___ ___ ___ ___

Computer labs are adequate.   ___ ___ ___ ___ ___

Science labs are adequate.   ___ ___ ___ ___ ___

Academic support labs are adequate (tutoring).   ___ ___ ___ ___ ___

Counseling services are adequate.   ___ ___ ___ ___ ___

Veteran's services are adequate.   ___ ___ ___ ___ ___

Technology (IVN) labs are adequate.   ___ ___ ___ ___ ___

Copy machine availability is adequate.   ___ ___ ___ ___ ___

Recreational facilities are adequate.   ___ ___ ___ ___ ___

Business office services are adequate.   ___ ___ ___ ___ ___

Library services are adequate.   ___ ___ ___ ___ ___

The campus is generally a safe place.   ___ ___ ___ ___ ___

The variety of courses offered is adequate. ___ ___ ___ ___ ___

Financial aid services are adequate. ___ ___ ___ ___ ___

Student orientations are adequate. ___ ___ ___ ___ ___

The bookstore services are adequate. ___ ___ ___ ___ ___

Food service is adequate. ___ ___ ___ ___ ___

Parking space is adequate. ___ ___ ___ ___ ___

Maintenance services are adequate. ___ ___ ___ ___ ___

Disability services for students are adequate. ___ ___ ___ ___ ___

Registration services are adequate. ___ ___ ___ ___ ___

Class size is appropriate. ___ ___ ___ ___ ___

Concerts and cultural programs are adequate. ___ ___ ___ ___ ___

Academic advisors are available when needed. ___ ___ ___ ___ ___

Programs of study (curricula) are flexible. ___ ___ ___ ___ ___

There is diversity and racial harmony at TMCC. ___ ___ ___ ___ ___

There are adequate opportunities for student employment. ___ ___ ___ ___ ___

There is a clear student complaint/grievance process. ___ ___ ___ ___ ___

Student government reps. are accessible. ___ ___ ___ ___ ___

Dropping and adding courses is easy to do. ___ ___ ___ ___ ___

Help is available to reach my career goals. ___ ___ ___ ___ ___

Help is available to improve my study habits and skills. ___ ___ ___ ___ ___

I am accomplishing my educational goals at TMCC. ___ ___ ___ ___ ___

I would choose to attend TMCC again. ___ ___ ___ ___ ___

I would recommend TMCC to others. ___ ___ ___ ___ ___

TURTLE MOUNTAIN COMMUNITY COLLEGE

FACULTY SENATE

CONSTITUTION AND BYLAWS

(DRAFT)

COMMUNITY COLLEGE
FACULTY SENATE

COLLEGE GOVERNANCE

A faculty senate enables the college to respond to concerns regarding shared governance. As the NCA Higher Learning Commission states: *(Higher Learning Commission Team Report, Feb. 27, 2004, p. 18-19)*

> *As an institution of higher education matures, gains stability, and is expected to return more and more to its constituents, shared governance becomes necessary for the institution to progress in the areas of effectiveness and efficiency, if not survive in today's environment. Shared governance is not a democratic process, but is a process developed within an institution which calls for the sharing of input by internal stakeholders before a decision is made by the person or persons responsible for and with the authority to make the final decision related to an issue.*

> *Shared governance obligates those closest to the heart of the issues to provide information and helpful ideas that the person or persons making the decision may not be aware of. It increases buy-in by those affected and reduces both unproductive criticism and second-guessing.*

> *Not only would a formal shared governance program provide valuable input, but would also encourage the productive expression of difference of opinion in a way that is non-threatening to all, yet be meaningful in providing valuable input for Turtle Mountain Community College (TMCC) decision makers.*

> *These things being said, it is imperative that TMCC develop a formal shared governance process to aid in decision making.*

FUNCTIONS OF FACULTY SENATE

LEGISLATIVE RESPONSIBILITY FOR ACADEMIC ISSUES—

The Faculty Senate, <u>working through its standing committees</u>, serves as the legislative body for academic issues:

Approves new courses and academic degree programs (follows approval by participating academic departments and precedes approval by the Academic Dean, President, and Board of Directors;

Designs and approves liberal studies (general education) programs and courses; sets criteria for general education credit.

Approves other curricular issues of college-wide significance, e.g. study abroad courses, interdisciplinary degree programs, issues which affect more than one academic department, add-drop policies, etc.

Approves academic policies and curricular issues of college-wide significance.

Participates in designing the College's long-range plan;

Participates in formulating the College's mission statement;

Participates in annual planning retreats;

Reviews the College's performance indicators;

Reviews important College initiatives;

Generates ideas for continuous improvement.

