

Turtle Mountain Community College

2010—2011 Annual Assessment Report

Andrew Johnson, Assessment Coordinator

Preface

At the beginning of the year, before even accepting the position of coordinator, I thought about how I might organize my efforts and what the goals would be for the year. What I decided to do was to decentralize the process through organizing assessment efforts by academic department. In order to oversee this effort, I made the academic department chairs my assessment committee. The committee meetings then became strategy meetings for how assessment might proceed. Department chairs took responsibilities for communicating strategies to the instructors within their department areas and overseeing the instructors' assessment of whatever class was selected for assessment. Department chairs will keep the assessment instruments from their instructors on file, either in hard copy form or electronically (electronic files preferred). At the end of the semester, department chairs will again ensure that post-testing is done and file those instruments as well.

Faculty have chosen a matrix referred to as the FARM (Faculty Assessment Report form Matrix). This matrix is processed by each full-time instructor at the close of the semester. During this past semester, I worked with Keri Martell on this form, and she has converted this to a more user-friendly Excel format. Another significant revision to the form was the addition of another column to accommodate programs other than the General Education/Two-Year degree. Hopefully we can use this to assess the outcomes of other programs such as the Elementary Education, Secondary Science, Nursing, etc.

In addition to the matrix, I have requested that instructors include a reflection narrative, commenting on the revelations of what was recorded in the FARM. With the matrix and the reflection papers, department chairs have been asked to meet with their instructors for a general discussion of both in order to ascertain possible modifications to their specific curriculums and also state needs for the department as reflected in the assessment documents. Departments are expected to address what, if anything, is proposed for change/expenditures in light of revealed outcomes.

The plan at this time is to have each department chair report to the faculty at large in a general meeting. All faculty will then have an opportunity to propose change to curriculum and/or expenditures that will improve instruction for the college. Andrew Johnson, Assessment Coordinator

The Annual Assessment Report: Coordinator's Statement

This year assessment of academic achievement was conducted on the classroom level by department. Faculty in each department were to assess at least one class each academic term, complete a faculty report form matrix (FARM), write an analytical reflection on the assessment of the class assessed, and submit it to the department chair who would include it in the department assessment report. For the most part this assessment objective was met, with the exception of one department. This department is scheduled for in-service training along with any new faculty in a session which will precede the beginning of classes fall semester.

The career-technology department has a number of concerns and issue as a result of their spring semester assessment. These will be listed by class below:

Biology 115—Some students could benefit from study skills and reading comprehension instruction.

EMT 200—The instructor recommends computers for each student in the classroom, either table-top or laptop computers.

CLS 245 Clinical Microbiology—Instructor recommends a media center with the Prometheus System to reinforce students' knowledge.

BCT 147 Construction Estimating II—It would be good for each student to have a set of blueprints.

BOTE 147 Word Processing—Instructor feels that upgrading the computers in room 200 should be given strong priority.

ACCT 110 Computerized Accounting—Instructor also recommends that the computers in room 200 be up-graded. The units are over ten years old. Keyboards, mouse controls, and monitors have been improved, so it is the CPU units that need the up-grade.

The math and science faculty also have recommendations as a result of their assessment. Those issues are listed below:

Dr. Scott Hanson, chair recommends hiring one additional instructor in each of the following areas: physical science, earth science, life science, and GIS (geographic information systems).

Luther Olson requests TI 83 calculators and software for the algebra classes. Those purchase order requests have been filed with the academic dean.

Dr. Hunter recommends online software access for her biology classes. No other information received on this.

Stacy Blue recommends securing to dissecting scopes and two compound-light microscopes, but has not processed purchase order requests for that equipment.

The arts and humanities department agree on the strong need for an academic success center, staffed with licensed teachers and equipped with both computers and tutorial software to enhance, among other skills, reading comprehension and writing. A grant has been proposed which would secure funding for such a center, and this department feels that the center should be given a high level of priority since other departments also express a need for such a skill-building center.

Writing Basics I—The instructor feels that any student enrolled in this class should also be enrolled in a study skills class.

The teacher education program reaffirms the need for a reading/writing laboratory to build skills for students who are deficient in that area.

Faculty generally realize and accept the funding limitations of the college. It is hoped, however, that when resources are available, priority will be given to the recommendations listed in the coordinator's statement.

What follows below is a comprehensive report by department on the assessment of academic achievement in classes. The spring semester is presented first, followed by the fall assessment report.

Spring Semester 2011

Math and Science Department

By Dr. S. Hanson, Math and Science Dept. Chair

All Math and Science Department faculty met at 9:00 am on May 12 to discuss assessment. The general consensus is that student learning during the spring semester of 2011 was better than most semesters. This relatively high level of student learning could be the result of increased teaching effectiveness; however, most faculty thought that teaching excellence, though at a high level in our opinion, was not the primary catalyst for the uptick in student learning. Most science and math instructors believe that the expected amount of variation inherent in student learning levels can account for most, if not all, of the increased student learning observed this semester. Assessment results for subsequent semesters may bear that out, if it is an accurate analysis of the data.

The faculty were not shy about expressing perceived needs. In terms of personnel, the department needs another instructor in each of the following areas: physical science, earth science, life science and GIS. Luther mentioned that the math classes need TI83 calculators and software to display the TI83 screen to the

whole class. Stacie would like to have 2 dissecting scopes and 2 compound light microscopes at Anishinaabe. Deborah said that she needs access to the online software for biology classes.

Assessment Narratives from Full-time Faculty

Ms. Stacie Blue ASC 007A

Findings: Providing students with notes for the 25 chapters helped to get through the chapter PowerPoint presentations within the class period along with providing time to go into further detail on topics when students asked questions. The publishing company for the Biology text provided PowerPoint presentations, prior to setting up notes I would review the power points and delete or add information where thought to be beneficial to the students. Having this helped me to use the same language that is in the textbook. I had one student who told me she was dyslexic and that she had trouble understanding the words. She stated she found the notes beneficial. After she told me this I would look at her in class to assess if she could understand what I was saying, she was animated in her facial expressions so I knew when the topic was clear to her. I believed this also helped those students who are shy and would rather not ask a question.

Possible Changes: The assessment test will be reviewed before using it again on the Biology 150 course. It did not help me to assess student learning because of the

negative results between the pre and post-test. Please review the FARM Appendix B form for more information.

Dr. Kristine Braaten MATH 111 and MATH 112

Brief Background

MATH 111 and MATH 112 are each one-semester courses that when combined comprise a two-semester course which will then transfer as a College Algebra credit at most four-year institutions. These courses along with others will fulfill the mathematics requirement toward completing the students General Education Program, Associate of Arts Degree, or Associate of Science Degree. MATH 111A, MATH 111B, MATH 112A, and MATH 112B are taught as lecture, practice, competency-based courses. Students use Texas Instruments 83 Plus calculators for computation.

MATH 111: For MATH 111A, the mean pre-assessment is 2.9, mean post-assessment is 76.9, and average gain is 73.9. For MATH 111B, the mean pre-assessment is 3.6, mean post-assessment is 74.8, and average gain is 71.2. These test results are similar to Spring Semester 2010.

MATH 112: For MATH 112A, the mean pre-assessment is 0.0, mean post-assessment is 77.0, and average gain is 77.0. For MATH 112B, the mean pre-

assessment is 0.0, mean post-assessment is 80.8, and average gain is 80.8. These test results are similar to Spring Semester 2010.

SUMMARY: There are no recommendations for institutional changes based on assessment findings at this time. For the immediate future, the use of daily homework, journaling, periodic in-class exercises, review problems, and “show work” exams will be continued in the face-to-face MATH 111 and MATH 112 classes. In addition, the TMCC Mathematics Department offers students assistance in the MathLab.

FUTURE ASSESSMENT PLANS: More specific assessment of students’ knowledge and their ability to apply that knowledge in MATH 111A, MATH 111B, MATH 112A, and MATH 112B should be conducted. For MATH 111, the current areas of focus are:

- graphing linear and quadratic equations
- understanding and applying formulas
- complex numbers
- linear and quadratic inequalities
- lines and slope
- distance and midpoint formulas
- circles

- functions and their graphs
- transformations of functions
- combinations of functions
- composite and inverse functions
- quadratic functions
- polynomial functions and their graphs
- dividing polynomials
- zeros of polynomial functions.

For MATH 112, the current areas of focus are:

- more zeros of polynomial functions
- polynomial functions
- rational functions and their graphs
- modeling using variation
- exponential and logarithmic functions
- properties of logarithms
- exponential and logarithmic equations
- modeling with exponential and logarithmic functions

- systems of linear equations in two and three variables
- partial fraction decomposition
- systems of nonlinear equations in two variables
- systems of inequalities
- linear programming
- matrix solutions to linear systems
- inconsistent and dependent systems and their applications
- matrix operations and their applications
- multiplicative inverse of matrices and matrix equations
- determinants and Cramer's Rule.

Dr. Deborah Hunter BIOL 111

BIOL111, Concepts of Biology is a course designed for non-science majors to meet General Education and Associate of Arts requirements. This semester there were three students enrolled in the course who are Associate of Science majors. Two of the students were previously enrolled in BIOL150, General Biology I, a course that meets the Associate of Science requirements. The two students received low grades in BIOL150 and enrolled in BIOL111 to help them prepare for retaking BIOL150. The third student enrolled in BIO111 as a refresher/preparation

course prior to taking the BIOL150/BIOL151 series. I believe in the future more Associate of Science students will enroll in BIOL111 as a refresher/preparation course prior to taking the BIOL150/BIOL151 series. At this time it is not known if the Associate of Science students will have an advantage over Associate of Arts students enrolled in the course. This semester, the final grades for the Associate of Science students were equivalent to the final grades of the Associate of Arts students, as indicated in Table 1.

Table 1. Grade comparison between Associate of Science and Associate of Art students.

Associate of Science	Associate of Arts
Grade	Grade
A	A
B	B
B	B
	B
	D

I indicated in the 2010 Fall Assessment for BIOL111 there was a problem with cell phone usage that had a negative effect on student grades. In the assessment I recommended an institutional policy for cell phone usage be developed. The institution has not developed an institutional cell phone policy; however, I did develop a cell phone usage policy for the courses I instruct. The policy is an automatic deduction of fifteen points each time I request a student to turn-off a cell phone. This policy has been very successful. In the three classes I instructed this

semester, with a total of twenty-seven lecture/lab students and eight additional lab students completing the courses, a fifteen point deduction due to cell phone usage occurred only four times.

In Fall 2010, four students out of eleven students (36 %) received an F due to non-attendance and two students received an F for not doing the work and for low exam grades. This semester only one student out of eight (13 %) received an F for non-attendance. In fact, in Spring 2011, the lowest grade was a D, due to a student's low exam grades and not turning in the worksheets.

A comparison of the Fall 2010 and Spring 2011 classes is shown in Table 2. The data for students who received a F due to lack of attendance is not included in either the 2010 or 2011 data analysis. The emphasis on exams was slightly more in 2011 (52%) as compared to 2010 (45.4%); however there is little difference between average exam grades in 2011 (72.4 +/- 11.4) and in 2010 (68 +/-18.6).

More emphasis was placed on the worksheets in 2010 (26.3%) as compared to 2011 (12.2%). The worksheet grades were much lower in 2010, as compared to 2011, primarily due to students not completing or turning in the worksheets.

More emphasis was placed on the lab exercise grades in 2011 (36 %) as compared to 2010 (26.3%). There is no difference between the lab exercise grades for student in 2011 (80.9 +/-10.9) and the grades for 2010 (82.4 +/-11).

Table 2. A comparison between the Fall 2010 and Spring 2011 classes.^a

2A. Comparison of Fall 2010 and Spring 2011 grade determination.				
Grade Percentage	Fall 2010	Spring 2011		
Exams	45.4	52%		
Worksheets	26.3	12.2		
Lab Exercises	26.3	36		
2B. Comparison of Fall 2010 and Spring 2011 grades for exams, worksheets and lab exercises				
	Fall 2010 Average Grade	Fall 2010 Standard Deviation (+/-)	Spring 2011 Average Grade	Spring 2011 Standard Deviation (+/-)
Exams	68	18.6	72.4	11.4
Worksheets	14.8	5.5	97	2.7
Lab Exercises	82.4	11	80.9	10.9
2C. Comparison of Fall 2010 and Spring 2011 final grades.				
Final Grade Percent	Fall 2010	Spring 2010		
A	14.3	25		
B	14.3	62.5		
C	14.3			
D	28.6	12.5		
F	28.6			

^aThe data does not include information for the four students who received an F due to the lack of attendance in 2010 or for the one student in 2011 who received an F due to the lack of attendance.

