

Annual Assessment Report: 2012—2013

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Coordinator's Summary

Andrew Johnson

At our end of year faculty assessment meeting, a faculty person asked me how long the college had been in existence. He also wondered if the tradition of assessment of instruction began with the college. I replied that formal assessment was a fairly new initiative that probably had its beginnings with the development and design of a graduate survey under the direction of Dr. Carol Davis. The survey which largely measured perception of graduates would today be categorized as an indirect measurement and was designed by faculty in the spring of 1996 and administered in the fall of 1997.

A more formalized approach to assessment of academic achievement was initiated in 2002. Dr. Scott Hanson was chosen to be the college's first coordinator of assessment. Since that time there have been a number of assessment coordinators, and the process has utilized some trial and error approaches to the assessment process.

Assessment today can be characterized as faculty-driven, statistics-based, all interwoven with the latest technology in the college. The reporting out is all

digital; much of the statistical analysis is reported using graphs, tables, Jenzabar analytical data, etc. This report consists of my commentary, recommendations growing out of assessment and reported by departments, reports from the department chairs on the outcomes from their departments, and (in many cases) the narratives from the instructors who assessed, collected the data, and reported the outcomes for their individual classes. Instructors were charged with addressing the outcomes for the associate of science degrees if their assessed classes fell within the curriculum offered in that two-year degree program.

This year's efforts to assess the associate of science program indicate that there is strong evidence of learning in these classes. That evidence is found within the chairperson's commentary and within the individual narratives from the instructors. A review of the statistical data may not be overly interesting to the casual reader, but the instructors themselves use this information to modify their instructions and material as needed. The outcomes for the associate of science program, likewise, are addressed at the classroom level and show strong achievement by a clear majority of the students completing the classes. This report details the specifics of this achievement as reported by those instructors teaching classes in that area.

The Teacher Education Department (TED) also presents impressive statistics as far as the graduation rates are concerned and the placement of those graduates in teaching positions throughout the community.

Finally, the Career Technology Education department , which consists of a lot of diverse programs and skill sets, reports strong success and achievement, although attendance rates left something to be desired, and that will be the focus of next year's department as they move forward.

Recommendations by Department

Arts & Humanities

1. The department recommends capping enrollment in writing classes at no more than twenty, with fifteen being ideal. Until a few years ago, no more than twenty students were allowed in any composition class, including developmental courses. Recently the number allowed in face-to-face classes has been set at twenty-five. The size of current classes is negatively affecting students since it takes a significant amount of time for instructors to provide appropriate feedback on student assignments. When classes are large, out of necessity instructors either assign fewer writing assignments or provide less feedback, which is detrimental to students.
2. Enrollment in speech classes was capped at twenty for fall semester, and the department recommends that enrollment in speech class continues to be capped at twenty. When speech classes have more than twenty students in them, it is very difficult to provide students with the speaking experience they need, as it takes too long to get through a single round of speeches.
3. The department believes some students need assistance transitioning from developmental classes to English 110, as there is evidence that many students who have completed Writing Basics II struggle in English 110. One suggestion is to work with the Zhaabwii Program to help students transition from developmental classes to English 110, using Aplia in Writing Basics II and having students continue using Aplia with the Zhaabwii Program the semester after they complete Writing Basics. Brent Sexton has used Aplia in

the past and believes it would be beneficial to students, and instructors in the Zhabwii Program have also expressed a willingness to try using it.

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. Currently students are returning to college after being out of school for a number of years, and they often need developmental courses to refresh their memories. Currently they are not required to take the placement test to determine if they are prepared for English 110 or English 120. In addition, if they previously tested into English 110 or completed English 110, they cannot receive financial aid to take a developmental English class or to repeat English 110. If they were tested before enrolling in an English class, they could receive financial assistance for a developmental class or a repeat of English 110 if test results indicated a need for such a class.
5. While placement test results are now added to Jenzabar so that advisors can see where advisees have been placed, some students still are registering in classes that are more advanced than the ones in which they were placed, and some are also registering in classes that have prerequisites even when they have not taken the required courses first. This creates problems for students, as if they are unprepared for a class, they may either end up dropping or failing. While the department urges advisors to look carefully at where students have placed and what, if any, prerequisites there are for a course, instructors also believe it would be helpful if Jenzabar were set up to block students from registering in a class if they have not met the requirements for enrolling in it.

6. Online tutoring should be an available 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.
7. A computer lab should be available for writing instructors to use with their classes. Currently, writing instructors are only able to take their students to a computer lab if the lab is not in use by another department. Unfortunately, computer labs are often in use during the times writing instructors have classes.

Math and Science

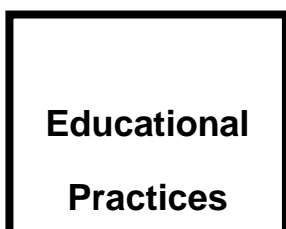
Suggested Institutional Changes:

Fall Semester

Ann and Audrey said they would like laptops with styli. Stacie said she would like tablets, ipads and a Promethean board. A truly institutional change would be a change in the institutional reluctance to accept that it is possible to use ipads in the classroom while preventing students from stealing them. That is the institutional change we are requesting, and it comes at absolutely no cost to the institution.

Miles would like some math tutors for the math lab. We discussed standardized testing as a program-level assessment tool and there wasn't much support for it.

Spring Semester



Social Science

Recommendations: TMCC should continue to require Chippewa History I and II as a standard for all student graduates. This course embodies the major historical and cultural events of the Turtle Mountain Band of Chippewa. The course requirements are centered on the rights and responsibilities of sovereign governance and land owning rights of the Pembina Chippewa as established by the treaties. Students must make an in-depth study of the 1863 Old Crossing Treaty and must pass tests covering those documents and history.

There is overall a marked increase of student' knowledge between the pre and post assessment tests completed the first and last weeks of the semester. Student show a big gain in knowledge of the treaties as evidenced by the unmarked comment field in the pre-test to the more often cited post-test. Students who complete the course also show an increase in knowledge of the Chippewa Seven Teachings, being able to list more and accurately all the teachings at year's end. Students have also indicated on the Post Assessment that they have made real gains in the knowledge of traditional events such as pow wows, ceremonies, foods, hunting traditions, and

legends. Students develop a sense of responsibility for the preservation of our tribal customs for future generations through this course. As my mother, Elma D. Wilkie used to always say; “You don’t know where you’re going unless you know who you are.”

Spring Semester

I think supplemental DVDs and other media would be helpful in all classes as this would provide a visual example of concepts, physiology, etc., for all students. I believe their overall comprehension and retention would be thus enhanced.

Another area that would enhance instruction would be for the instructor to attend seminars germane to general and specific areas related to psychology, sociology, and other pedagogical workshops aimed at improvement and enhancement of delivery instruction of coursework and teaching.

Teacher Education Department

Summary

Students admitted into the Bachelor’s program for teacher education are held to multiple assessments of knowledge, skills and dispositions. The overreaching

assessment of program goals is deeply seated nationally in two areas: 1) The Praxis examinations which assess student basic skills, content knowledge and pedagogy, and 2) the Interstate Teacher Assessment and Support Consortium (InTASC) Standards which specifically address the program and how the curriculum meets national expectations for preparing competent Pre-K-12 teachers. The TMCC teacher education program has been successful in meeting these two high stakes performance indicators. However, more importantly, the integrity of the institution as a tribal college serving students from the Turtle Mountain Reservation and surrounding communities has significant credence in the teacher education curriculum and our philosophical approach to training teachers. Each of the nine institutional goals are addressed throughout the teacher education curriculum which begins at the moment a student declares the Bachelor's degree as a major. The general education curriculum directly feeds into the four year degree and is an integral part of the entire degree plan. From the development of critical thinking skills to the understanding of the unique cultural heritage of the Turtle Mountain Band of Chippewa, each goal can be tied to a specific course within the Bachelor's program and student outcomes.

Areas within the program which require further development are in the analysis of specific data sets that account for student dispositions and program satisfaction (graduate exit survey). While these instruments are developed and have been

launched to our students, the response necessary for reliable statistical significance has not been met. A stronger effort to engage students in these necessary instruments is critical for ongoing program improvement. Equally important is the ongoing support of teacher education students in meeting the cut scores for the Praxis exam. The department has seen steady improvement in resultant Praxis exam scores. For example, the Early Childhood students were 100% successful in passing the Praxis I exam last fall (2012) which is highly commendable.

Institutional support for the Bachelor's degree program has been increasing in measured amounts over the past semester, yet the department is asking for a greater investment by the college for this program which has been successful in meeting programmatic goals, and well as student academic aspirations. Sponsored program dollars are nearly spent out which lends the department to the college general fund for all support in maintaining the department functionality. Presently, the department is up by one program (3 BS degrees offered) yet down by three faculty and soon a data tracking specialist will be cut from the department. These losses in human capital are creating a distinct hardship for the skeletal department. The fall schedule has 31 courses offered in teacher education. These courses will be taught by three full time faculty and four adjunct. There will be five cohorts operating simultaneously in the Fall 2013 semester, juniors (new admits) and

seniors in each discipline. A conservative estimate of the number of graduates in May 2014 is 18 from teacher education.