Faculty Senate acts in **an advisory capacity** on budgetary issues:

Discusses the college budget with the College President at least once each year;
Participates in discussions on mission enhancement funding;
Reviews and approves grant initiatives of the College, particularly those impacting the academic programs.

Administrator Evaluations:

Participates in an annual evaluation of the College President

Participates in an annual evaluation of the Academic Dean.

Faculty Senate President (or designee) attends all TMCC Board of Directors meetings.

FACULTY SENATE CONSTITUTION

Table of Contents

Article IV

Article V

Article VI

Article VII

Article VIII

Preamble

The members of the faculty of the Community College, in order that they may participate in the formation of basic college policy and assist and advise the administration through a system of representative (committee) participation, do hereby establish this constitution as a pledge of faculty cooperation and support of the Community College's continuous program as an institution for higher education.

Article I

A faculty organization designated as the Faculty Senate shall be considered as representative of instructional staff, professional personnel of the College who have substantial academic responsibilities, administrators who have faculty qualifications and substantial academic responsibilities, and the student body (in the capacity of advisors and consultants).

Article II

Within the framework established by statutes and the Board of Directors, the Faculty Senate shall be a deliberative and legislative body for academic matters and for college policies pertaining to promotion and leave. In regard to other issues affecting the faculty and academic community, the Faculty Senate shall be an advisory body to the Administration and Board of Directors, through channels established by the Board. Budgetary matters shall be advisory issues. The Senate shall be granted authority to:

consider any question which concerns more than one department or which is of college-wide significance;
receive, discuss, and disseminate information concerning any such questions;
conduct studies, make recommendations, and adopt resolutions concerning any such questions;
request information through appropriate channels from any component of the College.

Article III

The Faculty Senate shall have the authority to establish necessary standing councils, committees, and temporary or special committees, and to prescribe their responsibilities.

Article IV

The Faculty Senate shall define and modify its own governance structure by procedures specified in the Faculty Senate Bylaws.

Article V

The Faculty Senate shall establish the distribution of its representation and that of its subordinate bodies.

Article VI

The existing Faculty Senate membership shall continue and shall approve rules for the Senate's transition under new amendments or bylaws.

Article VII

Amendments to the Constitution and Bylaws shall be proposed to the electorate through a two-thirds vote of the voting membership of the Senate, or through a petition signed by 2 percent of the electorate. Approval of amendments to the articles of the Constitution shall require two-thirds of those voting, and approval of amendments to the Bylaws of the Faculty Senate shall require a majority of those voting. The Faculty Senate shall determine the eligibility criteria for voting on amendments. Approval of the criteria shall be by a two-thirds vote of the Senate's voting membership.

Article VIII

This Constitution shall be considered ratified upon approval of the Board of Directors and two-thirds of the college staff voting for the constitution, and a majority of the College Staff voting for the proper bylaws of the Faculty Senate.

FACULTY SENATE BYLAWS

Table of Contents

I.   MEETINGS OF THE FACULTY SENATE

The Faculty Senate shall meet at least once per month during the academic year. In May, the outgoing Senate shall meet to conclude that year's academic business.

Special meetings shall be held upon:

the request of the College President or the Academic Dean;
the request of the President of the Senate, or in her/his absence from the College campus, the President Pro Tempore of the Faculty Senate;
the petition of at least the majority of the membership of the Faculty Senate; or
the petition of at least 10 percent of the collective number of persons eligible to vote on amendments to the constitution and bylaws.

Minutes of all meetings shall be transcribed and distributed by the Senate Secretary to all faculty and Senate members. The President's Office shall distribute the minutes to the Board of Directors.

MEMBERSHIP

In accordance with Articles V and VI of the Constitution, the structure of the Faculty Senate shall be:

all coordinators/chairs of academic discipline areas;
all full-time faculty;
all adjunct faculty;
ex-officio non-voting-- the Academic Dean;
ex-oficio non-voting -- the President of the Student Senate;
ex-officio non-voting--the President of the College, in accordance with the bylaws of the Board of Directors.

The structure of the Faculty Senate may be altered by an amendment to the bylaws as specified in Article VII.

The terms of office shall be for one academic year.

COUNCILS AND COMMITTEES

Councils and committees shall formulate their individual bylaws and rules of order subject to approval of a simple majority of the voting membership of the Faculty Senate.

Ad hoc committees may be formed by the simple majority vote of the Faculty Senate.

SENATE OFFICERS

The President of the Faculty Senate shall be a voting member
selected by a majority of the voting members of the Senate. The term of office is one year. If no candidate receives a majority vote, a runoff vote of the two candidates receiving the most votes will be held. A President Pro Tempore will be similarly elected. The election for these two positions will be by secret ballot. The President and President Pro Tempore may be recalled by a two-thirds vote of the Senate's voting members.