The major differences between the approach to instructing the course in 2010 and 2011 are:

1. Class lecture schedule
2. Presentation of class lecture material
3. Cell phone usage.

In the Fall 2010 the lecture syllabus started with Chapter 1, on the Scientific Method, Chapter 2, on chemicals and living organisms and continued through the chapters in numerical order. An increase in student interest, class participation in discussion, and questions asked was noted when Chapter 5, on genetics, was covered. As the semester continued the students showed more interest in the later chapters than in the earlier chapters covered during the lecture. In 2011 the syllabus was rearranged to start with the chapters that were covered towards the end of the 2010 semester. As a result, there was increased student participation and attendance through-out the semester compared to 2010. However, it is difficult to determine student participate and attendance due to the individual student's perception or the importance of education in their personal lives, compared to changing the chapter sequence.

In the Fall 2010 students were provided with a class outline covering each chapter. The lectures followed the class outline and consisted of both writing on the board and power point presentations. In the Spring 2011 students were provided with a chapter outline at the beginning of the semester. After the first couple chapters the students were provided with power point outlines, instead of the lecture outline. The lecture presentations were a combination of writing on the board and power

point presentations throughout the semester. However, the students expressed a strong desire for the lecture notes to be presented as a copy of the power point presentation, as compared to lecture outlines.

Next time the course is taught, power point outlines will be provided to the students, instead of lecture outlines. The power point outlines will be updated to include power point slides that are currently not in the presentations, reducing the number of times the projector is turned-off in order to present information on the white board.

The issue of cell phone usage was covered previously in this assessment. Not having to deal with students talking or texting on their cell phones or leaving the lecture to use the cell phone on a daily basis resulted in a more relaxed atmosphere in the classroom.

A linear regression analysis was used to determine if there was a relation between attendance and the final grade. There was no correlation observed in the Spring 2011 between attendance and the final grade. The slope of the line for the combined lab and lecture attendance compared to the final grade was a -1.4. The linear regression slope for lab attendance compared to the final grade was 0.3.

The linear regression slope for lab attendance compared to the final grade in the on-line BIOL111 class (8 students) was -1.8. The lack of correlation between attendance and final grades is most likely due to the low number of students enrolled in the course.

Ms. Audrey LaVallie CHEM115

Percentage increase in correctness of answers to selected competency questions was good overall. In general, pre-assessment scores were higher than expected, but students may have done some guessing, particularly on multiple-choice questions. Post-assessment questions were the same as pre-assessment questions, or very like them, and were embedded into the four course examinations, which students take with great seriousness. It had been found in past semesters that students were not always serious about taking post- tests that were used for assessment only.

Four areas of concern, based on only 14% increase in correct scores, were the assessment questions 1, 10, 18, and 25. Upon closer inspection, question 1 ended with 71% right answers, and had started out high with 57% correct answers already on the pre-test, so I did not feel that this was really of great concern.

Question 10 also started out with a relatively high pre-test score of 43%, but ended on the post-test with only 57%. The competency was (6a)- using refraction equations and laws to solve for wave speeds, index of refraction and critical angle. There probably should have been more improvement in this if indeed 43% of the students already knew the material. The question in the exam itself involved refraction of light rays from a more dense to a less dense material, which involves changing of the fundamental equation, and may require a bit more practice on the part of the students.

Question 18 started with 29% right on the pre-test and only 43% right on the post-test. The competency related to this question was (9b) Solving for circuit V, I, R with resistances in series and parallel. This competency is one which sounds short and simple, but actually involves a wide array of skills which stretch from evaluating one resistor on a circuit to huge circuits with many combinations of series and parallel subcircuits. Not only do fundamental rules of series and parallel circuits have to be known, but the loop-junction technique also has to be known. The question on the exam itself was relatively simple- it involved recalculating current through a series circuit when the load was changed. More involved circuits

on the test, which were not directly assessed, also showed some problems with evaluating circuits. It is a given that this is a difficult area for most students to do well in without a certain amount of practice, and, overall, I think the students that took the time and effort on homework did better. The students are given all sorts of opportunities to practice this type of thing. Some students complained of another instructor who was giving out huge amounts of homework, keeping them from studying as well as they might in other classes. This may have been true, but students sometimes may have to sacrifice more of their personal time if they want to do better.

Question 25 was the perennial “negative” learning question, and it seems that there is always one of them which crops up in the final assessment. Amazingly, the pre-test score was 43% and the post test score was 29%, showing that students were either guessing on the pre-test or had forgotten what they already knew. I favor the former explanation, but 29% as a final score is still not that great. The competency in this case was (13b) evaluating AC circuits with capacitors and inductors in series with resistors. The test question itself asked for the phase angle for an inductance/resistance circuit, and the question had supplied total voltage, total current and actual power. Admittedly, the AC part of the course goes very quickly, mainly because it is at the end of the semester, and is relatively difficult since

individual voltages and reactance (and impedance) are calculated differently than in a DC circuit. However, students are supplied with the equations and could consult their notes for these questions. Material presented at the end of a semester just never goes as smoothly, but something has to be presented last. For next year, I will probably require that students do the AC questions on the homework before they are allowed to take the final exam.

In fact, requiring review problems to be done by the student before the exam is taken may turn out to be a good policy as well.

Upon review of 2008 results, it is clear that students have done better in an overall sense since that time. There are very few problems with thermodynamics and heat engines with the additional time and trouble that we spend on doing additional graphics labs and homework. Since that time I have added additional DC (electrical) material, and, despite this, students have done somewhat better, although there is still a problem with doing the background work (homework) to become very proficient at it. Students did well on wave concepts in 2008 and still did well in 2011. Concepts and problems based on AC (electrical) still require some work as well, but, again, there are always problems with material at the end of the course and devoting time to it. Implementation of my policy to require

reviews before taking exams will probably be done next year in all chemistry and physics classes and it will be interesting to see how it helps.

Luther Olson MATH102, MATH112, MATH130, and MATH212

I have used the Hawkes Learning Systems for our Intermediate Algebra classes for five semesters. Based on past data, I decided to teach both of my face-to-face classes using a lecture method (rather than the self-paced method which had been used before). Last semester I taught one class using the lecture method while the other class was self-paced. Last semester, my “lecture class” group of students was exceptional, and may have skewed the overall data slightly. Even with that higher-performing class, the results from this semester’s four chapter tests were encouraging. The means were higher on three of the four chapter tests this semester compared to last semester. Although the overall gain from Pretest to Posttest was a little lower this semester than last semester, there were three situations where a student scored lower on the Posttest than the Pretest. Two of these were students who were in the online class. They scored unusually high on the pretests, and I suspect perhaps that these scores were not representative of their true ability at that time. The third student had not been in class for the last three weeks and tried to take the last chapter test and Posttest at the same time – without

having done any work for about a month. He just gave up and handed in a nearly blank Posttest. Eliminating these three situations would raise the gain to a 57.4, which is virtually the same as last semester's results.

Another change I made last semester was giving paper tests as opposed to testing on the Hawkes software. As I had discussed in the previous semester's analysis, this allows for grading using partial credit. This method allows me to have a better understanding of what the students know, and what kinds of mistakes they are making. It allows me to address these mistakes specifically with each student. It also allows me to give students some credit where credit is due. I will continue to use this method next semester, and analyze the data once again to determine future decisions regarding test-grading methods.

The standard deviations this semester were similar to those of last semester (which were slightly higher than some of the previous semesters). I had hypothesized that it was because I was using two different teaching methods. This semester's data does not seem to verify that position, so I will continue to monitor the standard deviations to try to determine why they have been higher.

Prior to switching from the old textbook series to the Hawkes Learning System, I used the InterWrite Pad as a technology tool in my classroom. This allowed for a

variety of uses that I felt improved the students' achievement in my classes. The following is a list of benefits for using this type of technology:

- Allows the teacher to move around the room while demonstrating problems on the board. This ensures the teacher is not in the way, and can monitor students with questions...
- Allows the teacher to have students write on the board, from their desks. This ensures the teacher can get immediate feedback on where students are struggling with new or old information.
- Allows the teacher to have problems and other important info written ahead of time. This eliminates wasted class time having the teacher write long problems on the board while the class just waits.
- Allows the teacher to save class notes electronically for posting to a website. This serves a variety of purposes. For those students who find it difficult to copy notes and try to understand difficult mathematics at the same time, it allows the student to pay close attention while giving the peace of mind that he/she will be able to print off the notes after class. This is also a great benefit for any student who is absent from class – they can still print the notes.

Unfortunately, since the new Windows 7 was loaded onto my class computer, the tech. dept. cannot get the InterWrite Pad to work anymore – not compatible.

Having this technology, or similar technology, is important for student success, and remaining current with technology use for the future. I recommend that TMCC equips my classroom with a new version of the InterWrite Pad, or perhaps with a Promethean Board.

Mr. Miles Pfahl MATH100

MATH 103 University Algebra at TMCC is one of our higher-level algebra courses. Students at TMCC have to test into this course on our math placement exam. Over the past 6 semesters, we have offered MATH 103 in 3 different formats; we have offered MATH 103 2 semesters as an online course, 2 semesters as a regular face to face class and 1 semester as a hybrid course. We have seen varying results from these 3 delivery methods. The 2 semesters of online format showed a student success rate of 65%. The 2 semesters of face to face format showed a student success rate of 43% and the 1 semester of hybrid showed a student success rate of 50%. These results seem to indicate that the online delivery method shows the most success. There may a reason for this increased success rate. When we offer the MATH 103 online, we get a fair amount (roughly 50% of the enrollment) of local high school seniors who enroll in the course and use it as

dual credit for high school. As these high school students are completing the course during their regular school day with a high school instructor available for assistance, they are not taking the course in the true online sense. It is a benefit for TMCC and the local high schools to offer MATH 103 as an online course to benefit 2 groups of students. One group is our college students who are enrolled at TMCC who are able to test into this course and complete their algebra requirement in 1 semester instead of 2 semesters and the other group of students who are high school seniors who can take the course online and complete their college algebra requirement prior to beginning their college careers. We will continue to offer MATH 103 for sure in the online format and occasionally offer it as a face to face course as our class schedule allows.

Teacher Education Program

Dr. C. Lamb, Chair

The teacher education department operates within the larger institution of Turtle Mountain Community College (TMCC) whose mission is to serve the needs of the community by providing professional and personal options for students on the reservation and surrounding community. Our teacher education department is designed to fulfill the following ideals:

- To prepare teachers who are culturally responsive to students, colleagues, and paraprofessionals within the community we serve.
- To serve as an educational change center that assists teachers in the field.
- To provide an array of educational resources for the schools within our cultural and geographical region.

The role of the Teacher Education Department at TMCC is to spearhead systemic and transformational change through the principles of culturally responsive teaching, to address the cultural ambiguities caused by forced assimilation, and to establish a sense of self by embracing and resolving these cultural ambiguities.

The unit assessment process begins with the admissions procedure, which has been tailored to ensure that students are ready for the rigors of the TMCC teacher education academic program. The recent addition of the Academic Readiness Test is a result of the poor performance on the Praxis I and the documented struggles associated with written communication, reading comprehension, and mathematical concepts.

The candidate e-portfolio forms the backbone and culmination of the assessment process in teacher education. As an assessment instrument it is the strongest indicator of student proficiency within multiple domains of content knowledge and pedagogy. It also provides evidence of the candidates' ability to synthesize information across the various disciplines and to apply this information in a unique way to their teaching philosophy. Students thereby demonstrate their personal views of what teaching and learning means in the present and for their future as teachers. Since the portfolio is a developmental process, the candidates begin the construction of this assessment instrument in the first semester and follow through to completion with an exit presentation following student teaching.

The Spring 2011 semester in teacher education is a transition from the theoretical to the practical aspect of education. Students become more deeply entrenched in the pedagogy of the profession. Courses that were assessed this semester include the following: EDUC 406 Science Methods and Materials for Elementary Education, GEOG 334 Climatology, EDUC 320 Native Issues in Education, CHLD 220 Infant and Toddler Curriculum, EDUC 408 Health and PE Methods, and EDUC 323 Curriculum Planning and Evaluation.

EDUC 406 Science Methods and Materials for Elementary Education

This course is designed to develop lesson planning skills in the sciences. The emphasis is to engage the students in all areas of education (art, linguistics, literature, language, writing and math) while bringing forward specific science content stipulated in the state and national standards. Students entered the course devoid of knowledge regarding the design and development of a science lesson, and in addition were lacking basic science literacy from which to draw upon for deep teaching. Students were coached in the areas of basic lesson plan structure, and required to incorporate Native American culture as well as advanced technology in each lesson. For many students this was the first time they had been exposed to this manner of instruction. Students did demonstrate significant advancement in their proficiency in writing a lesson plan by the end of the course. They also became more comfortable with reading a juried professional journal article.