Career Technology Education

Administrators

- Hire faculty for extended periods of time to focus on assessment initiatives outside of their regular teaching times (i.e., during winter, spring, or summer breaks)
- Use the assessment results to make decisions, including the area of budget.
- Refer regularly to the assessment program and its results in reports and presentations to both internal and external audiences (i.e., leadership team, advisory boards, tribal community, and board of trustees)
- Consider hiring hire a full-time assessment coordinator who is knowledgeable about assessment best practices and sensitive to the cultural environment at the college or/and who is very familiar or/and committed to the college's strategy plan.

Faculty members

- Take ownership of assessment and embrace assessment as an intrinsically valuable developmental process whereby teaching and learning can be continually improved through evaluation, reflection, and identification of needs for change.
- Use the assessment program and its results to improve student learning

Other

To address the issue of attendance and retention, CTE programs will be testing several strategies, cohorts, short-term training, block scheduling and in some instances, strict attendance requirements. Modeled after the IBest program at Washington, the CTE department chair argues should have teacher aids/assistants in some of the courses.

Have faculty assess the same classes next year to use a comparison and create data that can eventually be analyzed. The department chair or assessment coordinator or academic dean or CTE director, needs to collaborate with the instructor to revisit the syllabus and in particular course objectives, course rationale and developing a pre and post assessment that coordinates with the course objective.

In most instances work needs to be one by faculty on calculating basic statistics for the student scores from the pre and post-tests.

Fall Semester 2012

Arts & Humanities Department

The Arts and Humanities Department lost two instructors at the end of spring semester with the resignations of Anyea Hake and Eric Kuha. Fortunately, the college was able to fill the vacancies with two well-qualified people, Kristin DeMarr and Forrest “Brent” Sexton.

Brent Sexton is highly qualified to teach in the Arts and Humanities Department, as he taught secondary English classes for fifteen years and has additional teaching experience as an adjunct college instructor, has a master’s degree in English education, and will have a PhD in educational leadership upon completion of his dissertation. During the fall semester, he taught

all of the developmental classes for the department as well as one Introduction to Humanities course. His teaching experience is evident in the ease with which he has planned lessons and managed his classes. His prior extensive experience with assessment, which has been a major part of secondary education in recent years, is also readily apparent. He is a definite asset to the department.

Kristin DeMarr is also well qualified to teach in the department, as she has a master's degree in English with the focus on writing. She also has prior teaching experience as an adjunct instructor at several colleges, including, most recently, a tribal college in Wisconsin. During fall semester she taught three sections of speech and two sections of English composition.

The Arts and Humanities Department assessed courses using pre- and post-tests and comparing the results of the two, using the stated learning outcomes for the associate of science program as a gauge when they were relevant. Since developmental courses are not part of the associate of science degree, those courses within the department were assessed based upon course goals and objectives. Recommendations from the department are based on the results of the assessment as well as on the teaching experiences of the members of the department throughout the semester and discussions held during departmental meetings. All instructors in the department looked at their assessment outcomes in terms of what modifications would improve the courses themselves while also, when applicable, strengthening the associate of science program. The changes individual instructors see as necessary for specific courses will be implemented either partially or totally during the following semester. (All instructors chose to assess courses that they would also be teaching spring semester.)

In addition to identifying changes for specific courses that they feel they can implement themselves, department members have also identified institutional changes that they believe are necessary or that they believe would improve student learning. These suggested changes are listed along with rationale for the recommendations:

Recommendations Based on Outcomes from Assessment:

8. The department recommends capping enrollment in writing classes at no more than twenty, with fifteen being ideal. Until a few years ago, no more than twenty students were allowed in any composition class, including developmental courses. Recently the number allowed in face-to-face classes has been set at twenty-five. The size of current classes is negatively affecting students since it takes a significant amount of time for instructors to provide appropriate feedback on student assignments. When classes are large, out of necessity instructors either assign fewer writing assignments or provide less feedback, which is detrimental to students.
9. Enrollment in speech classes was capped at twenty for fall semester, and the department recommends that enrollment in speech class continues to be capped at twenty. When speech classes have more than twenty students in them, it is very difficult to provide students with the speaking experience they need, as it takes too long to get through a single round of speeches.
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Program the semester after they complete Writing Basics. Brent Sexton has used Aplia in the past and believes it would be beneficial to students, and instructors in the Zhabwii Program have also expressed a willingness to try using it.

11. 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. Currently students are returning to college after being out of school for a number of years, and they often need developmental courses to refresh their memories. Currently they are not required to take the placement test to determine if they are prepared for English 110 or English 120. In addition, if they previously tested into English 110 or completed English 110, they cannot receive financial aid to take a developmental English class or to repeat English 110. If they were tested before enrolling in an English class, they could receive financial assistance for a developmental class or a repeat of English 110 if test results indicated a need for such a class.
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13. Online tutoring should be an available 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.
14. A computer lab should be available for writing instructors to use with their classes. Currently, writing instructors are only able to take their students to a computer lab if the lab is not in use by another department. Unfortunately, computer labs are often in use during the times writing instructors have classes.

Assessment Narratives from Full-time Faculty

Andrew Johnson

Assessment Narrative

Class Assessed: English 120 A

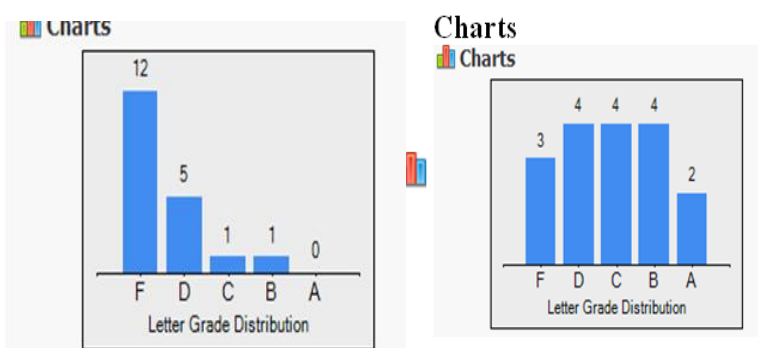
Assessment Focus: Class goals and objectives and Associate of Science Degree

This semester, for the first time, I used the test analysis data from Jenzabar for the pre- and post-tests. The focus was two-fold, looking at the goals and objectives for the course and some of the learning outcomes for the A.S. degree. The goals and objectives statement for this class are as follows:

Course Goals: (1) to improve students' ability to use most types of punctuation in their writing; (2) to improve on students' general essay writing skills; and (3) to train students to write a term paper using a series of sequential steps, culminating in the drafting of a correctly documented MLA essay.

Course Objectives: Students will build skill in using a variety of different punctuation marks: the dash, hyphen, colon, single/double quotation marks, brackets, parentheses, ellipses points, italics, underscoring. Students will learn the basics of MLA documentation. Students will gain skill in revising drafts and preparing final manuscripts. Students will receive basic instruction in using the Internet to research selected topics.

Utilizing the test analysis feature from Jenzabar, it is possible to represent a snapshot of learning that took place in the class over the semester:



Pre-test Grades

Post-test Grades

The program also can represent this data by percentage scores:

Pre-test:

Average score: 55.45% (15.52/28)

Median Score: 53.57%

Mode: 46%, 54%

Post-test:

Average score: 70.35% (70.35/100)

Median Score: 72%

Mode: 72%

There was significant progress with the students this semester. Some of the items show limited learning, but the applications for those have limited utility in general composition and were very

unfamiliar to nearly all students such as a series positioned in front of the independent clause and separated from the clause with a dash—interesting, but rare.

Writing assignments are given for each presentation of material throughout the term. A lot of attention is paid to integrating a lot of the punctuation marks that students have mostly not used during their high school years into mini-essay assignments. Most of these marks tend to show up in the students' MLA, source-supported essay at the end of the term, showing that they not only understand the applications but have integrated them into their writing by the end of the term.

This course teaches the process of writing the MLA, source-supported essay since MLA is proprietary to the arts and humanities in higher education today. Many students have never used nor even seen in-text citations, so it takes a lot of patience and time to guide them through the procedures. And although the pre- and post-tests attempt to measure general knowledge of this objectively, students did well with the process from start to finish.

This year faculty are asked to reflect on how their classes meet or exceed the learning outcomes of the Associate of Science degree. English 120 A of course meets the communications outcome very well when looking at the ability “to use the English language effectively, writing and speaking with clarity, coherence, and persuasiveness.” Although composition does not address public speaking specifically, there is a very strong correlation between designing and drafting a composition and planning and delivering a speech. This class covers a wide range of pre-writing strategies that lead logically into a design of content for the body of the essay (thesis question outline assignment and revised outline assignment). It also addresses the criteria of planning effective openings and conclusions.