The President and President Pro Tempore may succeed
themselves in office for no more that four consecutive terms.

The Academic Dean shall provide a secretary.

The President of the Senate shall convene and preside at regular and special meetings. The Senate President shall attend meetings of the Board of Directors and, if directed by the Senate, shall communicate faculty concerns to the Board of Directors, through channels approved by the Board. The Senate President shall be available for consultation with faculty and shall communicate to the faculty how and when consultation may take place. The Senate President shall be given secretarial assistance provided by the Academic Dean.

The Senate President Pro Tempore shall assume the chair in the absence of the Senate President. The President Pro Tempore may represent the faculty and the Senate at college activities, and shall assist the Senate President.
If the Senate President steps down from the chair to address the Senate on the merits of a bill, the President Pro Tempore shall preside.

If the office of the Senate President or President Pro Tempore should become vacant, the Senate, at its next meeting, shall elect a replacement to complete the unexpired term (as provided in number one of this section).

The Secretary shall prepare reports at the discretion of the
President and transcribe minutes of each regular and special meeting. If the Secretary is not a member of the Senate, s/he shall be without voice or vote.

The Senate President shall appoint a parliamentarian who shall be a member of the Senate. Rules of order shall follow Robert's Rules of Order.

V.   VOTING

A permanent voting record shall be maintained by the
Secretary.

2.   The following votes are required:

to enact a proposal– simple majority of those present;
to present an amendment to the constitution or bylaws
to the College constituency – a two-thirds vote of the
Senate's voting membership;
other Senate action – a simple majority of those
present.

To meet the requirements of V.2 (a) and V.2 (c), a
quorum shall be a simple majority of the voting membership of the Senate.

VI.   ENACTMENT OF PROPOSALS

In meeting the provisions of Article II, a, b, and c of the constitution, recommendations shall be in the form of a bill.

A proposal may be presented to the President by a Senate member prior to the next meeting.

(a)   The Executive Committee of the Senate, whose membership and rules shall be determined by the Senate, shall set the agenda for Senate meetings and report to the Senate on actions taken.

Proposals which are assigned to a subcommittee and which fail to receive approval shall normally not be brought to the Senate. The Senate by majority vote may, however, override decisions of its subcommittees and of its Executive Committee.

A proposal that is determined not to fall within Article 11(a) of the Constitution shall be referred to the appropriate academic department for its consideration. A proposal that involves the curriculum requirements of only one department and that is not of college-wide significance may be adopted by approval of that department and the Academic Dean.

Proposals passed by the Senate require final approval by the President of the College or by the President's designee. A decision not to approve shall be communicated to the Senate within 40 days of Senate approval.

VII.   AMENDMENTS TO THE CONSTITUTION AND BYLAWS

Proposed amendments may be submitted by any member of
the College community eligible to vote on amendments.

2. Proposed amendments shall be in writing.

3. (a) A two-thirds vote of the Senate membership is required for presentation of an amendment to the electorate. (b) VII 3 (a) shall be waived when a petition of 20 percent of the electorate proposes an amendment.

4. Amendments shall be distributed in written form to all eligible voters at least 10 calendar days before the election.

5. Article VII of the Constitution stipulates the required vote for passage of an amendment.

6. The President of the Senate shall certify the election results and the text of any amendment. That certification shall be forwarded to the office of the College President

7. If the Board of Directors approves the amendment, the Office of the President of the College shall distribute an amended constitution and/or bylaws to each academic department and all administrative offices within 21 calendar days of the Board of Directors' action.

VIII.   *SEVERABILITY*

If any article, section, or subsection of the Constitution or Bylaws are determined to be not in compliance with Tribal statutes, the Tribal constitution, or the policies of the Board of Directors, the remaining subsections, sections, and articles shall remain in full force and effect.

EXECUTIVE COMMITTEE MEMBERSHIP

WHEREAS, the Faculty Senate is presently considering Constitution and Bylaws, and

WHEREAS. Structure, membership and duties of the Executive Committee are significant issues in the operation of the Faculty Senate, and

WHEREAS, the Constitution Committee has highlighted the importance of this issue by presenting it for Senate consideration,

BE IT THEREFORE RESOLVED, that Section I, Item A, of the Standing Committees and Councils of the Faculty Senate read as follows:

Membership: The following shall be members of the Executive Committee:
    President of the Faculty Senate; the president pro tempore of the Faculty Senate; the chairs of the standing committees of the Senate;
    the President of the Student Senate; the Academic Dean; and ex-officio, the President of the College.

BE IT FURTHER RESOLVED, that approval of this Bill be contingent upon the approval of the Constitution and Bylaw amendments.