GEOG 334 Climatology

The goal of this course is for students to gain a better appreciation for the connections between atmospheric processes and human culture, both past and present. Students were required to become familiar with atmospheric phenomenon

and make connections between this and human existence. The instructor noted a remarkable improvement in student understanding of terminology describing climatology. He also noted that his syllabus was overly ambitious and would adjust that the next time he taught the course in order to allow for deeper development of climate topics.

EDUC 320 Native Issues in Education

The objective of this course is to compare and contrast various issues between Native Americans and Caucasians. Assessment of student learning in this course is almost exclusively philosophical and requires a broadening of their worldview. Data collected to measure student progress was via student “voices”. A number of stories are recounted by the instructor on the FARM report with regard to student responses to in-class questions that demonstrate student growth in this very personal and culturally relevant course.

CHLD 220 Infant & Toddler Curriculum

This course is focused upon assessing developmental levels of infants and toddlers; distinguishing between custodial care and being a teacher; and understanding the teacher attitude necessary for the healthy development of a child’s self concept.

Course assessment included pre/post tests, reflection papers and independent student research. The instructor commented that students who had not completed Comp I and Comp II were at a marked disadvantage in this course. In addition, there appeared to be student learning gaps in the 100 level Early Childhood courses that the students had taken prior that added to the difficulty in comprehending the material in this 200 level course. As a final observation, the instructor felt that the pre/post test did not accurately represent the course objectives and it was inferred that future assessment in this course would strive to more accurately measure the student outcomes of each course objective.

EDUC 408 Health & PE Methods

This course is tailored to explore the importance of health and physical education as an integral part of elementary education. Assessment for the course includes pre/post test and developing a health unit. Instructor comments regarding the student outcomes from this course point strongly to the need for institutional support of a developmental writing lab that would incorporate instruction in reading comprehension strategies. Significant deficiencies in this area prevent the students from reading the material and fully engaging in class discussion that references required reading.

EDUC 323 Curriculum Planning and Evaluation

The curriculum Planning and Evaluation class is intended to prepare future educators in the area of curriculum planning using mapping and independent research of multiple classroom methods. Course assessment strategies included pre/post testing along with other coursework that was submitted by the students to the instructor. While statistically, assessment data reported student growth in content knowledge related to curriculum planning, the instructor noted that students were deficient in basic reading and writing skills. She recommended that a writing/reading lab be strongly considered for TMCC in order to meet this serious lack in basic skills that has become a hindrance to student proficiency in numerous courses within the teacher education curriculum.

CONCLUSION

After reviewing all teacher education faculty FARM reports for Spring 2011, the overwhelming theme appears to be linked to a lack of proficiency in reading and writing skills. Most teacher education faculty cited at least once in their report

how this overriding problem affects students negatively. Generally, teacher education students find the course work in the curriculum extremely challenging compared to what they have been accustomed to in the general education program that leads to an Associate degree. The unfortunate outcome is students will fail to maintain good academic standing in the program and are ultimately exited.

Compounding the problem is a lack of institutional support for these students who are struggling with post-secondary basic skills. Our recommendation unanimously is for TMCC to support the development of a reading/writing lab similar to the currently existing mathematics lab. Statistically it has been shown that the math lab has had a positive influence in the pass rate of prerequisite math courses at TMCC.

Interdepartmentally, the data from the Spring 2011 assessment has led to serious consideration of the current sequencing of courses within the teacher education curriculum and the possible rearrangement of courses in order to provide the pre-service students with a stronger background in the integral parts of education theory prior to entering the deep pedagogical coursework.

Social Sciences

Leslie Peltier, Chair Social Sciences Dept.

The TMCC Dept. of Social Sciences Faculty are Rollin Kekahbah, Gene LaFromboise, Tasha Morin, Brian Bercier, Angel Poitra, Leslie Peltier and Ojibway Language faculty member Cecelia Myerion who teaches 11 courses and prefers to be included in this group. The faculty of the TMCC Department of Social Sciences and Ojibway Language have completed the academic year 2010-2011 by teaching a total of 28 classes in the Fall Semester, 26 classes in the Spring semester, and 15 summer classes, totaling 69 classes. This total does not include the Legal and Project Peacemaker classes, taught by part-time faculty and since those instructors were not evaluated by this department chair. Many social science classes were at full-capacity and often closed at registration day. On that day there has been a continual need for new sections of certain courses to be opened such as 111 Introduction to Psychology, 220 ND History or US History to accommodate students graduation requirements. There were a total of 1027 students enrolled in these classes generating as much as 2000 contact hours.

Classroom evaluations were individually arranged and completed for all Social Science full-time faculty between October to November, 2010. Post-

classroom evaluation meetings were completed immediately after each evaluation. Individual assessment of classroom methods of teaching, grading techniques, integration of Native American cultural content, integration of technology, and teaching methods were all part of this on-going assessment process. The general results were shared with the Academic Dean.

The Social Science department was involved in many extracurricular activities this year such as coaching the TMCC AIHEC Conference teams for Basketball, Critical Inquiry, Handgames and Knowledge Bowl. Social Sciences faculty have taken on leadership roles in organizing the TMCC Pow wow, the Handgames Tournament, the 3 x 3 Basketball Tournament fundraising event, the Tribal Council Open Forum, the Metis Cultural day, attending Pilot Mound/ Unity Riders Ceremonies, the Ojibway language classes for the faculty on Fridays, the summer Ojibway Language Immersion camp and field trips to ND State Legislature, Lewis & Clark Interpretive Ct., & Heritage Center many other cultural ceremonies and events throughout the year.

**Proposed TMCC Graduate Cultural Assessment
Developed by the Dept. of Social Sciences & Ojibway Language, 5-12-11**

Instructions for the student: Please comment on those items that you have learned while a student at TMCC.

Ojibway, Michif Language –

Pow wows, songs, dances –

Ceremonies, Spiritual Healing –

Tribal History, Legends –

Michif Culture-

Foods, Hunting Traditions –

Chippewa Treaties –

Federal-Tribal Trust relationship, Sovereignty-

Tribal & State governments-

Cultural Social Behaviors –

Rubric:

Slight knowledge	1-2
Some knowledge	3-4
Moderate knowledge	5-6
Significant knowledge	7-8
Advanced knowledge	9-10

These are acceptable answers. Did not count as correct if left blank.

Ojibway, Michif Language – Answers may range from knowing or speaking fluently to knowing and speaking no language other than English.

Pow wows, songs & dances- celebrations of the people, grand entries, veteran honor guards, eagle staffs, drum groups, outdoors and indoors types. Songs and dances for contests or traditional pow wows. Specific categories of dancers, explain giveaways, honoring songs, other ceremonial songs

Ceremonies, Spiritual Healing – Namings, initiations into special societies, fasting, vision quests, sweat lodges, Sun Dance, Midewiwin. Uses of plants or herbs in physical healing

Tribal History & legends- Chippewa & Cree history, migration stories from Great Lakes to western MT and SK. Slaughter of the buffalo, US Calvary, coming of Jesuits and Catholic priests. Fort Totten Indian Agents/BIA control.

Nanabozhoo or Wishchokayschok , Rugaroo, or nature and warrior deeds stories

Michif Culture- Pembina settlement history, New Year's Eve Mass and Day rounds of visiting eldest relatives. Bush dances, square dancing, jigs, playing

guitars, fiddles, old time waltz, French songs and language and Catholic ceremonies. Metis Louis Riel Uprisings, Manitoba and Saskatchewan, Canada

Foods & Hunting traditions- Long ago buffalo hunts on foot and horseback, hunting techniques, tanning hides, gardening, berry picking, duck, geese hunting, fishing, spearing, food preservation, preparation, special occasion foods

Chippewa Treaties – Sweet Corn Treaty- Chief Wanatan and Flat Mouth – establishing Pembina Chippewa claim to buffalo hunting territories. The Old Crossing Treaty of 1863, for the Red River Valley, MN. The McCumber Agreement of 1892, 1904-05, or the “Ten Cent Treaty”.

Federal-Tribal Trust relationship, Sovereignty- Treaty rights, tribal government authority, the Indian Reorganization Act, Termination and Removal era.

Distribution of treaty payments and current lawsuits - BIA/federal government

Tribal & State governments- Tribal Courts, Codes of law, Jurisdiction criminal & civil, authority over tribal lands, minerals, oil & economic development,

Cultural Social Behaviors – values and habits of Chippewa and French customs

Recommendations for institutional support based on findings:

- Purchase 2 new video digital cameras to document community events and cultural activities at AIHEC.
- Purchase digital recorders that can more easily transfer history oral projects with Turtle Mt. elders to computer and CD or DVD.
- Continue field trips to ND State Legislature and Pilot Mound so students can learn by first-hand experience, participate in ceremonies, learn about sacred sites, feasts, and coordinate events with the Unity Riders of Pipestone and Sioux Valley, Manitoba.
- Provide bus transportation for students to sacred sites and field trips.
- Continue to encourage faculty and staff to participate in the TMCC Graduation Pow wow and Ojibway Language Immersion Camp, AIHEC and other cultural activities.
- Continue to ask students to perform community learning service, by volunteering for the TMCC Pow wow, Tribal Government Forum, Metis Day, Handgames tournament, or in teams for the AIHEC Student Conference.

Career-Technology Department

Rhonda Gustafson, Department Chair

The report is an accumulation of data from various Career and Technical Education programs that includes the following programs:

<u>PROGRAM</u>	<u>FULL-TIME FACULTY</u>
• Construction Technology	2 Faculty
• Early Childhood/Paraprofessional	1 Faculty
• Welding Technology	1 Faculty
• HVAC	1 Faculty
• Electrical Technology	1 Faculty
• Entrepreneurship/Small Business Management	1 Faculty
• Health Information Management	1 Faculty
• Computer Support	1 Faculty
• Phlebotomy	2 Faculty
• Pharmacy Tech	1 Faculty
• EMT	1 Faculty

Improvement to the FARM Assessment Reports submitted by department faculty each semester was a leading focus of department faculty in both fall and spring semester for 2010-2011.

BIOL 115 Human Structure and Function

The pre-assessment document consists of 40 fill-in the blank and multiple choice questions used to assess the students basic knowledge of anatomy. In the spring semester, 16 students completed the pre-assessment. Of the students that completed the pre-assessment, the average percentage of anatomy knowledge ranged from 5 to 30 percent. All students completed the post-assessment and the results showed the average percentage of anatomy knowledge at the conclusion of the spring semester ranged from 75 to 90 percent.

Narrative of Assessment

This course was assessed due to the fact that this spring semester BIOL 115 was taught to an entirely different student population than before. Previously the class was composed of students that were pursuing a career in some type of medical

profession that required a more in-depth knowledge of the human body. The spring semester course was taught for the Information Management student exclusively. It was discovered that some of the students had very little previous knowledge in Biology and/or Anatomy.

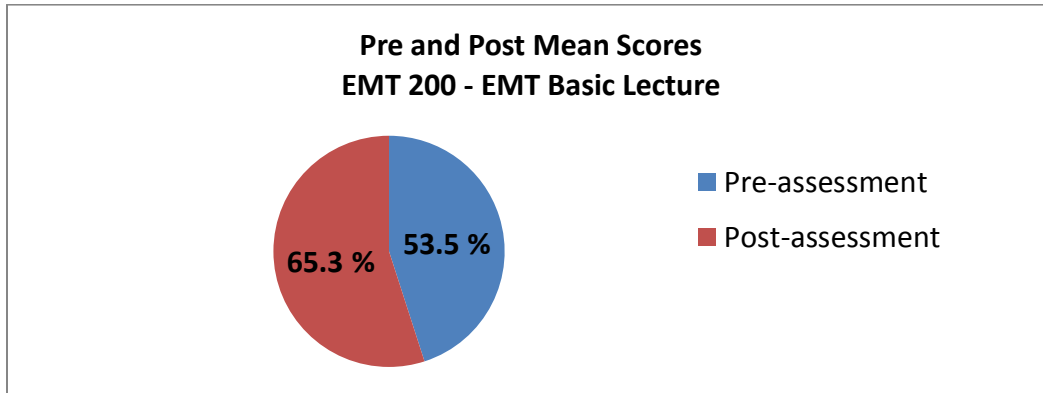
With this class, the instructor felt she learned how to stream line her lecture process into a more direct approach. Another approach used as a result of the student pre-assessment was in the inclusion of visuals, shorter quizzes, and extra credits projects. A new strategy that will be used when the pre-assessment indicates will be to adjust lecture materials to accommodate the level of previous anatomy knowledge.