Of course, science places a great deal of emphasis on factual information and verification. Science instructors will want students to work with facts and to provide accurate citations and bibliographic information on sources according to nationally recognized formats (MLA, in this case). Much emphasis is placed on asserting a thesis about the research issue following the research and note-taking. Using personal insight, conclusions, and source material (correctly cited) would be essential to those involved in science education. This class should meet those expectations.

A secondary learning outcome from the Associate of Science degree has to do with computer literacy stating that “students will demonstrate appropriate use of contemporary computing and information technology.” English 120 A includes a major unit on doing research and drafting an acceptable, documented term paper. Students gravitate naturally to the Internet for academic articles, web pages, and other resources. Most students today know how to surf the Internet and are generally familiar with search engines and refining their search, although English 120 A does review some of those skills and demonstrates how to select focus words for their searches.

English 120 A is a hybrid class, which means that it uses the same Jenzabar platform as the online sections. There are no “hard copy” assignments in the class; everything is submitted electronically through the Jenzabar platform. In addition, the platform consists of many selected Internet links to supplementary resource for the units studied during the term. So the class is essentially a paperless class, although we still issue a text as a general handbook. It is not a major consideration for the course, but it can be used as additional resource if desired. Students are immersed in technology from day one in the course and nearly all grow very comfortable with the usage of computers and technology as they progress through the class.

TMCC has recently done a review of online and hybrid teaching. They are now ready to adopt a set of minimal standards for such classes. I may be making some modifications to what I have now in these courses. With respect to the content of the class, the pre- and post-tests reveal in depth where students enjoy success and where they have failed to grasp various applications studied throughout the term. It isn't enough to simply show students how to do something. In the end, it involves showing students, having them make the attempt, giving ample feedback on their attempts, and then holding them to minimal standards with respect to the applications that are a vital part of the goals and objectives of this course.

Forrest B. Sexton

Assessment Narrative

Class Assessed: Writing Basics II

Assessment Focus: Class Goals and Objectives

Writing Basics II was a challenge throughout the semester, but several students made adequate gain with a select few making proficient gain, although, many students failed to make enough academic strides to pass the course. The class was designed in a way to help students achieve a better grasp on writing for proficiency and to help students understand rules and elements of grammar, which in turn helps the student write on an introductory college level. Writing Basics II's framework was designed with the following outputs in mind—grammar for

revision of paragraphs, paragraphs for revision of essays. Step by step goals through the use of grammar could be listed as follows:

Paragraphs

- Through the use of grammar can a reader understand and follow my ideas?
- Does the paragraph have unity? Does every sentence relate to the main idea?
- Does the paragraph have coherence? Is the paragraph grammatically correct? Does the paragraph follow a logical order and guide the reader from point to point?
- Do the sentences in the paragraph have varied length and types?
- Is my language/grammar exact, concise, and fresh?

Essays

- Is the thesis statement clear?
- Does the essay have unity? Does every paragraph relate to the thesis?
- Does the essay have coherence? Do the paragraphs follow a logical order?
- Are the topic sentences clear?
- Does the essay conclude, not just leave off?

Fifteen out of twenty-eight students actually failed the Writing Basics class, but that takes into account students that withdrew because of attendance and students that did not meet after the first week of class. Of the fourteen students that took the pretest and the posttest, thirteen students improved from the pretest. Of the thirteen students only five students scored below an acceptable average score of 70. Four students out of the thirteen made dramatic improvement

and scored at an above average score of 76 or better. The averages for the classes are listed below for both tests:

- Students took for the pretest a 75 questions multiple choice test with and on-demand writing prompt worth 100 points. The average score for the test was 39.5%, well below the acceptable average for advancement.
- Students that accomplished the rigorous classwork and were in attendance took the same type test as a posttest, and the class average was 68.67%, a score below average but still almost 30 points above the beginning benchmark.

Several conclusions can be drawn from the findings in the Writing Basics II classes. First, students that attended class regularly and completed coursework scored considerably higher, of course, than other students. Secondly, the class did provide for improvement through the use of proper instruction. Thirdly, more students should have found success in the Writing Basics II considering the level of improvement by most of the students. There are several variables as to why the students that failed didn't achieve proficiency, but most of the variables included lack of participation, both in class and on the tests.

A major point of emphasis to be made from observing the students and teaching the class is that all students could benefit from having reinforcement exercises provided to them from sources outside of class. Such reinforcements would help students practice, comprehend, and apply elements of grammar and writing to a higher level. Computer assisted diagnostic tests and exercises can help students keep track of their achievements while helping to reinforce learning outcomes. The computer program Aplia by CengageBrain is such a program. Using it would benefit students in Writing Basics. Through diagnostic tests, succinct instruction, and engaging

assignments, Aplia for Developmental English reinforces key concepts and provides students with the practice they need to build fundamental reading, writing, and grammar skills.

- Assignments include immediate and constructive feedback, reinforcing key concepts and motivating students to improve their reading and writing skills.
- Grades are automatically recorded in the Aplia gradebook, keeping students accountable while minimizing time spent grading.
- Diagnostic tests provide an overall picture of a class's performance, allowing instructors to instantly see where students are succeeding and where they need additional help.
- Diagnostic reports allow the instructor to view class progress on a student-by-student and topic-by-topic basis.

Assessment Narrative

Peggy Johnson

Class Assessed: Children's Literature

Assessment Focus: Class goals and objectives and Associate of Science Degree

To assess Children's Literature I used a combination of an objective pre and post test as well as writing samples from early in the semester compared to similar samples done late in the

semester. The average score on the objective pre-test was 70%, while the average score on the post-test was 86%, for an improvement of about 23%. This indicates overall general improvement. However, the validity of the test is in question, as even on the pre-test students scored quite high and many of the questions were analyzed by the Jenzabar test analysis feature as possibly too easy (with none or few of the students missing them). One of the problems doing a pre-assessment in the course is students who enroll in the class typically are majoring in either early childhood or elementary education and have already taken a number of classes that address some of the topics covered in Children's Literature. For example, most of them will have some idea before they take the class of the importance of reading to children and will have had prior experience with children's books. However, they often have not had much experience evaluating books and applying criteria to particular books to decide if a book is "good" or appropriate.

In addition to looking at the overall scores, I also looked at each question on the test to see which questions were most frequently missed and then compared the post-test results to see how much students had improved. I also looked at discussion question responses from early in the semester and compared them to responses at the end of the semester to see what changes were evident. I believe that improvement in students' responses to discussion questions is probably a better indicator of learning than tests that consist of primarily objective questions. First of all, students can guess at answers on multiple choice questions and may sometimes answer correctly because of a lucky guess. Also, students sometimes are aware of standards that should be applied to children's books yet not be able to evaluate specific books using recognized criteria.

In assessing this class in terms of the learning outcomes established for the associate of science degree, I considered the part of the communication outcome that states "Students will be

able to use the English language effectively, writing and speaking with clarity, coherence and persuasiveness.” Most of the students who take Children’s Literature are interested in becoming elementary teachers, preschool teachers or daycare providers. Those who plan to pursue a four year degree in early childhood or elementary education must first earn an associate of degree or at least complete most of the courses such a degree requires. “Writing and speaking with clarity, coherence, and persuasiveness” is essential for these students not only so they can earn the associate of science degree but also so they can become successful teachers. Without good writing skills, they will have difficulty getting accepted into a degree program, passing the Praxis I and Praxis II tests the programs require, and functioning as professionals once they are certified teachers.

While the pre and post writing I assessed provides evidence that learning did occur during the semester, the final writing done by some students still shows areas of weakness, although less than is evident in earlier writing. The writing of eighty percent of the students in the class did not conform to the rules of Standard English on the first assignment they did. Many of the problems probably reflect bad writing habits rather than ignorance of what Standard English is. Although they were reminded to use Standard English, most wrote the way they might write when texting or posting on Facebook. Only one student consistently used Nonstandard English in the writing done in the last few weeks of the course and on the final test. Did the other students “learn” how to use Standard English throughout the course or did they simply “learn” that using Nonstandard English would negatively impact their grades? In many instances, I believe the students already knew what Standard English was and simply weren’t in the habit of using it. These students rather quickly (within the first few weeks) wrote better responses to discussion questions. Other students seemed to be genuinely puzzled when told that

they had writing problems, such as sentence fragments or verb tense errors. The writing done by those students took a little longer to improve but did gradually get better as the semester progressed. While students in general did well on the final test, responses to essay questions on the final test still show that some students still have some significant weaknesses.

Many students had difficulty with critical thinking throughout the semester, and although most students by the end of the semester demonstrated better critical thinking skills, many still struggle with it. For example, it is easier for many of them to identify the qualities that a particular genre of book should have than it is for them to look at a book and decide if it has the desirable qualities. Many also continued to struggle with providing rationale for their views, although, again, there was significant improvement in this area.