Recommendations for institutional changes based on findings: Continue to offer students study skills classes and basic reading comprehension.

EMT 200 EMT Basic Lecture

The pre-assessment for the course was completed by eight students. The pre and post assessment consists of 50 multiple choice questions. The mean score for the pre-assessment was 53.5 percent. There was an increase in the overall post scores

with a mean score of 65.3 percent. Six of the original eight students completed the post-assessment.



Two possible strategies for improvement were identified in the FARM Matrix the included: (1) the 50 questions assessment appears to be a good gauge to determine prior knowledge and will continue to use and (2) incorporate in-class and online quizzes after the lectures to have student recall on a more regular basis and may encourage the students to take more notes during the lectures.

Recommendations for institutional changes based on the findings: Ensure adequate computers are available in each classroom to accommodate student and/or provide each student with laptop during the school year.

CLS 245 Clinical Microbiology

The pre-assessment document consists of 20 multiple choice questions. Four students completed both the pre and post assessment. Each student improved as indicated in the post assessment.

PRE-ASSESSMENT RESULTS	POST ASSESSMENT RESULTS
Student #1	47 % improvement
Student #2	58% improvement
Student #3	50% improvement
Student #4	56% improvement

Narrative of Assessment

The assessment of understanding in Clinical Microbiology was determined to be acceptable by the improvement in scores of the pre and post assessment. The material for Clinical Microbiology was presented in lectures, PowerPoint presentations and demonstration. The students were able to demonstrate their knowledge in the use of microscopes and culture media. The course examinations were modeled after the Registry Exams as presented by ASCP (American Society

of Clinical Pathologists). These assessment materials will prepare the student for the examination at the completion of their program.

It would be very advantageous to the MLT program to have a media center such as the Prometheus system; not only for the purpose of instruction, but also, for the reinforcement of the student's knowledge by being able to demonstrate their knowledge to the instructor and the class.

There were no recommendations made for institutional changes based on this instructors finding.

BCT 147 Construction Estimating II

The course objective assessed for this course was that students will be able to create a material and labor estimates based on a set of blue prints. The pre and post assessment consists of 20 questions. Ten questions in regard to estimating building materials and 10 to estimate labor costs for a building project. Ten students completed the pre-assessment and 8 completed the post.

Assessment results demonstrated that the students overall did well on the first 10 questions in regard to estimating materials; but that 91 percent of the student had problems with estimating labor costs on the second portion of the assessment, questions 11 through 20.

Conclusions and possible strategies for improvement based on assessment results include:

- Students learn in a variety of ways. Some need more assistance than others.
- Instruction is going to have to be more individualized. Strategies will be developed to have students work as teams.
- To seek out a better estimating textbook for this course.

Recommendations for institutional changes based on the findings: The instructor needs to have a set of blueprints available for each student to use.

PHRM 116 IV & Sterile Product Preparation

The pre-assessment consists of five multiple choice and true and false questions. The assessment was given to students during the first lecture class session and given again at the conclusion of the course. Overall students showed a 45 percent improvement.

Narrative of Assessment

This lab class has a slow start as the new classroom/lab was not fully equipped at the beginning of the semester. Class started by viewing DVD covering the course content. After installation of the Laminar Flow Cabinet each student completed hands on exercises. All students demonstrated excellent hand washing technique and aseptic use of the equipment.

Future improvements will include introduction to the Biological Safety Cabinet. Rather than completing hand written labels students will be trained to use computer generated labels. All equipment's is in place now to make these improvements.

There were no recommendations made for institutional changes based on this instructors finding.

BOTE 147 Word Processing

The objective of this course is to teach students using a hands-on approach how to use the application software, Microsoft Word. In this course students are given the option to take a national certification exam, MOS (Microsoft Office Specialist).

The online exam fee is currently provided to students through a grant. The exam is offered online through the Certiport Corporation. In the spring semester eight students completed the exam. Seven of the eight students were able to successfully complete the exam and be nationally certified by Microsoft.

The exam consists of 18 online tasks related to the application software, Microsoft Word 2010. The exam is timed and gives the student 50 minutes to complete all 18 tasks. To successfully pass the certification exam, students must earn a score of 800 points or better. If the student does not successfully complete the exam the first time, they have the option to retake the exam.

Six of the eight students had to retake the exam. Two students of the eight passed the exam on the first attempt and one student was not able to be certified even after

the second attempt. Overall, seven of the eight students are MOS Certified in MS Word 2010.

The textbook used for the course instruction appears to have been effective in combination with the course instruction as determined by the results of those students successfully completing the nationally recognized exam.

Recommendation for institutional changes based on findings: It is a priority for the institution to find the resources to upgrade the computers in classroom 200.

CHLD 290 Preschool Children with Special Needs

Twelve students completed the course pre and post assessment. The course assessment document consisted of 25 questions that were related comprehensively to the course and the text used for course content and terminology. The questions consisted of a mix of multiple choice, true and false, fill-in the blank, and matching.

The students did statistically improve scores from the pre to post assessment. The instructor notes that the best overall benefit to the students completing the assessment was to see growth, a difference in improvement.

Recommendation for institutional changes based on findings: Feels that the institution should continue to look at helping our students understand more about standardized testing.

ACCT 110 Computerized Accounting

This is an eight-week course. Seventeen students completed the pre-assessment and 14 the post assessment. The course objective is to teach students through hands-on instruction how to effectively use the application software, Microsoft Quickbooks. The assessment tool used was a background knowledge survey that was provided by the course textbook author. The pre and post assessment results showed a significant improvement in the student's ability in using the Quickbooks software.

No possible strategies for improvement or instructional changes were identified by the instructor in the FARM Report.

Recommendation for institutional changes based on findings: It is a priority for the institution to find the resources to upgrade the computer units in classroom 200.

Overall

- One instructor in the department did not complete a FARM Report. The Welding instructor and HVAC instructor both visited with Mr. Johnson, Assessment Coordinator, in regard to their FARM assessment process. After discussion and strategizing with the Assessment Coordinator, both instructors plan to do a program pre and post skills assessment. Since both of the programs are nine-month certificate programs, it is acceptable to use a pre and post assessment that measures students welding and HVAC skills. Both instructors were unable to complete a FARM Report for this semester. One additional instructor did not complete a FARM Assessment for this year due to illness that prevented the instructor to be in class for long periods of time and as a result much of the instruction was provided by adjunct faculty.

- Some faculty need assistance or explanation with figuring statistical results when comparing pre and post assessments.
- In one case, an instructor needs to be encouraged to change the assessment tool to one that will better measure student learning.
- Most faculty need assistance or explanation on how to include an Assessment Narrative in the FARM Reports.
- Computers appear, in three instances, to be an issue for a recommendation for institutional changes. There was one request made for allocation of resources for computer equipment. The 20 computers used in Room 200 are over 10 years old and need to be replaced. This classroom is scheduled for use by three instructors from 9:00 a.m. to 7:30 p.m. Monday through Thursday and on average is used by 65 students on a daily basis. Problems with the current computers consist of: application software compatibility upgrades, slow access speed, current lack of access to USB storage and ports, and available student desk space. At the least, new system units would suffice since most of the current monitors are acceptable and most workstations were recently installed with new keyboards and mice.

Arts and Humanities Department

Andrew Johnson, Chair

The faculty of the Arts and Humanities department all conducted assessment this semester, processing both a FARM matrix report and an assessment narrative summarizing and reflecting on the outcomes. All instructors identify issues with reading deficiencies and comprehension. Three of the four instructors see problems with grammar and punctuation.

This department has brainstormed ways to give students more extensive writing experience than afforded by the two or three semesters they have now. This is particularly troublesome in the case of students who have come through the basic writing classes and are still not fully prepared to benefit appropriately from the

college composition classes. We know the math department has split the college algebra class into two semesters of instruction. We had thought about doing the same with one or more sections of first semester composition. In the end, instructors are pinning their hopes on a recent grant proposal that would bring an academic success center to the college. Such a center would be staffed with a credentialed writing instructor and at least one other experienced teacher to work with students one-on-one in conjunction with an inventory of computers and tutorial software. We have been told by the institutional grant writer that if the grant proposal is not successful, the need is still recognized and would be made a priority in future proposals.

Bronson Lemer

FARM Narrative

Spring 2011

Composition I

For my assessment, I evaluated one section of Composition 1. My assessment involved two parts: a pre-semester writing sample and a final essay. The pre-semester writing sample was an in-class essay written on the first day of the semester. The final essay was an in-class essay where students were given the topic in the previous class and were asked to prepare one page of notes. Students

arrived on the final day of class and wrote the essay in the classroom. Thirteen (13) students completed both the pre-semester writing sample and the final essay.

The pre-semester writing sample and the final essay were both graded on five (5) criteria: a clearly stated thesis statement or main idea; use of adjectives, details, and examples to support their thesis; correct and varied sentence structures; proofreading for grammar, punctuation, or spelling errors; and demonstration of organization skills.

Overall, I was very impressed with this class of students and their improvement over the semester. Based on the FARM results, all five criteria were improved upon during the semester. The biggest area of improvement was thesis statements. I introduced thesis statements early in the semester and spend every essay working with students to write clearly stated, well-written thesis statements that expressed their main idea or dominant impression for their essay. Late in the semester I also encouraged students to revise and adjust their thesis statements as their writing changed during the writing process.

Another area that showed big improvement was the use of adjectives, details, and examples to support their thesis. In the final essay, most students demonstrated their understanding of how to support their ideas with these details. Most of these details came in the form of personal examples, and I still struggled with getting students to use more descriptive adjectives and figurative language in

their essays, but overall I was pleased with the work students put into providing support for their ideas.

Two areas where students struggled (and this is supported with the FARM results) are grammar and organization. My composition class included some grammar instruction, but it was never a main focus in the class. In the future, I would like to include more supplemental grammar instruction such as exercises or online activities for students to complete (maybe as extra credit). I think that would motivate students to spend more time on grammar. As for organization, I think this will come with time, especially as students work to develop their writing skills in other classes.

My biggest recommendation for institutional changes would be to include a special, developmental class for reading or make reading more of a focus in their College Study Skills class. I put some focus on reading this semester, but I found that most students struggled with comprehending what they read. I included reading quizzes, where students could use their notes on the quizzes, but many students failed to take notes (because they didn't know how) or didn't take effective notes (because they didn't know how). Therefore, if reading could be highlighted in their college success course, it would improve their writing in composition.

Anyea Hake

Assessment Narrative

Writing Basics I

Spring 2011

This semester I had a number of students drop, withdraw, or just not show up to Writing Basics. The numbers from my assessment matrix may not have shown an accurate projection on the post test because only five students sat the post-test; two of which also sat the pre-test. Only one student sat, and completed both pre and post- tests. The other student refused to complete the essay section of the test. The three other students who sat the post-test did rather well and I did include their numbers as part of my post-test analysis because they did attend the whole class and completed the work for the course; they just missed the pre-test.

I was frustrated early on with this course because of the refusal to do assigned homework and brief readings for the class. I would offer negative and positive incentives, but many students would just not do the homework. After mid-term time some of the students who had not already dropped started not coming to class anymore. There were a few who just stopped coming right away, but for those that stayed a little longer it just seemed as though the workload was

too much. I am not suggesting that the workload be diminished in anyway, but I am considering how the institution and I could give these students the tools to better complete homework and follow through on assignments. One of my recommendations was to make sure that any student that registers for Writing Basics I must register for Study Skills. I understand that this is the current policy, but it should be enforced as many of my students that were registered for developmental writing were not registered for study skills.

Peggy Johnson

Assessment of Native American Children's Literature Narrative

Spring Semester 2011

Native American Children's Literature is a class that I teach entirely online. Throughout the course students read a variety of Native American children's books, which have been written by both native and non-native people, and learn about many issues relevant to the books. My hope is that by the end of the course students will be able to select appropriate Native American children's books and use them effectively with children. In order for them to make appropriate selections, students need to be familiar with the characteristics of effective books

of various genres and also be able to determine if particular books have the desired characteristics.

Most of the students in the class were able to identify the characteristics of effective books by the end of the term. A significant percentage, however, (nearly half) had a great deal of difficulty determining if particular books met the criteria, and this is the area of greatest concern to me. For example, while they could state that in a good beginning reader book, the text is separated from the illustrations, when they viewed specific books intended for beginning readers in which text merged with illustration, they did not see that as a problem.

I believe there are a number of factors that contributed to the difficulties those students had. First, it was evident that some of them were not reading the assigned content material all of the time but instead tried to do written assignments without first reading/studying assigned reading.