What the writing done by students at the end of the course shows is students need to do more writing and need to have their writing problems pointed out to them. Many of the students were initially surprised to learn that writing grades were not based exclusively on content and effort. Once they understood that they needed to use Standard English and also needed to develop responses, providing rationale for their thoughts, did the writing improve. While it is time consuming to provide more feedback on writing, one of the changes I have made to the course is to take the time to point out problems in the writing students do. I hope that letting them know what they have done wrong (whether that is because they misunderstood the questions, did not provide support for their opinion, or had some other problem) will help them improve so that they will be able to pass tests such as Praxis I and Praxis II and be comfortable doing the sort of writing that will be required of them in their chosen careers.

Assessment Narrative

Kristin DeMarr

Class Assessed: English 110

Assessment Focus: Class goals and objectives and Associate of Science Degree

In assessing my English 110 class, I considered the associate of science stated communication outcome, "Students will be able to use the English language effectively, writing and speaking with clarity, coherence and persuasiveness," focusing on the writing since the class I assessed is a writing class required for all associate of science students. I chose a very difficult instrument for statistical analysis with pre and post testing. I had students in my composition class do an in class writing assignment. The first day of class I had the students write what their major is, what their goals are for college, and anything else they think I should know about them. I left it pretty general and open. This is something I do with all of my composition courses on the first day for several purposes. One of those purposes is to pre-assess where students are at with their writing ability coming into class. In that respect I figured it made sense to use that as my official pre-assessment "test." Also, I came to that decision because I was coming in to the semester behind. I did not know anything about assessing classes in a more formal way, and did not have the time to devise an assessment test.

The difficulty came in scoring for statistical analysis. I devised a rubric, but with rubrics, scoring can still be fairly subjective as there are no "right" or "wrong" answers. Also, since it was not a formal, typewritten essay it is difficult to score some of the features that would normally be scored on a piece of written work. I also have a tendency to score student writing in comparison to their previous writing. In that respect, I feel that I should have scored the pre-assessment tests immediately. I did the scoring for both pre and post assessment at the same time. Both the pre

and post tests were worth 20 points. 5 points for Ideas (ideas are focused and clear, and details are relevant), 5 points for usage and expression (word choice, variety of sentence structure, logical development and tone), 5 points for structure and organization (introduction, conclusion, coherence and unity), and 5 points for grammar and mechanics (grammar, spelling, and punctuation).

I do think this method of assessing writing is better than some types of standard tests. It really assesses the writing ability, which is what should be assessed in a writing course. A multiple choice test would not be indicative of writing ability. It would tell an instructor whether a student knew the rules of grammar, punctuation and so on, but would not show whether the student knew how to use those elements properly.

Almost all of the students that completed the pre and post assessment writings showed an improvement. One student in particular scored 3 points more on her post-test. That student had sought additional help from me during the semester. She was very dedicated and had a strong desire to improve her writing skills. She was one who I questioned whether she should have been allowed into Composition I. Her first essay consisted of $\frac{3}{4}$ page of writing where there were maybe two sentences (two very long run-on sentences). She made great progress throughout the course and demonstrated much more proficient writing in her final essay. She mentioned that she really appreciated and paid attention to the feedback I gave her on her essays.

For all students, the post-test essays tended to be longer and more detailed. To me, this suggests that through the course students became more comfortable in writing. Even though two students scored the same on both the pre-test and the post-test essay, their post-test essays were longer and more detailed. There were four students who scored one point higher on the post-test

and four students who scored two points higher. There was only one student who scored lower on the post-test. That student had written a very short pre-test essay. Her sentences were all very short and to the point. While her post-test essay scored lower, she had written a full page (her first essay was maybe a quarter of a page) of more detailed information. She also wrote with a better variety of sentence structure. There was more writing to score on her post-test essay.

Generally, I do assess student writing throughout the entire semester. I consistently compare each subsequent student essay with their previous essays. I find that most students make improvements from essay to essay throughout the semester. I would like to think that the feedback they receive on their essays helps them to make those improvements. I try to provide helpful and timely feedback on student essays.

I typically do power point presentations and exercises during the first couple weeks of class that hit on the biggest trouble areas for students. Those would be comma use (comma splices and run-on sentences) and sentence clarity. I find that this helps the students to focus more on those areas when they are composing their essays.

The areas I felt needed improvement for this course in particular mostly had to do with my own preparedness. I came into the semester behind as I had moved to the area just the day before classes started for the semester, and did not even have the textbook for this course until after our first meeting. I began the semester in an disorganized manner and struggled throughout the semester to get and stay organized and stay ahead of the students.

It also took a while to get an idea of what types of things worked best with the students. I attempted to utilize workshops for student essays, and very quickly realized that workshops were not something that the students had an appreciation for. It seemed that through this first semester

I was in a constant state of figuring out what things did and did not work well here. In going through those experiences during the Fall semester of 2012, I was able to make modifications to

Fall 2012 Math and Science Department Assessment

Summary by Dr. S. Hanson

During an assessment meeting on February 5th, I asked the members of my department to describe to me their impressions of their students' learning successes during the fall 2012 semester here at TMCC. Student success in Miles' classes was not as high as in previous semesters. This seems to have been a non-typical semester for Miles' classes. Luther said that student learning was about the same as usual in his classes. Stacie and Audrey said that their students learned well in the fall semester.

There are some instructors at TMCC who would like TMCC students to take a standardized test such as CBASE. The motive of some of those individuals is to compare TMCC students with a national average standardized test score. Questions of the cultural bias of standardized tests aside, that type of comparison may have some validity, but it would not be a comparison of student learning. In the eyes of the HLC, student learning is measured by subtracting pre-test scores from post-test scores, and, if national standardized test score data are only post-test scores, then comparison of TMCC standardized test scores with national data

would be merely comparison of achievement of a benchmark, not a comparison of learning rates. While comparison of TMCC benchmark achievement with that of the national population may be of value and/or interest in certain arenas, it would have scant relevance to student learning.

Besides using standardized tests to compare TMCC students with national averages, there are some TMCC faculty members that want to use a standardized test as a pre-test and post-test for the purposes of assessing program-level student learning. That may have value, but any such standardized test would have to measure what is actually taught at TMCC. For example, a standardized test that measures knowledge of literature would not be relevant to the TMCC curriculum or learning outcomes. Another substantial roadblock to the success of any effort to administer a standardized test would be the lack of any workable system for administering it.

During this academic year, TMCC instructors are describing how the course objectives of the courses they are assessing this year support learning outcomes of the Associate of Science Program. This semester, math and science department instructors assessed two algebra I courses, general biology I, and chemistry I. The Algebra I classes that were assessed this semester meet the math outcome of the Associate of Science degree. More specifically, the Algebra I courses assess students' understanding of inequalities, other things and other things, which are all

algebraic principles. The math instructors clearly documented evidence of measureable learning of algebraic principles in both courses assessed.

The laboratory science outcome of the Associate of Science Program covers scientific terminology and scientific concepts. The General Biology I course covers terminology and concepts associated with basic chemistry of living systems, cellular biology, cellular physiology, cellular reproduction and genetics. The General Chemistry I course covers terminology and concepts concerning atomic structure, reactions, chemical bonding, thermochemistry, and quantum theory. The assessment of the biology and the chemistry courses indicated that the students achieved demonstrable cognitive progress in the areas of both terminology and concepts.

Suggested Institutional Changes:

Ann and Audrey said they would like laptops with styli. Stacie said she would like tablets, ipads and a Promethean board. A truly institutional change would be a change in the institutional reluctance to accept that it is possible to use ipads in the classroom while preventing students from stealing them. That is the institutional change we are requesting, and it comes at absolutely no cost to the institution. Miles would like some math tutors for the math lab. We discussed standardized testing as a program-level assessment tool and there wasn't much support for it.

Assessment Narratives from Full-time Faculty

Ms. Stacie Blue: BIOL 151

FINDINGS: At the beginning of every lab we have done a quiz over the lecture notes we had covered that week. Then I would introduce the lab, which was designed to be complementary to the lecture notes. I would discuss and explain each section of the lab. During the lab assignment I was available to the class for asking questions, providing second opinions to what they were seeing in the microscope and clarifying the information. Once the students completed their lab assignment they turned the assignment into me for review. I informed the student/lab group if they had completed the assignment to my requirement, if not, I informed them what they needed to do and once the results were correct I would then release them from lab. The purpose for this painful explanation is to provide background on why I chose to do a qualitative assessment survey. I wanted to know if the students felt they were being challenged by the lab assignments, if they felt the labs were at the “college level”, which labs they felt were most and least interesting. The purpose of this survey is to help me to design labs that are challenging, interesting to the students, and increase their interest in any area of life science.