Also, reading comprehension was a problem for some. Several of them provided weak responses to question prompts because they misunderstood the questions. A number of students did not understand what “nonfiction” is and believed “nonfiction” is not true. Others confused the words “controversial” and “contemporary,” perhaps because of the similar prefixes. These kinds of problems were evident throughout the course.

I plan to make some changes to my class that I hope will help future students. I will include additional pictures that illustrate what the notes mean. For example, I'll show pictures from beginning reader books that illustrate the problem of text merging with illustrations. I already have some of these examples, but more may be needed.

I am also planning to include more audio and video in all of my online classes, which I believe will be more effective methods of instructions for students with reading problems. A recent study suggests that students learn better when interactive tools are used, so I plan to include more activities of that type in my classes.

I found similar problems in the pre and post- test this semester that I found last semester. The students do well with constructing paragraphs, with topic sentences, and critical thinking. What they struggled with was punctuation, some grammar issues, spelling, and basic sentence structure. If I were to ignore the prescriptive errors I often find the in-class essays to be insightful; especially on the post-test when the basic overall structure (intro, body, and conclusion) has improved.

The questions everyone seemed to struggle with on the multiple choice section were ones that had to deal with the parts of speech. We had discussed identifying parts of speech throughout the semester. I was hoping that if they were able to identify components to sentences they would start to think differently on their sentence construction. It was disappointing to see that both pre and post-tests struggled with identifying pronouns, nouns, and adjectives, since we did spend so much time discussing these terms.

Like all courses, we had some successes and non-successes. I saw success in the structure of essays written; however, that was coupled with struggles of getting in work on time or at all. I saw some major problems with attendance this semester as well. I do have many brief readings to complete early on in the semester, and for developmental learners this work load and level of reading could have been intimidating. Some of the students who quit coming admitted to not having time for school this semester because of job opportunities or other responsibilities. The amount of students lost was a little disheartening, but peer review workshops went really well with a smaller class. With the smaller class I was able to run the whole workshop group and facilitate some positive discussion on revision.

I was able to observe the progress of two students in this course all year, and it provided me with some additional insight into developmental learners. I had two students this semester that were taking the course for a second time, and they both passed this time around. I did see improvements in their dedication to completing coursework and revising their writing, but they also still struggled with some of the basic rules at the end of the semester. With one of these students I saw an improvement in vocabulary, but no improvement in punctuation or spelling. At times I would like to slow the course down for students who are struggling, but I also consider that I planned a slow pace in the first place and I need to prepare these students for the next level of writing basics. I know a lot of students drop this course, but I think there needs to be a lower registration cap for this course because of the vast spectrum of learning capabilities of students who take this course. Ten students would be ideal, but I would put a max of fifteen students able to register for one section.

Andy Johnson

English 120A

Assessment of English 120A covered two primary areas: a unit on advanced punctuation and a unit on the planning and drafting of an MLA source-supported

essay. A wide variety of punctuation rules was covered, among them over a dozen rules of comma application, ten rules for using the colon in writing, the two primary applications of the semicolon in writing, multiple applications of the quotation marks, the dash, italics, ellipses, parentheses, brackets, and the apostrophe. Shown below are the results showing the test item, percentage of errors for the item, the post-test percentage of errors, a percentage score showing improvement or the lack thereof, and, finally, a column for planned action and/or explanation of the item:

Test Item	Pre-test: % of errors	Post-test: % of errors	Improvement	Action/Explanation
1. Series	23%	8%	+15%	No Change
2. Phrase—Non-essential	38%	38%	0%	More review
3. Coordinate adjectives	46%	15%	+31%	No change
4. Quotation with comma	85%	39%	+39%	No change
5. Intro. Dep. Clause	54%	61%	-7%	More review and application work
6. List preceding IC	92%	100%	-8%	Rare application—provide second assignment on applying rule
7. Non-essential series with commas	92%	100%	-8%	More review

8. Complex series with semicolon	92%	85%	+7%	Rare application— consider second application assignment
9. , + because	69%	38%	+31%	Simple rule, but should be put in front of the students more frequently
10. Punctuate movie title	92%	77%	+15%	Journalists complicate this rule because they use quotation marks for movie titles.
11. Plural of boy (without apostrophe)	54%	54%	0%	More time expenditure on the apostrophe is justified because of the issues of plural forms and possessives
12. Cars'	69%	54%	+15%	See comment for 11
13. Rifles'	38%	69%	-31%	See comment for 11
14. Colon for explanation	61%	54%	+7%	No change
15. Non-essential set off with dash	38%	7%	+31%	No change
16. Documentation means . . .	56%	61%	-15%	More discussion/presentation on the nature of documentation of source is warranted
17. MLA = _____	23%	38%	-15%	More presentation on the Modern Language Association would be a good idea.
18. Works Cited-- definition	7%	15%	-8%	See comment for 17
19. Citations with year published	85%	69%	+16%	Confusion between parenthetical citations and Works Cited—add clarification to

				presentation.
20. 80% source?	38%	31%	+7%	Consider using a pie chart showing ratio of source to expository writing in paper.
21. Cite summary?	23%	0%	+23%	No Change
22. Cite Paraphrase?	31%	0%	+31%	No Change
23. URL Citation?	61%	15%	+46%	No Change
24. MLA & Abstract?	38%	38%	0%	More presentation on the abstract and APA would be justified.
25. Quotation correlates to Works Cited?	23%	0%	+23%	No Change

Items sixteen through twenty-five focus on the MLA, source-supported essay. Six of these areas show improvement when looking at the different in pre- and post-test scores. One item shows no change, and three items show negative improvement.

The areas that show improvement show progress in students' abilities to understand the difference between parenthetical citations and the Works Cited entries. Students also show understanding that the essay must still be an essay and not just a piling of source material, one on top another, from beginning to end. Students also understand the responsibilities in documenting paraphrased and summarized source material. An improvement of 46% with the URL item shows

that students now generally understand that an Internet address is not enough for either a parenthetical citation or a Works Cited entry.

Students showed no better understanding of the abstract and whether or not it was required in the MLA paper.

In the area of negative progress, surprisingly, several students still did not know what MLA actually stands for or what a Works Cited page actually represented.

The course includes well over twenty writing assignments. Along with this is a lot of presentation material. This assessment reveals the problem areas that require further attention and emphasis.

Although I am not requesting any material items, I remain hopeful that a recent grant proposal will produce an academic success center, staffed with licensed instructors and equipped with sufficient technology and software to accommodate an effective tutorial program for Basic Writing I and II and for Composition I and II.

Fall Semester 2010

Rhonda Gustafson, Department Chair

Career/Technical Education

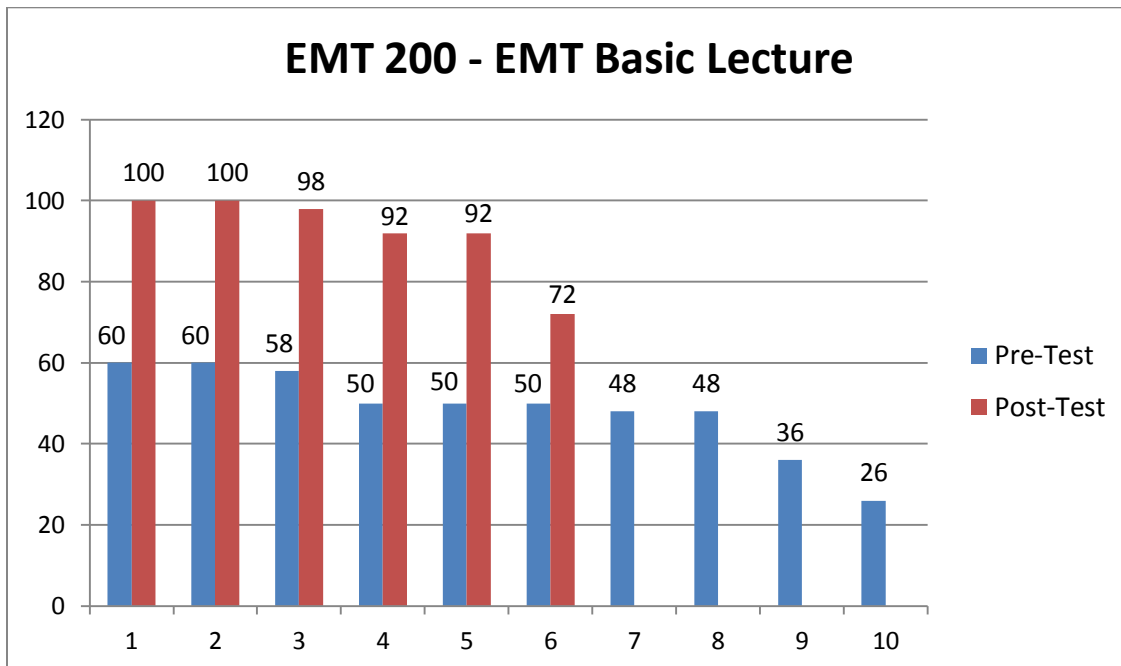
Six Career and Technical Education instructors completed a FARM Assessment Report for fall semester 2010; Ronald Parisien and Luke Baker, Construction Technology instructors; Michael Roussin, EMT instructor; Carl Eller, Welding instructor; Barb Houle, Entrepreneur/Small Business instructor; and Rhonda Gustafson, Business and Office Education instructor.

Michael Roussin

EMT Instructor

Michael pre and post tested his EMT 200 - EMT Basic Lecture course. The test consisted of 50 multiple choice questions. The 50 questions are part of the final exam for the course which consists of 200 total questions. The pre-test is given to the students at the beginning of the semester and again during finals week. Initially the 10 students that completed the pre-test scored under 60 percent, an average of 48.6 percent. Of the six students that completed the post-test (two students withdrew and two did not complete the final) passed post-test with an average

score of 92.5 percent. The recommendation for course changes included, continuing with the 50 question pre/post assessment to gain a better understanding of student's knowledge prior to the course and at the completion of the course. Michael had no recommendations for institutional changes based on his findings.

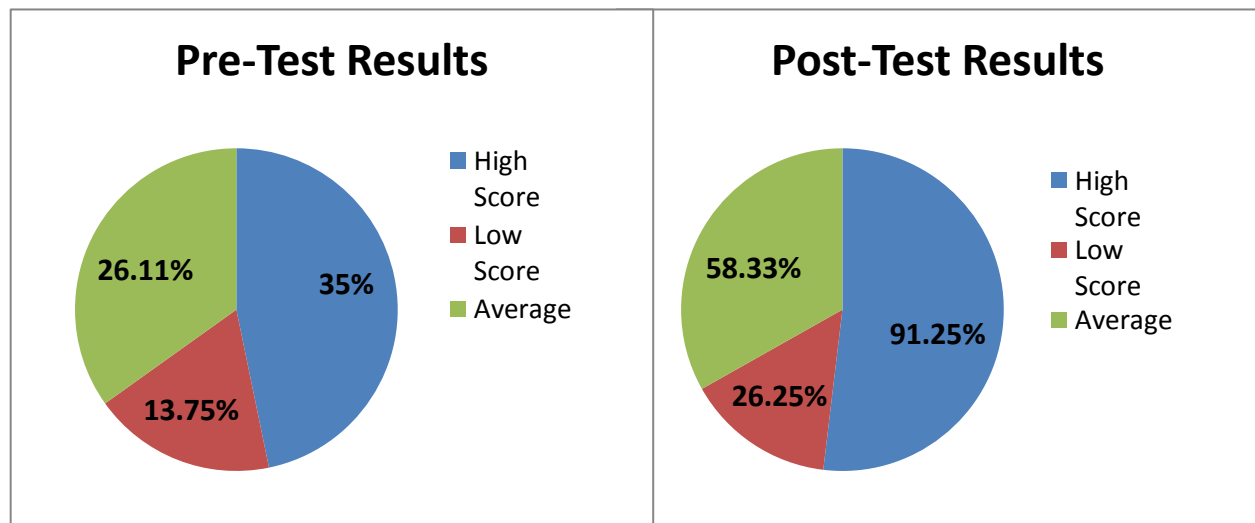


Ronald Parisien

Construction Technology Instructor

Ron had nine students complete the 80 question pre-test for his BCT 110 – Construction Math course. The pre-test consists of mathematical equations including addition, multiplication, fractions, improper fractions and question

problems related to perimeter and area problems. The results of the pre and post-test were as follows:



Ron identified several possible strategies for improvement or instructional changes that included: incorporating more audio visual aids, use tutors from first year program students that successfully completed the math course and to implement math and reading problems throughout the curriculum. Ronald had no recommendation for institutional changes based on his findings.