Using the results from the 23 surveys I learned the following:

- Students enjoy being outdoors and learning about their natural environment,
- They want videos, Ipads/Tablets, virtual labs, internet tied into the labs,
- They enjoy learning more about things they encounter and use on a daily basis,
- They want hands-on labs with supported documentation and technology involved,

CHANGES: Even though the data I collected is qualitative and deals with human emotion, I did learn what worked for students and what did not. The changes I will be making to the course are:

- Including a short, relevant article with each lab for students to read through prior to doing the lab,
- Showing short clips about scientific research, history of science, and current trends,
- Will provide students the opportunity to do one virtual lab every semester,

- Develop two more outdoor labs that will include hands-on learning and an application of technology,
- Develop another assessment tool for the BIOL150 lab to determine what could be advanced for the students education.

Ms. Audrey LaVallie CHEM115

Statistical Evaluation of assessment scores:

The following data were collected during fall 2012. The number of students falling into four categories of grade distribution (A through D) were aligned with statistics on average absence per student, average homework grade and average laboratory grade:

Student grade	# students	Avg # absence	Avg. homework grade	Avg. lab grade
A	1	0	100	99
B	7	3	90	98
C	7	11	52	93
D	1	8	84	94

As in former assessment documents, a clear correlation between higher overall grades and high-level performance on homework, in particular, is evident. Only one student had a “D”, and the number of absences and homework grade were actually higher than the average for those receiving C’s; however, only one student in a category tends to create statistical anomalies. I was also convinced that this student had a reading problem, and it would be advantageous if faculty could refer these students to actual tutors who specialize in reading.

Laboratory grades overall were high and attendance at laboratory was never particularly a problem. However, grading on laboratories is somewhat less rigorous than on tests- students had to perform the laboratory work and fill out calculations. If they were unable to do calculations, the instructor visited each team and helped them interpret data and do the correct calculations, at which point they received full credit for the laboratory. Labs are only 1/6 of the total grade, as is homework.

Homework was far more useful as an indicator of success in the course; in exact sciences it is necessary to practice problem-solving and a number of students each year are recalcitrant to the idea of having to do the groundwork to be successful in the course. The department head and myself are looking at on-line or computer based homework which has to be at least 70% correct before the student is allowed to take the test for a particular unit. This might result in a situation where tests are ongoing throughout the semester, but as an instructor this possibility does not worry me. It would also be beneficial if we could use some screen-capture software (which we have downloaded and used for other purposes) to record lectures, power-points and homework calculations for students to be able to use outside of regular class time. This would be something which we could work on over the next year, particularly summer.

compared for numbers of answers which were correct and these were listed as percent right (out of 16 students):

Thirty-six questions on pre-assessment tests and the same questions embedded in regular classroom tests were

Question #:	pre-assess % right	post-assess % right	% improvement
1	0	63	63
2	56	81	25
3	0	69	69
4	0	75	75
5	38	100	62
6	13	100	87
7	6	69	63
8	6	88	82
9	6	6	0
10	19	44	25
11	0	56	56
12	6	56	50
13	6	19	13
14	13	56	43
15	31	94	63
16	13	88	75
17	0	88	88
18	13	94	81
19	13	94	81

20	19	50	31
21	31	38	7
22	19	38	19
23	13	88	75
24	6	50	44
25	6	94	88
26	31	63	32
27	13	81	68
28	6	44	38
29	6	56	50
30	3	94	91
31	13	81	68
32	31	25	-6
33	6	44	38
34	19	63	44
35	6	69	63
36	19	75	56

The assessment questions, which are also test questions spread out amongst four examinations, were aligned to the following competencies for Chemistry 115, Introduction to Chemistry:

Question #:	Competency
1	2 Measurement- metric conversion
2	1 Measurement- rounding up
3	2 Measurement- operations with sig figs
4	1 Measurement- scientific notation
5	4 Properties of Matter- chem/phys change
6	3 Matter Classification- identifying columns
7	5 Atomic Theory and Structure- atomic mass

8	5 Atomic Theory and Structure- subatomic particles
9	6 Nomenclature- constructing ionic compound
10	6 Nomenclature- identification of polyatomic ions
11	5 Atomic Theory and Structure- ionic charge
12	6 Nomenclature- naming ionic compounds
13	3 Matter Classification- metal/nonmetal behavior
14	4 Properties of Matter- reactions and energy change
15	4 Properties of Matter- thermal classif of reactions
16	7 Composition of Compounds- moles to mass
17	7 Composition of Compounds- moles to molecules
18	7 Composition of Compounds- percent composition
19	8 Chemical Equations- balancing equations
20	9 Calculations from Chemical Equations- mass to mass
stoic	
21	7 Composition of Compounds- empirical formulas
22	10 Periodic Table- wave velocity
23	10 Periodic Table- electromagnetic energy and frequency
24	10 Periodic Table- principal quantum number
25	10 Periodic Table- subshell orbitals
26	11 Chemical Bonding- periodic trends
27	11 Chemical Bonding- % ionic character
28	12 Gases- ideal gas law
29	12 Gases- pressure conversion
30	13 Liquids- latent heats of fusion/vaporization
31	15 Liquids- phase diagrams
32	8 Chemical Equations- type of reaction
33	14 Solutions- calculate concentrations
34	14 Solutions- titration
35	15 Acids and Bases- concentration and pH
36	15 Acids and Bases- acidic vs basic

Discussion of assessment scores, problem areas, suggestions on improvement:

Overall, improvement was substantial for most questions; however, there are always a few questions which show a low overall number of correct responses, or very little percent improvement from pre-assessment levels. The latter type of question is no concern if students start out knowing the answer from the beginning and can maintain a high level of correctness; the real concern is when students start out knowing very little about the question and do not finish the course knowing any more about it.

As always, there are certain questions which the students seem to be knowledgeable about from the start- there were six questions which had over 30% of them answering correctly. Although students usually have no high school chemistry, a number seem to be able to recall information from physical science in high school or have seen the material elsewhere. Because many of the pre-assessment questions are multiple choice, there is always the chance of just plain good guessing. In terms of percent improvement, faculty would like to see 50% or better in improvement, but this is probably not realistic. Considering the difficulty of the material, the necessity of knowing algebra well (which students do not always do) and the sometimes poor attendance records, improvement at a minimum should be at 25%. There were a number of questions where this was not the result. The following questions were of concern:

Question #9: Pre-assessment 6% correct, post-assessment 6% correct, 0% improvement;

Question #13: Pre-assessment 6% correct, post-assessment 19% correct, 13% improvement;

Question # 21: Pre-assessment 31% correct, post-assessment 38% correct, 7% improvement;

Question # 31: Pre-assessment 31% correct, post-assessment 25% correct, -6% improvement.

Question #9: Overall, this question showed the most dismal outlook of any of the questions- very few students got it correct on the pre-assessment and apparently, only the same 6% got it correct on the course test. It did appear on the first test and involved knowing the charge on some polyatomic ions and being able to match them up with Na^+ . The wording of the question may have led students to think it was a question about the positive charge and where it came from and had nothing to do with constructing a compound. The question probably should be made more direct.

Question # 13: This question involved predicting that nitrogen had five valence electrons, and, as a nonmetal, will work to attract three more to make a full octet. Only 19% of the students got it correct on the course test (6% on the pre-assessment test) and there was only 13% improvement for this question. I have found that this question and those similar to it are far better being asked later in the

course when we talk about periodic trends. At that point, students seem to be better oriented toward knowing valence electron count and whether the atom will lose them or attract more. This question will probably be moved to test #3.

Question # 21: This question involved finding the empirical formula for a compound from various given weights of several atoms. Students should be able to convert to moles and get the ratio down to the smallest whole numbers- this particular skill is actually gone over quite a bit. However, I have noticed some tendency of students to skip problems or guess on problems that involve a bit of work, and hope that their test grade is sufficient without doing the more difficult problems. A bank of problems which require written work may be listed at the end of a test and be required to be completed before the test can be handed in. The 38% who got it right on the course test (compared to 31% on the pre-assessment test, which was probably good guessing) constituted only an improvement of 7%.

Question #31: In this question, students had to identify the salt. It was not overly difficult because only one ionic compound was listed as a choice. This was a question on the final test, which tends to be poor due to the sudden crunch to study for several exams at the same time. Other acid and base questions were not bad, but students apparently had not quite mastered the topic of salts. This question was the perennial negative value question, which seems to show up every year. On the pre-assessment test, 31% of the students had the correct answer (which may have been good guessing), but only 25% of them got it correct on the course test, an improvement of -6%. Perhaps a little more stress on specific topics during the review might help with this.

Overall, it would be an improvement for the course to include screen-capture tutorials and homework software that checked specific answers, perhaps making it mandatory to reach certain levels of mastery before a test can be taken.