Barb Houle

Entrepreneur/Small Business Instructor

Barb pre and post tested her BOTE 211 – Fundamentals of Bookkeeping course. The pre/post document consists of 10 questions that consist of multiple choice, definitions and a fundamental accounting equation. The pre-test was give to 40 students at the beginning of the fall semester and it appears 34 at the end of the semester. Barb reported a mean of 1.21 for the statistical difference in her pre and post results. Barb had no recommendation for institutional changes based on her findings. It appears that Barb needs help with or one-on-one training on how to complete the FARM Assessment correctly.

Luke Baker

Construction Technology Instructor

Luke pre and post-tested his BCT 144 – Construction Estimating course for fall semester 2010. The assessment document consisted of 49 estimating equations. The pre-test was given to 10 students during the second period in the fall semester. Nine students completed the post-test. The average for the pre-test was 42 percent and the average for the post-test was 89 percent. From the results Luke identified that the students all did well on the portion of the test in regard to reading a tape measure; but 95 percent of the students had trouble with figuring out the materials

and estimate problems. After reflecting back, Luke felt that the more he worked with the students one-on-one and also by having the students work in teams; they picked up on the material faster. Luke stated that based on the findings, “he needs a set of blueprints for each student and also a better estimating book.”

Carl Eller

Welding Instructor

Carl pre and post-tested his Welding Theory I course. The course goal is to teach the students the fundamentals of welding. It appears that Carl also may need some training on how to complete the FARM Report correctly. I could not sort out the results and he indicated in the student successes/nonsuccesses column that 9 students were receiving certificates and 3 students had dropped out? Carl’s report did not indicate any statistical differences or recommendations for institutional changes based on his findings.

Rhonda Gustafson

Business and Office Education Instructor

Rhonda pre and post-test her BOTE 217 Records and Information Management course. The test consists of 27 multiple choice questions. The questions pertain to the course goal, to demonstrate application of alphabetic, number, subject and geographic ARMA filing rules. Twenty-four students completed the pre-test with an average score of 63 percent. Twenty-three students completed the post-test with an average score of 92 percent, an increase of 29 percent. The questions the student appeared to have problems with in both the pre and post-test were questions 17 and 25, questions that pertained to the numeric filing rule. A strategy will be to have the student practice more with this rule in the filing simulation kit used in the course instruction. There were no recommendations for institutional changes based on the findings.

Math and Science Department

By Dr. S. Hanson, Math and Science Dept. Chair

As I understand it, my first task in this report is to characterize how well students met the learning objectives of the individual courses assessed, and reported on via the FARM report, by faculty of the Math and Science Department. Because I am not privy to previous FARM reports, since, prior to this semester, they had been sent directly to the assessment coordinator rather than to department chairs, I am in

no position to be able to compare student learning performance in the fall 2010 semester with past semesters. Thus, I asked the instructors in my department, during a departmental assessment meeting on January 14, 2011, to indicate how well students performed on the assessment instruments they employed in their courses. Mr. Olson indicated that his students performed better in the fall 2010 semester relative to semesters past. On the other hand, Mr. Pfahl and Dr. Braaten indicated that students performed roughly the same as usual on assessment instruments in the courses they assessed during the fall 2010 semester. One exception, however, that Mr. Pfahl wanted to point out was that the online MATH 100 students performed at a significantly lower level than those in the face-to-face version of MATH 100. The science instructors, Ms. Blue, Ms. LaVallie and Dr. Hunter all reported that students in the courses that they assessed performed at a level more or less equal to students in previous semesters.

When asked if there were institutional changes that they would suggest, math instructors indicated that they would like to see continued funding of the Hawkes learning software, paid graders to grade homework and exams, more online classes, and access to Hawkes software on the server. Dr. Braaten specifically requested better whiteboards, a more appropriate classroom, and a salary increase. I have since arranged for Dr. Braaten to be able to use a classroom that is, in her opinion, more appropriate for math classes. The salary increase may prove more

difficult to secure. The science instructors indicated that the following would increase students learning in their courses: chemistry learning software and SparkCharts for science students as a learning tool.

Assessment Narratives from Full-time Faculty

Ms. Stacie Blue ASC 007A

Findings: In Chemistry a majority of the students had trouble with topics that involved math- scientific notation, balancing equations, metric conversions, and SI unit conversions. I assigned problems from the textbook, designed worksheets and did a review session to help students learn the material. Those who attended class regularly and put effort into the assigned work did well.

I did a five chapter test for Biology. The students stated that it was too much information to learn. I informed them that this is what will be required when going on to General Biology. I encouraged them to study and did a daily review of material along with a study session before the test.

Geology and Environmental Science were less intensive for the students and they showed more interest in these topics. I believe that is because these topics are introduced from grade school through college. While chemistry and biology are

secondary education courses and are completed at a slower pace. Also, some of the students that are in the science survey course completed their GED requirements but may not have completed biology and chemistry in high school.

Possible Change: Develop the science survey course to be split into two subjects first 8 weeks Chemistry and the second 8 weeks Biology. With inclusion of geology and environmental science topics were it is a benefit for the students to understand the material.

Dr. Kristine Braaten MATH 111 and MATH 112

Brief Background

MATH 111 and MATH 112 are each one-semester courses that when combined comprise a two-semester course which will then transfer as a College Algebra credit at most four-year institutions. These courses along with others will fulfill the mathematics requirement toward completing the students General Education Program, Associate of Arts Degree, or Associate of Science Degree. MATH 111A, MATH 111B, MATH 112A, and MATH 112B are taught as lecture, practice, competency-based courses. Students use Texas Instruments 83 Plus calculators for computation.

MATH 111: For MATH 111A, the mean pre-assessment is 2.9, mean post-assessment is 76.9, and average gain is 73.9. For MATH 111B, the mean pre-assessment is 3.6, mean post-assessment is 74.8, and average gain is 71.2. These test results are similar to Spring Semester 2010.

MATH 112: For MATH 112A, the mean pre-assessment is 0.0, mean post-assessment is 77.0, and average gain is 77.0. For MATH 112B, the mean pre-assessment is 0.0, mean post-assessment is 80.8, and average gain is 80.8. These test results are similar to Spring Semester 2010.

SUMMARY: There are no recommendations for institutional changes based on assessment findings at this time. For the immediate future, the use of daily homework, journaling, periodic in-class exercises, review problems, and “show work” exams will be continued in the face-to-face MATH 111 and MATH 112 classes. In addition, the TMCC Mathematics Department offers students assistance in the MathLab.

FUTURE ASSESSMENT PLANS: More specific assessment of students’ knowledge and their ability to apply that knowledge in MATH 111A, MATH 111B, MATH 112A, and MATH 112B should be conducted. For MATH 111, the current areas of focus are:

- graphing linear and quadratic equations

- understanding and applying formulas
 - complex numbers
- linear and quadratic inequalities
 - lines and slope
- distance and midpoint formulas
 - circles
- functions and their graphs
- transformations of functions
- combinations of functions
- composite and inverse functions
 - quadratic functions
- polynomial functions and their graphs
 - dividing polynomials
- zeros of polynomial functions.

For MATH 112, the current areas of focus are:

- more zeros of polynomial functions
 - polynomial functions
- rational functions and their graphs
 - modeling using variation
- exponential and logarithmic functions
 - properties of logarithms
- exponential and logarithmic equations
- modeling with exponential and logarithmic functions
- systems of linear equations in two and three variables
 - partial fraction decomposition
- systems of nonlinear equations in two variables
 - systems of inequalities
 - linear programming
- matrix solutions to linear systems

- inconsistent and dependent systems and their applications
 - matrix operations and their applications
- multiplicative inverse of matrices and matrix equations
 - determinants and Cramer's Rule.

Dr. Deborah Hunter BIOL 111

Concepts in Biology, BIOL 111, is a new course designed for non-science majors to meet General Education and Associate of Arts Degree requirements. This is the first semester where more than three students have been enrolled in the course throughout the semester, allowing an analysis of the course. Problems that can be addressed at the institutional level include cell phone usage and students receiving low grades due to attendance-related issues. TMCC needs an institutional policy dealing with cell phone usage in the class room. Students on the cell phone are not participating in class events. Students have been told to put their cell phones away while working on an exam; this leads to issues of potential cheating during the exam. Students have walked out of the classroom when asked to put their cell phones away. Students leave the classroom on a regular basis with cell phones in hand for 5 to 10 minutes during lecture, assumingly for the purpose of using the

cell phone in the hall. There are two issues related to attendance: one is maintaining students on the attendance register who have never attended the lecture or who disappear after the first week. One student never attended the class, yet had to be updated on the attendance register throughout the semester. I recommend dropping all students who have not attended a specific class during the first two weeks, unless there are medical issues that will be resolved and the instructor has been notified of the medical issue. I also recommend dropping students who show up for the week but disappear during the second week, without any notification of reasons to the instructor (or registrar). In this situation part of the policy might include notifying the student before the final drop. The second attendance issue is related to students arriving to class late and leaving class early. There were four students in the course who left at least 20 minutes early 5 or more times resulting in missing in-class worksheets and lecture notes and the student who took a 5 to 10 minute break routinely to use the cell phone. If the student is habitually arriving late and leaving early, without providing a valid explanation to the instructor, can TMCC come up with a policy addressing when count the student present and when to count the student absent. A simple solution would be to take roll at the end of the lecture instead of the beginning of lecture. Would this type of policy be acceptable to TMCC?

BIOL 111 Grade Distribution and Associated Factors.

Grade Distribution Attendance as of Dec 2, 2010 Left early/came late Cell

Phone In-class use

A	100 %	1 time/1%	-
B	86%	0 times	-
C	92 %	5 times/10%	+
D	84%	10 times/20%	+
D	80 %	6 times/12%	-
F	78 %	7 times/13%	+
F	80 %	4 times/8%	+
F	>50 %		
F	>50 %		
F	0.4 %		
F	0 %		

Two students withdrew. One was passing at the time the student quit attending class. The second student had a high absentee rate and was failing.

Ms. Audrey LaVallie CHEM115

A brief explanation is necessary to describe the assessment of competencies 1 and 2- various applications of metric unit manipulation, which covers everything from significant figures to scientific notation to the factor-labeling method of unit change. These are skills which are fundamental to an introductory chemical course and should have been taken care of by prerequisite courses in fundamental math and algebra. However, this is not always the case. Thus, I spend the first two weeks reteaching metric conversion and all of the above skills as well. At the end of this period we take a quiz and I have reported the average math skills quiz score for the class for question #30. I do not pre-assess for these skills because most of my pre-assessment would be on math instead of chemistry. Thus, for question #30, only a post-assessment score is available. It is also advisable to keep in mind that this is an average score and that there are still students who individually display low abilities in these math fundamentals as we progress through the course.

A number of these students admit that they or their advisor did not heed the prerequisites for the course. I also always warn students that if too many years have lapsed since taking some math courses that they would be better advised to bone up on math before attempting chemistry. There are always students who

persist in taking the course despite various cautions; some of the stories turn out okay, but most of them end in withdrawal at a later date.

In the 2010 course, the average math/metric quiz score was 81, but three students had scores in the 60s on it.

For the other questions on the assessment tests, there were several that involved low percent improvement between pre- and post-assessment:

Question #	% improvement	competency
2	20	3b
10	10	3e, 6b
14	-10	9a
22	20	4c, 13
28	20	17a

Question #2 was a question on identifying transition metals but the pre-assessment score was 60% and then went up to 80%. Even though the improvement increase was low, scores were already pretty good, and this competency was not of concern, at least compared to several others.

Question #10 involved identifying a covalent compound, which only 10% of the students could do on the pre-assessment test. It did not go up appreciably, only to 20% on the post-assessment. This is a somewhat surprising statistic, but I am suspicious of problems with students starting the semester late. This topic was covered early and there were a number of students who may not have been present for the explanation. The post-assessment was also relatively early in the semester and more concepts on covalent vs. ionic structures were covered later, so that students might have had a better grasp on this than indicated.

Question #14 involved probably the worst case scenario for stoichiometry, the mass-to-mass calculation. The only thing that students usually score worse on is limiting reagent problems. This question turned out to be the perpetual “negative” improvement question that inevitably occurs at least once every semester. I think there may have been some lucky guessing on the pre-assessment test and that

actual improvement may have been as high as 30%. However, there is concern that the other 70% are not getting it. Admittedly, this is a four- or five-step problem, and one can go wrong anywhere, but this semester we actually did extra worksheets trying to head off any problems. The next time I instruct this, I may give a separate quiz on stoichiometry (mole-to-mole, mass-to-mass, and limiting reagent) to allow students the time to develop their problem solving and not allow them to ignore it, and factor the quiz into the next examination.

Question #22 was a question on a graph (a phase diagram) that had two parts- asking about the boiling point/condensation point interface, and asking about the consequences of the heat of fusion being released to the ambient environment. If students had either part wrong, the question was counted wrong for the post-assessment; it might be better to split this into two different questions. Students generally do well on locating points on a phase diagram, so I am suspicious that the latent heat of fusion question was a little too complex. More discussion on the latent heat of fusion and vaporization may be needed and the question may need simplification.

Question #28 was the perennially low-scored redox question, which went from 20% correct answers to 40% correct. The post answers really should be higher than this. This semester we tackled some of the ideas of redox early on, and finished it up near the end of the semester, and, although results are better than last year, work still needs to be done on getting the scores up. I still think there are problems with students being pressured near the end of the semester and doing worse on end-of-semester concepts. I am also tempted to offer a redox quiz, allowing students to take their time on a number of questions, and then calculate the quiz score into the final examination.

Luther Olson MATH102, MATH112, MATH130, and MATH212

Overall course results for students initially registered into the course at the beginning of the semester.

Course	A	B	C	D	F	Dropped	Total	
MATH 102A		1	2	3	4	10	4	24
MATH 102B		3	5	5	0	8	3	24
MATH 102O		2	1	4	2	10	4	23
MATH 112O		0	0	0	0	0	7	7

MATH 130A	3	4	2	0	1	1	11
MATH 212A	2	2	2	2	3	5	16

Totals 11

10% 14

13% 16

15% 8

8% 32

30% 24

23% 105

Summary:

47% of students registered in the courses passed.

30% of students registered in the courses failed.

23% of students registered in the courses dropped.

Of the 32 students who received F's, only 3 (9%) had attendance of 75% or higher.

Of the 32 students who received F's, only 5 (16%) completed the course (actually took the final test).

For purposes of defining course success and identifying students retained, I have defined students who have actually completed the course as “students who have taken the final test.”

Course	Students Completed	Students Passed
MATH 102A	11	10
MATH 102B	15	13
MATH 102O	10	9
MATH 112O	0	0
MATH 130A	10	9
MATH 212A	8	8
Totals	54	49

Summary: 91% of students who completed the course passed.

Mr. Miles Pfahl MATH100

MATH 100 Applied Mathematics at TMCC is considered a developmental math course for our students. We have been struggling with the success rate of the students in this course and have been trying to find a course delivery method with will give the students the best chance of success. Over the past few years we have made great progress by implementing the Hawkes Learning System computer based course delivery method. Our success rate has almost doubled when compared to the previous few years when the course was taught face to face. We will continue to use the Hawkes Learning System for this course. When looking at the individual statistics above for this particular course, it seems that there has been good success this semester, (64% success rate), but we also need to mention our other MATH 100 sections here. MATH 100B had a comparable success rate to the above class, which was delivered in the same manner. This semester I also offered, for the first time, a section on MATH 100 online, this section had 26 students registered in it and only had 9 students succeed, (35%). As you can see, the online section had a much lower success rate than the face to face sections. There are 2 sides to consider when analyzing the data for the online section, 1) The positive spin – By offering the online section, there were 9 additional students who completed the course this fall semester who may not have had the chance to

take the course. 2) The negative spin – Students who take the online course fail at a much greater rate than those in the face to face section.

TMCC has made an effort to offer many of its courses online to accommodate our student's needs and we will continue to offer MATH 100 online as well. This Fall 2010 Semester is the first attempt at offering the course online so it is too early to make any definite statements concerning the success of the online delivery method.

Social Science Department

To: Andrew Johnson, Assessment Coord. & Larry Henry, TMCC Academic Dean

From: Leslie W. Peltier, Chair Dept. of Social Studies

RE: Fall Semester 2010 Summary of Activities

DATE: 2-11-11

As part of the continuous effort required by Assessment of course work here at TMCC I submit this report covering the 2010 Fall Semester FARM reports and other general concerns. The Social Science Dept. has completed Fall Semester classroom assessment of all full-time and part-time Social Science faculty with the exception of the newest faculty member, Brian Bercier, who was hired over the semester break as full-time faculty. Introduction to Psychology is the course in

transition, but will be assessed the spring semester of 2011 by Mr. Bercier. Each instructor has completed and continues to conduct a Pre and Post test for one of the classes he/she instructs as well as Midterm and Final tests. A comparative analysis of this testing has been completed by the faculty, which is the content of the FARM report.

The FARM reports and attachments have been completed by all Social Science Faculty and I retain both electronic and hard copies. We have discussed the changes to the FARM as suggested by the Assessment Coordinator and most faculty agreed that it may have improved the focus, but not the access. The FARM matrix continues to be difficult to work with. The electronic FARM reports are submitted to the Dept. Chair then on to the Assessment Coordinator and Academic Dean.

Social Science Faculty analysis of FARM data

- Attendance – The biggest indicator of student success or failure is directly proportional to attendance.
- Retention continues to be a challenge. While courses are full or overloaded at the beginning of the semester, we lose students due to lack of funds or transportation as the semester concludes. For example, one course has a retention rate of 88% student completion while other courses are low.

- Determination, study and positive attitude all contribute to student success.
- Pre and Post Testing directly reflect the goals and objectives of the course and are a measure of students' final grades, depending upon individual effort.
- Students when required to conduct their own Critical Thinking research and presentations on cultural topic have done so with varying success.
- Students like to use Jenzabar to access assignments, notes, and to submit assignments.
- Students showed a 25.5 percentage gain in post assessment. The average pre-test averaged 53% while the average for the post-test averaged 78.5% for one course.

Recommendations

Most Social Sciences Faculty request updates on classroom computer and projection equipment and access to visual aids. Laptop computers and digital and or video cameras would be beneficial for AIHEC projects, presentations and to record community events. Continue to fund Community Cultural Resource speakers as a means to connect with the culture, language and historical society of the reservation.

Social Science faculty continues to be very busy this time the year. Most faculty are completing projects such as Cecelia with the TMCC Anishinaabe Calendar, and Tasha developing a new Criminal Justice major. Some faculty, such as myself are involved in preparing student teams for competition at the AIHEC conference or like Cecelia are doing fund raising and organizing cultural events such as the TMCC Graduation Pow wow, the Tribal Candidates Forum, Michif Cultural Day and advising student sports teams. We all continue to serve on institutional committees when requested.

Social Science Dept. meetings this semester have been conducted face to face as a group on Fridays or individually, by telephone and through email.

Teacher Education Department

The teacher education department operates within the larger institution of Turtle Mountain Community College (TMCC) whose mission is to serve the needs of the community by providing professional and personal options for students on the reservation and surrounding community. Our teacher education department is designed to fulfill the following ideals:

- To prepare teachers who are culturally responsive to students, colleagues, and paraprofessionals within the community we serve.
- To serve as an educational change center that assists teachers in the field.
- To provide an array of educational resources for the schools within our cultural and geographical region.

The role of the Teacher Education Department at TMCC is to spearhead systemic and transformational change through the principles of culturally responsive teaching, to address the cultural ambiguities caused by forced assimilation, and to establish a sense of self by embracing and resolving these cultural ambiguities.

The unit assessment process begins with the admissions procedure, which has been tailored to ensure that students are ready for the rigors of the TMCC teacher education academic program. The recent addition of

the Academic Readiness Test is a result of the poor performance on the Praxis I and the documented struggles associated with written communication, reading comprehension, and mathematical concepts.

The candidate e-portfolio forms the backbone and culmination of the assessment process in teacher education. As an assessment instrument it is the strongest indicator of student proficiency within multiple domains of content knowledge and pedagogy. It also provides evidence of the candidates' ability to synthesize information across the various disciplines and to apply this information in a unique way to their teaching philosophy. Students thereby demonstrate their personal views of what teaching and learning means in the present and for their future as teachers. Since the portfolio is a developmental process, the candidates begin the construction of this assessment instrument in the first semester and follow through to completion with an exit presentation following student teaching.

The Fall 2010 semester marked the beginning of a new cohort in secondary, elementary and early childhood teacher education. Thus, in order to begin the process of constructing their e-portfolio all students enrolled in EDUC 300 Educational Technology. This course along with EDUC 200 Introduction to Teaching, ECE Intro to Early Childhood, EDUC 353 Child & Adolescent Psychology, MATH 240 Applied Statistics, and PHYS 320 Physical Science for Teachers will comprise the data set from which this report is drawn.

EDUC 300 Educational Technology

This course studies the development and use of educational technology and appropriate educational software for grades K-12. It demonstrates the use of internet applications, web quests, and electronic portfolios. It also provides many opportunities for “real-world” classroom applications. General education goals expressed in the course include Cultural Diversity, Critical Thinking, and Technology. The intent is to provide a thorough understanding of the skills necessary for competency

in the area of educational technology. The course was assessed for measurement of student progress through the pre/post test procedure. According to the data collected, 16 students showed a 31% increase in their knowledge and skills related to technology. Areas of strength were identified as overall exposure and use of cutting edge classroom instructional tools that lend themselves to engaging the student from a technological perspective. A source of weakness would be in adequate Promethean Board training opportunities for the students. This need is being addressed in the EDUC 406 Methods course.

EDUC 200 Intro into Teaching

The objective of this course is to develop an understanding of the teaching profession; student skills and expectations necessary for advancement into the teacher education program at TMCC; and familiarization with state and national professional organizations that oversee and support the teaching profession. General education and teacher education goals addressed by this course include critical

thinking, candidate dispositions, candidate knowledge and candidates' skill, traits, and habits. The course utilized multiple assessments of student progress and incorporated the pre/post test procedure as required by TMCC. Resultant pre/post test data described a 60% increase in student knowledge of the teaching profession as depicted in the tests scores. The instructor also commented upon the increase in number of questions answered in the post-test as compared to the pre-test. Pre-tests were submitted by the students with numerous queries unanswered (63%) as compared to the post-test (100%). Areas for instructor improvement that were self-reflected include the following: increase amount of reflective writing, emphasize the social gram as an instructional tool to better understand classroom social culture, incorporate more instructor-based modeling of effective teaching methods.

ECE Intro to Early Childhood

Course objectives include the study of the nature of early child development, with emphasis on developmentally appropriate environments for children. The course was assessed through the pre/post test procedure. Resultant data indicated that students improved their understanding of Early Childhood from an introductory standpoint by 50%. The initial pre test scores had 50% of the students failing the test; by completion of the course the pass rate for ECE was 100%. Areas of acknowledged course weakness were in the study of developmentally appropriate standards with regard to age and stages of child development.

EDUC 353 Child & Adolescent Psychology

This course is a study of human development during adolescence. It covers physical, social, emotional, intellectual, moral, and spiritual domains within a multicultural context and from a global awareness perspective. Attention given to young adolescent and emerging adult issues with specific implications for teaching and learning at the

elementary, middle & secondary levels. Institutional educational goals invoked in this course include content knowledge and student development. Students in EDUC 353 are required to develop a strong understanding of the historical trends that have influenced the student of child and adolescent psychology. Multiple pedagogical strategies are employed in the learning process within this course that includes case study and dialogical discourse. The course was assessed through the pre/post test procedure and of all courses that first semester teacher education students participated in, this one showed the most remarkable gain. Zero percent of the students passed the pre-test. Later 100% of the class passed the post test with the average score being 93%. No comments regarding course improvement were offered by the instructor in view of these assessment results.

MATH 240 Applied Statistics

This is a course specifically tailored to meet the curriculum requirements for the secondary science composite Bachelor's degree. Students in the

course are exclusively teacher education students who are seeing to complete a degree in secondary science education. The course is delivered using mastery-based homework and testing software from Hawkes Learning Systems. The course is paced to accommodate the students' skills and knowledge in the subject area. A synopsis of the course includes the ability to apply arithmetical, geometrical, statistical, and algebraic principles of mathematics. Statistical analysis of the pre/post test procedure revealed the following results from course completers: 11.4% on pretest 69.7% on the post test for a percentage of improvement of 511%. No grade lower than a B was given in this course, however there was a very high rate of attrition. Instructor thoughts on course improvement include more intervention tactics early in the course to prevent student hardship regarding content knowledge and stronger emphasis on lesson completion prior to testing. Changes in course pacing and lesson completion requirements ah\\have been implemented this semester, and appear to be improving student performance.