Luther Olson

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 111A	0	4	4	4	7	2	21

MATH 111B	2	2	1	1	4	8	18
MATH 111O	1	0	1	0	5	8	15
MATH 102O	0	1	2	2	11	5	21
MATH 130A	0	5	2	2	0	2	11
MATH 212A	1	0	1	0	0	0	2
Totals	4	12	11	9	27	25	88
	5%	14%	13%	10%	31%	28%	

Summary:

41% of students registered in the courses passed.

31% of students registered in the courses failed.

28% of students registered in the courses dropped.

Of the 27 students who received F's, only 3 (11%) had attendance of 75% or higher.

Of the 27 students who received F's, only 4 (15%) 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 111A	15	12
MATH 111B	6	6
MATH 111O	2	2

MATH 102O	5	5
MATH 130A	9	9
MATH 212A	2	2
Totals	39	36

Summary: 92% of students who completed the course passed.

Mr. Miles Pfahl MATH112

Recommendations for *institutional* changes based findings:

MATH 112 is one of the exit courses for completion of the 2 year Associate of Arts degree. This is the course which the majority of our students will complete to satisfy the AA math requirement. In order for a student to take MATH 112, they must have successfully taken MATH 111, which when combined with MATH 112 satisfies the AA math requirement. This semester was a wash for any analysis for the MATH 112 sections as there were only 5 students who completed both the pre and post test. I do not know why this semester has such a small enrollment in this course. Possible reasons may be that the overall enrollment at TMCC is down and quite possibly any student who took MATH 111 in the spring 2012 semester finished MATH 112 during the summer as there were 2 sections of MATH 112 offered in the summer. Due to this explanation, there would be very few students for MATH 112 in the fall as our new crop of incoming students would be enrolled in MATH 111. Looking at this semesters MATH 111 enrollment, there were good numbers, this indicated that the Spring 2012 MATH 112 enrollment should be quite a bit higher. Let's hope so. See you in the spring.

Department of Social Science

From: Leslie Peltier, Dept. Chair

Turtle Mt. Community College Department of Social Science and Ojibway

Language faculty that contributed to this report are Brian Bercier, Cecelia

Myerion, Rollin Kekahbah, Leslie LaFountain, Tasha Morin, and Leslie Peltier.

This report covers the Faculty Assessment Reporting Matrix (FARM) for the Fall Semester 2012. These courses fulfill the following Outcomes of the Associate of Science Degree:

History: Students will describe and analyze the development of indigenous and western values, ethics, philosophies and worldviews through time.

Culture: Students will describe and analyze Anishinabe and Michif values, ethics, and worldviews and how these values, ethics, and worldviews continue to influence the lives of the Turtle Mountain Band of Chippewa.

Social sciences: Students will apply their knowledge of the influence of social, cultural, economic, and political institutions in shaping human thought, values, and behavior.

Brian Bercier Fall 2012 Assessment Narrative for PSYC 111, Introduction to Psychology

In the fall semester the pretest/posttest was administered to the Psych 111b class.

This is a required course for an AA and AS degree. There are no prerequisites for this class. For a complete description see the attached Syllabus.

In the pretest posttest assessment students are asked rote memory questions, and theoretical questions concerning the most common psychological theories used in psychotherapy today. The pre and post test questions also asked that students be able to differentiate between differential and descriptive statistics. I also asked why animal research is important, as well as asking to describe the sensation of pain and how it is perceived and transmitted and experienced from the source of the pain to the brain. I have also found that with the pretest students responded to more questions on the pretest than on the post test. This is due to this instructor stating that the students were not being graded on the test (I find it hard to grade a student on a test that measures “my” abilities as an instructor). Many students opted not to do the posttest and the ones that did do the post-test were did not invest as much time in the test, in my mind due to the statement that it would not affect their grade. This has been the case with all of my assessment thus far in my time here. To date data I have is insufficient to conduct any type of analysis except

that some students when asked at random times during the semester can and do answer these, along with other review questions asked of them.

I believe that by doing random reviews of all materials covered not specifically to what is covered on the assessment test will remove confounding, and subsequently allow me to be ethically able to know that I am not “teaching to the test” . I have added a review of materials in my classroom. I ask quest of students about material that we discussed in previous lectures and have them answer as best as they can from memory. If they cannot remember them I asked them to look it up in their texts. I do not provide them with the answer. I encourage them at this time to apply what they have studied to real world occurrence, asking for an example, this done to foster a way or form of developing critical thinking. I also use examples that are relevant and current with our culture here on the Turtle Mountain Indian Reservation. I also inquire how such theories are/are not applicable to our culture. If it does not seem applicable then I ask how can we conform, or make the theory/ concept applicable to this culture.

**Cecelia Myerion, Fall Semester 2012, Narrative Assessment for LNG 125A,
Ojibwa Language I, Jan. 2012**

Course Goals and Objectives: The student will become familiar with the proper pronunciation of the Ojibwa Language. They will gain knowledge about their Indian identity and have a sense of place. The student will learn to speak the Turtle Mountain Band of Ojibwa dialect while learning the basic Ojibwa language. The student will learn good leadership skills in this course. The student will learn and understand the root system of the Ojibwa language and find self-identity but also develop listening comprehension and speaking.

The pre – assessment test is completed by students before any coursework begins.

The post assessment test is completed by students before each final exam. The pre / posttest is done at the beginning and end of each semester. The students, faculty and staff need to know the value of the Seven Teachings in this college called the Turtle Mountain Community College. The students, faculty and staff need to know how to speak basic Anishinabemowin – Ojibwa language. We need to know the Turtle Mountain Chippewa Values - Izhiitwawin – the Anishinabe Values in our area. We need to offer a course such as “Introduction to the Ojibwa Language”.

The TMCC students in Ojibwa language courses cannot learn to speak the Ojibwa language in one semester. I would recommend that TMCC allow the student to take LNG 125A and LNG 126 A&B as year - long courses.

The recommendation is that all future students of TMCC complete all Ojibwa Language courses before they can graduate from the Turtle Mountain Community College

The Turtle Mountain Community College needs to get more faculty and staff involved in the Ojibwa language as well as all Chippewa things that we do here such as the Ojibwa Language Immersion Camp (Indian stuff). **They need to be aware that this is a Tribal College and we all need the language and culture of the Turtle Mountain Band of Chippewa Indians.** There is a big chance that we will be renamed the Turtle Mountain Chippewa College soon and Chippewa is not about being Michif or Chippewa, it's all about respect for the people and one's self. These things should be talked about and included in the interviews of future employees of TMCC.

Rollin Kekahbah, Fall Narrative Assessment for AMERICAN GOVERNMENT AND POLITICS SPRING SEMESTER 2012

As noted on the FARM I prepared I was satisfied with the pre and post-test results evident this semester. Ten students were enrolled in the course originally. One student withdrew in the fourth week without ever attending a class. Of the nine

students remaining, as it turned out, four of the nine quickly showed evidence of having an adequate foundation in the subject at the outset and, consequently, provided the impetus for making the course work interesting, timely, and rewarding. Their background allowed the instructor of the course to introduce and address contemporary subject matter which linked to the content of the textbook and the internet. Again, as far as test results showing success, or lack of success, much depends on the quality of the students one has in the class. That is part of the challenge of being a classroom instructor.

Les LaFountain, FARM Assessment Narrative for 2012 Fall Semester, HIST 103, U.S. History A, Fall Semester, January, 2012

The course selected for the FARM Report was United States History 103 (B) which occurred in the Fall of 2012. The course is an account of the major political, economic, social and cultural developments of the United States from Pre-Columbian time to the American Civil War with special emphasis on American Indians. The course objectives include identifying major events and key people in the history of the United States; to recount the coming of the Europeans to the Americas, and the fight for independence. In addition, students are to describe the contributions of various ethnic groups and nationalities on the formation of American culture; and to develop an understanding of policies toward American

Indians and their role in the history of the United States. The pre and post assessments consisted of sixty-nine (69) questions which included approximately one-third short essay questions, one-third short answer, and one-third multiple choice questions.

Overall, the students in the course made significant gains the course. There were five students enrolled in the course, one of which three students completed the pre-assessment and post assessment. Another student finished the course but did not take the pre-assessment and one student never did attend any classes. The three students who completed the pre and post assessments collectively scored an average of 24% on pre assessment and an average of 72% on the post assessment. The individual scores were for student (A) 26%/79%, student (B) 19%/77% and student (C) 27%/58%. The instructor is revising the pre and post assessment to address the particular questions that all students answered correctly on the pre assessment and modifying the instruction to be more effective with particular question that all students did not respond accurately to on the post assessment.

Tasha Morin, Semester Narrative Assessment of, CJ 120 – Introduction to Criminal Justice, December 10, 2012

The information below applies to the Faculty Assessment Reporting Matrix (FARM).