PHYS 320 Physical Science for Teachers

This course is designed for students who are in the teacher education program but is not exclusive to those students. Physical Science for Teachers is a college level physical science course that combines lecture and laboratory work in a way that focuses on teaching methodology that most effectively engages students in the realm of science from the context and perspective of the rural Native student. Institutional general education learning outcomes addressed directly in this course include Science, Mathematics, Critical Thinking, Technology and specific emphasis in Culture and Diversity. The teaching of Gregory Cajete are discussed and analyzed at the beginning of each class. Students are simultaneously exposed to prominent Native artists such as Sam English and Rance Hood. Course assessment followed the pre/post test procedure with resultant data reported only for those individuals who completed both assessment instruments. Pre-test data described an

average score of 52.5% with only one student passing the assessment.

Post test data indicated an average score of 66.3% with all students increasing their score by 20 percentage points at a minimum. In one instance a student's score was improved by 30 percentage points.

Instructor reflections regarding the course included incorporating a greater degree of cultural reference as well as laboratory exploration and inquiry that would enable the students an opportunity to delve into Physical Science from the perspective of a secondary student.

Arts & Humanities

Andrew Johnson, Chair

At the beginning of the fall semester, our department acquired two new instructors: Anyea Hake and Bronson Lemer. Both instructors came to us with some teaching experience and acclimated themselves to our system fairly rapidly. The assessment from our department is based upon

the principles of pre- and post-test assessment. Recommendations from our department are based on these revealed outcomes and on our teaching experiences throughout the semester. All instructors in the department looked at their assessment outcomes in terms of what modifications could be incorporated to improve the courses themselves. These changes will be further considered and implemented and implemented either partially or totally as we move into the next semester. Other changes, those which may have implications for the institution, are listed below and are stated with the conviction that such change could improve instruction in our department.

Recommendations based on outcomes from assessment:

1. If advisors continue to be asked to advise students in the auditorium during registration, they should all be provided with working laptop computers during registration.
2. The information in Jenzabar should be updated so advisors have access to information about all of their advisees. (One possibility would be to give faculty permission to add student information to their advisement area so that the burden would not all fall on one or two people.)

3. Placement results should be compiled in a master list that includes results not just from the current term but also from previous terms and that information should be provided to all advisors so it isn't necessary for advisors to spend time finding someone from a particular department to ask for information about advisees.
4. Policy should be changed so that placement results are valid for only a certain number of years (possibly three years). Students who do not complete the general education requirements for an area during that time should be required to retake the placement test.
5. Information concerning placement should be entered into the registration system in such a way that students are blocked from registering for a class unless they have taken the placement test and either tested into the course or taken any classes they need to take before doing so.
6. Possibly additional sections of classes are needed so that students do not have to wait to take the English and math classes they should be taking when they start college.
7. Online tutoring should be an option for students taking online classes. It is not realistic to think that students who are taking online classes because face-to-

face classes won't fit into their schedules will be able to meet face-to-face with tutors.

8. The college should consider tutors with four-year degree preparation in writing and language skills. Teaching experience on either college or high school level should be preferred.

9. A fully equipped writing lab (word processing and tutorial material) with desks for tutor/s should be designated.

Assessment Narratives from Full-time Faculty

Anyea Hake

CO: Andrew Johnson, Chair of Arts and Humanities at TMCC

Assessment Reflections

Writing Basics I, fall 2010

Writing basics I was a challenge to approach based on the wide variety of abilities and disabilities. By comparing the two assessment tests I did find that there was improvement, but not enough. I was more impressed with individual improvement with 9 out of 15 students improving from their original score. However, when you lump all the scores together for an average I can agree that scores do need to come up higher. I am also interested in investigating those students that show little or no improvement, was it attendance or just failure to comprehend the material?

Even though some students were not successful on the test, I do believe that many students struggle with writing an in-class essay. I did see much improvement in typed essay writing skills, since I worked closely to write and revise. Since I am gauging their essay skills on a handwritten assessment essay, I see some disconnect between the success that we had in class and the final scores on the assessment. I will work more with the students on the in-class essay and writing skills without a computer, while still concentrating on those major typed assignments.

I noticed that more than a few students lacked confidence on their first assessment essay. They would stop after a paragraph and write something along the lines of,

“sorry, I am not a very good writer.” They may have had this perception from previous classes, or simply because they were placed in 086.

I also found the students’ attitude toward the test interesting. When I administered the first assessment test I told them that it was not for a grade they were just to sit and try and do their best. When I administered the second assessment it was attached to their final exam. Around 5 or 6 students wanted to skip the essay section of the exam (post assessment) and just take their chances on what they had done on the practical portion. Essentially, they felt done and were willing to do worse if it meant that they could just be done with the test and the class. This aversion to the writing was interesting because with the first test they did not question it and sat and wrote for a considerable time. But the second test actually had physical points and a grade attached to it, and more students were disinterested in completing the essay section. This may have been because the assessment was part of a larger test now, or it could be a symptom of the stress of finals.

Overall, I was happy with some individual student improvement, but I am hopeful that scores will improve. I am incorporating the revision process into the paper grade, and we will just have to keep trying a variety of exercises to work on spelling and mechanics. Grammar terms seem to alienate the students, but that does not mean they are exempt from learning the terms. I just have to investigate the best way for me to approach the science of prescriptive grammar know that I

have gotten to know some students. The students appeared to absorb and understand their subject matter the best when I had each student prepare a presentation on a common error in writing. Teaching is a good way to learn, and I will incorporate this exercise and ones like it again this semester. I am going to assess this class again for the spring, so I can get some more feedback on this course.

Bronson Lemer

Turtle Mountain Community College

Assessment

Fall 2010

College Composition I

PRE-TEST:

INSTRUMENT: Writing sample with the following topic - Describe your experiences with technology. How do you use technology in your daily life? How does technology influence your life? Spend at least 25 minutes on your writing sample

OBJECTIVES: The writing sample gives me a basic understand of each student's writing level, their strengths, and their weakness. The sample helps me make sure students are prepared for the course and ready to be writing essays at the college level. I keep the sample on file for consultation during the semester. If I suspect a student of plagiarizing, I consult the writing to get a sense of their writing style. I also track problems the student may have and try to address these problems so they can work on them in future assignments. At the end of the semester, I give the sample back to the student and ask him or her to reflect on what they've learning and what has changed about their writing this semester.

POST-TEST:

INSTRUMENT: Final essay

OBJECTIVES: The final essay should demonstrate a student's understanding of the course objectives:

- Understand and apply the principles of effective academic writing.
- Use a process approach to writing which involves prewriting, drafting, revision, and editing.
- Develop multi-paragraph essays and arrange them coherently.
- Use supporting details based on personal experience.
- Use varied sentence structures.
- Edit and proofread papers for grammar, punctuation, and spelling.
- Read analytically and think critically.

ASSESSMENT OBSERVATION:

The biggest thing I learned from putting together this report is that I need to be more detailed when it comes to assessment. I found it a little bit difficult assessing their writing at the end of the semester. Next semester, I'm going to give a more detailed pre-test which will ask students to write a multi-paragraph essay based on

what they already know about composition and writing. I will also give a final essay exam at the end of the semester, which asks students to write a multi-paragraph essay based on what they've learned this semester. This should give me better results to assess the students with next semester.

Turtle Mountain Community College

Assessment

Fall 2010

Introduction to Humanities I

PRE-TEST:

INSTRUMENT: Writing sample with the following topic – What are the humanities?

OBJECTIVES: To assess what students already know about the humanities before they come into the class.

POST-TEST:

INSTRUMENT: Final project

OBJECTIVES: The final project should demonstrate a student's understanding that humanities express human values and emotions through a projects where students research famous art works, create a collage of art work expressing the same value or human emotion, and then present their project to the class.

ASSESSMENT OBSERVATION:

As with my composition class, I need to have more specific standards in place for pre- and post-test next time I teach this class. In the future, I plan to include a short test at the beginning and end of the class to gauge how much students learned.

Andy Johnson

English 120 A, Fall Semester, 2010

Assessment Reflective Commentary

My English 120A section of freshman composition focused on a study of punctuation not commonly studied in high school. Punctuation marks such as

ellipses, italics, brackets, parentheses, the underline, colon and semicolon, application of quotation marks (standard and alternate applications), apostrophe, and, finally a comprehensive review of comma rules. Students were assigned a number of mini-essays with punctuation target rules for each essay. At the conclusion of the unit, students were given major punctuation exam.

The goal of the second part of the course was to prepare students to undertake a short term paper project, using MLA documentation. Students were taught a sequence of steps starting with a term paper proposal, followed by an inquiry outline, research notes, revised outline, drafting techniques, accurate in-text citation and Works Cited entries, revision, preparation of final draft, and proof-reading. The objective of the final step was to submit an MLA source-supported essay that exhibited the following characteristics: introduction with thesis statement, development of thesis through a series of paragraph filled pages, and showing reasonable usage of source with correct MLA in-text citations that correlated correctly to their Works Cited entries.

The pre- and post-test consisted of fifteen sentences meant to be edited for punctuation and comprising a survey of the punctuation marks studied during the term. There were also ten sentences focusing on general knowledge of the MLA usage of source and documentation process. The average percentage score on the

pre-test was 41%; the post-test average was 59%, showing an improvement of 18% at the end of the term.

I will consider revising the assessment instruments for this class, since I am not sure that punctuation is fairly represented. Also, the term paper portion lacks measurement questions of certain characteristics of the essay that should be present.

Recommendations:

1. The college should consider tutors with four-year degree preparation in writing and language skills. Teaching experience on either college or high school level should be preferred.
2. A fully equipped writing lab (word processing and tutorial material) with desks for tutor/s should be designated.

Peggy Johnson's Assessment

Currently too many students are “slipping through the cracks” concerning placement testing and appropriate placement in writing classes. Of the eighteen students who started my class, 10 either had not taken the writing placement test or had taken it and been placed in Writing Basics but were allowed to register in the

English 110 class without completing Writing Basics. I try to check the names of students in my writing classes against the writing placement list, but this is not easy to do since there hasn't been a master list showing results for all previous tests. I also do not have easy access to records that show what classes students may have taken prior to enrolling in my class, so I don't know if they have completed Writing Basics if that was required. I did identify students who had been incorrectly placed in the class and reported the problem to Student Services. However, Student Services is very busy the first two weeks of the semester, and they did not address the problem until it was too late for students to change their schedules. (Not surprisingly, many of the students who should not have been allowed in the class did not complete it successfully.)

Some students who fail to complete online writing classes sign up for the same class time after time without experiencing success. While this is certainly unfortunate for the students who continually fail, it is also a problem for the many other students who would like to take online classes but cannot because the classes fill up quickly. This seems to be partly an advisement issue, as perhaps some of these students are not well suited for online instruction. (It is also possible that students are being advised to take face-to-face classes but refuse to do so because their particular circumstances make online classes necessary.)

Currently not all instructors have access during registration to information about classes their advisees have taken or attempted to take. The college has advisors do their advising in the auditorium where there usually are no computers unless instructors bring their own. At one time college-owned laptop computers were provided, but that has not been the case in recent years. Even when instructors do have their own laptops, the Internet connection is not always reliable in the auditorium, so instructors still may not have access to important information. In addition, the information about advisees is not always up to date in Jenzabar, so an instructor may be asked to advise a student whose name is not included in the advisor's list of advisees. All of these problems make it difficult (especially when there are lines of students waiting for assistance and advisors are rushed) to recognize possible problems and give the best advice concerning classes.

One student in my class fall semester has attempted the class several times and has failed every time. She has never taken the placement test, yet she has been able to repeatedly register for English 110 online. She probably needs to take Writing Basics but should certainly take the placement test before she enrolls in an English 110 class--either a face-to-face or an online class.

I believe there would be fewer placement problems if the following were to happen:

1. If advisors continue to be asked to advise students in the auditorium during registration, they should all be provided with working laptop computers during registration.
2. The information in Jenzabar should be updated so advisors have access to information about all of their advisees. (One possibility would be to give faculty permission to add student information to their advisement area so that the burden would not all fall on one or two people.)
3. Placement results should be compiled in a master list that includes results not just from the current term but also from previous terms and that information should be provided to all advisors so it isn't necessary for advisors to spend time finding someone from a particular department to ask for information about advisees.
4. Policy should be changed so that placement results are valid for only a certain number of years (possibly three years). Students who do not complete the general education requirements for an area during that time should be required to retake the placement test.
5. Information concerning placement should be entered into the registration system in such a way that students are blocked from registering for a class unless

they have taken the placement test and either tested into the course or taken any classes they need to take before doing so.

6. Possibly additional sections of classes are needed so that students do not have to wait to take the English and math classes they should be taking when they start college.

7. Online tutoring should be an option for students taking online classes. It is not realistic to think that students who are taking online classes because face-to-face classes won't fit into their schedules will be able to meet face-to-face with tutors.