2c. Associate of Science Student Learning Outcomes: *Social Science: Students will study and research the history and sociology, including culture, traditions and government of the Turtle Mountain Band of Chippewa and apply critical thinking and problem solving techniques to community, national, and global problems.*

2d. Associate of Arts Student Learning Outcomes: *Culture/Diversity: Students will be able to consider a variety of perspectives bases on differences such as those stemming from culture, culture heritage, class gender, ethnicity, historical development, community and leadership and they will apply this awareness at a level of complexity appropriate to their TMCC studies.*

2g. Associate of Arts Student Learning Outcomes: *Technology: Students will be able to consider a variety of perspectives bases on differences such as those stemming from culture, culture heritage, class gender, ethnicity, historical development, community and leadership and they will apply this awareness at a level of complexity appropriate to their TMCC studies.*

Course Objectives: GE 2f/AA 2g: *Understand the importance and relevance of the criminal justice system to society as a means of social control.*

GE 2f/AA 2c: *Be able to define the stages of the criminal justice process. Identify the major components of the criminal justice system: police, courts, and corrections. Become aware of the various criminological theories and how they relate to the criminal justice system.*

GE 2e/AA 2d: *Be able to define the stages of the criminal justice process. Become aware of the various criminological theories and how they relate to the criminal justice system.*

GE 2d/AA 2c: *Analyze the link between culture and the criminal justice system.*

Overall, the average increase in learning when comparing the pre- and post-assessments was 40%. The pre-assessment average was 40% and the post-assessment average was 75%. Initially, twenty-nine students were registered for the course (twenty TMCC students and nine DCB students). All twenty-nine took the pre-assessment. Twenty-one of the twenty-seven that completed the course completed the post-assessment; six did not complete the post-assessment.

All twenty-one students that completed both assessments had an increase in learning. The highest percentage of increase in learning was fifty-one percent (49%). The lowest percentage of increase in learning was twenty-three percent (22%).

The percentage of increase in learning didn't necessarily indicate a higher final grade. One student with a forty-one (38%) percent increase received a "B" as a final grade, and two students each with a thirty-four percent (34%) increase received a "C" as a final grade.

Five students received an "A" for a final grade; six students received a "B;" twelve students received a "C;" three students received a "D;" and one student received an "F."

The assessment instrument for this course consisted of twenty-five (25) true/false questions. The questions were drawn from the course goals.

Leslie W. Peltier, HIST 251, Chippewa History I, Fall Semester 2012

This course fulfills the Associate of Science degree outcomes of E, F, and G.

The retention rate of this course was very good. Out of the original 31 students, (which was an overload of six) that enrolled in the course, twenty-two completed.

Three students dropped the course early on. Five students' last date of attendance was before or right after midterm tests. One student who added late quit attending classes after one day. Statistically seventy-one percent of the students completed the course and twenty-nine percent did not complete for varying reasons.

Final grades of the completing twenty-two students is broken down as follows;

13A, 6 B, 2 C, 1 D, 6 F. I interpret this to mean that 21 out of the 22 students

passed the course with an A or B or C. What concerns me is the number of

students that quit attending classes (six). I sent out only three deficiencies by Oct.

1, 2012 based on poor attendance. I speculate that the other students stopped

attending class because they failed the midterm test or passed it with a D. The

course level of rigor has always been measurable year to year. Both the Midterm

Test and Final Test were ninety points and the Oral Interview with an elder was

one hundred points. Another in-class assignment was worth twenty points. Total

points for the course was three hundred and broken down into the standard grading

scale of : 100-93% A, 92-86% B, 85-76% C, 75-70% D, 69%-below F.

HIST 251, Chippewa History I is a required course for students in the Elementary Education and Native Ways of Knowing Science programs. It is also one of the courses recommended within the Early Childhood program and in the General Education Requirements for graduation. Chippewa History fulfills the Associate of Science and Associate of Arts Degrees commitment to incorporate the Turtle Mountain cultures of the Anishinabe and Michif ancestry in the curriculum and to teach the tribal Chippewa history, culture, and Social Sciences here at TMCC.

Attendance for the semester was good even though had a few normal disruptions in the flow of classes that may have hindered or delayed study. Three holidays normally occur in the Fall semester, but students generally showed up in classes later the same week.

Recommendations: TMCC should continue to require Chippewa History I and II as a standard for all student graduates. This course embodies the major historical and cultural events of the Turtle Mountain Band of Chippewa. The course requirements are centered on the rights and responsibilities of sovereign governance and land owning rights of the Pembina Chippewa as established by the treaties. Students must make an in-depth study of the 1863 Old Crossing Treaty and must pass tests covering those documents and history.

There is overall a marked increase of student' knowledge between the pre and post assessment tests completed the first and last weeks of the semester. Student show a big gain in knowledge of the treaties as evidenced by the unmarked comment field in the pre-test to the more often cited post-test. Students who complete the course also show an increase in knowledge of the Chippewa Seven Teachings, being able to list more and accurately all the teachings at year's end. Students have also indicated on the Post Assessment that they have made real gains in the knowledge of traditional events such as pow wows, ceremonies, foods, hunting traditions, and legends. Students develop a sense of responsibility for the preservation of our tribal customs for future generations through this course. As my mother, Elma D. Wilkie used to always say; "You don't know where you're going unless you know who you are."

Teacher Education Department

Dr. C. Lamb

Three courses in the teacher education curriculum were assessed in the Fall 2012 semester: EDUC 402 Foundations of Reading and Reading Diagnosis (4cr), EDUC 200 Intro to Teaching (2cr), and PHYS 275 Planetary Science (3cr). Each

of these courses address unique student learning outcomes as one course is an upper level senior course, one provides an introductory survey of the teaching profession, and the third course is offered primarily for the secondary science teacher education students but can be taken by any student interested in this subject area.

Enrollment numbers in these courses are extremely variable in some cases (PHYS 275 only had one student) therefore pre-post test data does not provide as much information as would deem necessary to develop meaningful instructional improvement strategies. Nevertheless, in all three course assessments, faculty reflection and requests for future consideration were made and will be reported upon here.

EDUC 402 holds a heavy credit requirement in the teacher education program and is taken in conjunction with a three credit EDUC 409 Methods and Materials of Language Arts. Together these two courses form the structural backbone of our education program in meeting the Common Core Standards for reading and language arts set forth by the state of North Dakota as well as support our pre-service teachers in their Praxis II testing. Instructor reflection on this course refers to the general lack of student skills in reading and writing. Her narrative points to the benefits she has witnessed from students who have utilized the TMCC reading/writing lab and encourages students to seek out assistance from this

student service to further their success in her course. In addition she cites the benefits of field experiences that she has incorporated into the course syllabus. By exposing students to quality reading programs in area school districts a deeper understanding of what quality teaching and learning in the elementary classroom actually looks like becomes deeply incorporated into their minds. It literally builds a foundation from which they will develop their own methodology in Language Arts when they become licensed teachers. Her recommendation for the future was to incorporate more field experiences out of the county in order to provide pre-service teacher students an even greater perspective of best practices in this vital content area. With respect to the instructor's assessment of meeting the course objectives, she noted that the Praxis exam reports student scores in Reading and Language Arts. Three of her five students scored above average on this section of the exam, two students missed the cut score by one and two points respectively. The instructor plans to focus her course in specific areas that will further increase the success rate of TMCC elementary education students on this high stakes exam.

EDUC 200 is an introductory course that is open to all students attending TMCC. The objectives are intended to expose students to the profession of teaching at all grade levels K-12. Generally enrollment in this course is high and it is offered every semester to meet the student demand. This fall the pre-requisite of

successful completion of Comp I and Comp II were applied to the course. A direct correlation had been made in prior semesters to the success-rate of students in this course and their ability to complete the heavy writing requirements of EDUC 200. Unfortunately, there were a few students who were admitted into the course without Comp I and Comp II. Two of these students dropped and others received an F. No data were provided as to the number of students enrolled in EDUC 200 in the Fall 2012 semester who had not fulfilled the prerequisite. Oral communication skills are necessary to succeed in this course as well and those students who had not completed COMM 110 prior to enrolling in this course also struggled in their initial public speaking course requirements. An additional prerequisite may be added to this course to include COMM 110. The instructor cited that course artifacts had been changed this semester from those required from students in prior semesters and she was not entirely sure if these structural course changes had any effect on the success/completion rate in her course. Her plan for next semester is to reassess this course with those changes in mind. She had no recommendations for the institution with regard to EDUC 200.

PHYS 275 is a course that partially fulfills the Physics requirements for secondary science students and provides an option for the elementary education students looking to complete their requirement in the physical sciences. There was only one student in this course this semester as compared to prior semesters. The

instructor did give a pre/post-test which indicated gains in student learning. However the instructor conceded that having only one data point is not significant and compared this one data point to previous data sets from this course to get a better picture of student learning. Still an absolute improvement of 22.5% and relative improvement of 64.9% was reported by the instructor for this course, which was positive. The format for this course was changed from on-line to hybrid. The intent was to be able to incorporate more inquiry-based learning strategies that would involve one-on-one interaction between students and instructor. The instructor reported that he felt this was a good change and that it made the course more meaningful for the student. However, he concedes that maybe the idea of more meaningful might have more to do with the particular student rather than the change of course delivery. Future iterations of the course will be necessary in order to make a definitive assessment on this change. A final comment by the instructor had to do with the number of credits linked to the course. He feels that enrollment may improve if the course was four credits rather than three. By having the course offered as a lab science, more students at the college could add it to their approved plan of study. This concern would need to be addressed directly with the academic dean as he would have authority to raise the credits associated with the course. As department chair I would support this request.

CTE Department

Rhonda Gustafson, CTE Department Chair

The Career and Technical Education Department's FARM assessment report is developed from information and data contained in the Faculty Assessment Reporting Matrix (FARM) that is submitted by each CTE instructor to the department chair fall and spring semester. Instructors complete a FARM assessment for one-course per semester. The FARM assessment method is the institutions recognized method of course level assessment.

The courses assessed fall semester 2012 were delivered within various programs of study offered through the Career and Technical Education Department. Programs included in the CTE Department FARM assessment process are: Health Information Management, Small Business/Entrepreneurship, Building Construction Technology, Welding Technology, HVAC, Pharmacy Tech, Phlebotomy and Residential Electrical. Eight instructors FARM assessments are included in the report; two instructors did not submit their assessments. Concluding each course narrative is an estimated budget cost that would need to be provided by the institution to carry-out the desired positive strategies identified and developed by each course instructor and recommendations from the department chair.

BCT 120 Framing Principles & Methods

Instructor: Ronald Parisien

This course is intended for students who are enrolled in the Building Construction Technology Program. The course provides students with the knowledge and skills necessary for achieving workplace success, by providing them the basic knowledge and foundation skills needed in residential construction framing.

General Education Goals: Communication, Technology and Math

Course instruction includes industry recognized communications; for example, blueprint reading, trade terminology and the skills necessary to communication on the job site.

Course instruction incorporates the knowledge and skills to use computers, calculators, and other technologies to help solve construction math problems that occur in the framing process.

Course Goals and Objectives

- Students will learn the trade terminology used in construction framing.
- To identify the different components, and materials used in floor framing.
- Know how to properly install exterior doors and windows.
- Know how to layout floor, wall, and roof framing components for installing and framing.
- Learn framing principles and methods used in residential and commercial framing.
- Gain knowledge of math solving techniques, formulas, and math solutions to solve math problems that occur in framing.
- To develop the skill of working in teams/crews on a job site.

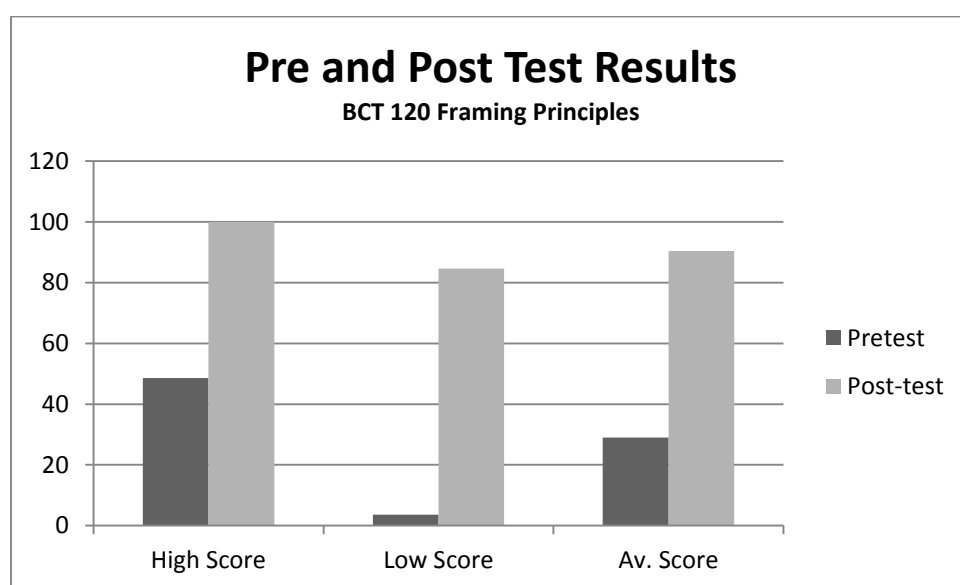
- To provide an effective use the electronic and computer technologies necessary for industry related technology skills.

Pre-Assessment

The instrument used to pre-assess the students' knowledge of framing principles is a 55-question pretest. The questions that make up the test are composed from the goals and objectives of the course and offered in the form of matching, short answer and identification.

Eight students completed the pretest. High score was 48.6 percent and low score was 3.6 percent with an average of 29.05 percent.

Seven students completed the post test. The high score was 100 percent and the low score was 84.6 percent with an average of 90.4 percent.



Student Successes

Students demonstrated improvement in areas of trade terminology and vast improvement in the component identification area as identified in the pretest and post-test results.

Positive Strategies

Several positive strategies were identified that could result in students demonstrating more improvement in math. (1) To incorporate more audio visual aids, use mentors/tutors from students that previously completed Framing Principles. (2) To implement more math and reading problems into the assessment instrument related to framing.

Budget Cost: Audio visual aids \$2,000

BIOL 115 Human Structures and Function

Instructor: Marilyn Delorme

This course is intended for students who are enrolled in Health Information Management, Allied Health and science programs. The course provides students with the knowledge and skills necessary for achieving workplace success, by providing them the basic knowledge to identify the basic functions of all eleven body systems.

Course Goals and Objectives

- Identify the basic functions of all eleven body systems.
- Compare how each body functions relates to another.
- Identify disease processes that affect each system.
- Discuss and case study treatment methods.

Pre-Assessment

The instrument used to pre-assess the students' knowledge is a written pretest developed to measure the student's understanding of the systems that make up the human body.

Twenty students completed the pretest. The result of the pretest identified the knowledge of the human body demonstrated by the twenty students ranged from 0 to 40 percent. Eighteen students completed the post-test and as a result:

- Eleven students gained 100 percent on the test;
- Five gained 85 percent on the test;
- Five gained 79 percent on the test.

Student Successes

Students demonstrated substantial improvement in the knowledge of the eleven systems that make up the human body.

Narrative of Assessment

Having assessed this class in the past, I have incorporated several new teaching approaches to deliver the course material. This class is rather unique and a challenge, because it consists of a diversity of student not only in age, but also in career or degree choices. The result is students enrolled in the course having a variety of different levels of science knowledge.

Previous assessment and in my personal observations, I discovered that the more hands on material provided to students, the better they grasp the concepts presented. Due to previous assessment results and instructor observation, course instruction is now supplemented with audio visual materials and manikins. The strategies that have been previously developed for his course have been positive and productive in the students learning. I will continue with the same strategy, which is to incorporate methods and materials in the instruction that are visual and engaging. Visual aids used in the delivery of the course information are also effective for the different levels of learners and that typically make-up this classroom. In some instances, the visual, audio and hands-on aids, provide self-paced learning and accommodates students with a variety of learning styles.

Budget Cost: \$2,000

ELECT 111 National & State Electrical Codes

Instructor: Wayne Sande

This course is intended for students who are enrolled in the Building Construction Electrical Program. The course provides students with the knowledge and skills necessary for achieving workplace success, by providing them the basic foundation skills needed in electrical wiring in residential home construction.

Course Objectives

- To study the state and national electrical codes and to study the proper application of learning by using the code books to be able demonstrate wiring methods.
- Using teamwork activities and service learning projects develop student electrical skills and leadership techniques.

Pre-Assessment

The pretest used for this course assessment is composed of 47 questions developed from the course objectives. The course pretest was completed during the second week of the semester. The results of the pretest ranged between 55 to 65 percent. The results of the post-test ranged between 80 and 96 percent.

Student Successes

Students were able to demonstrate the skills and techniques learned and applied them properly.

Positive Strategies

To incorporate more visual and hand-on displays/modules demonstrating wiring methods into the classroom and to aid in the presentation and communication of course information.

Narrative

Previously videos were incorporated into the instruction that pertained to wiring and codes. Videos provide for another option for presentation of the course information, sometimes a break in the routine. Videos appear to be an effective delivery method for students with various learning styles; but especially for those students who learn visually or hands-on. With one instructor teaching all the electrical courses in the program, and the amount of time students are out of the classroom for community service or service learning projects, time and opportunity are not always available to set up videos.

Budget Cost: Displays and/or Modules, additional videos \$3,000

PHRM 101 Orientation to Pharmacy Practice

Instructor: James Mitchell

This course is intended for students who are enrolled in the Pharmacy Tech Program. The course provides students with the critical thinking knowledge and skills necessary for achieving workplace success.

Course Goal

- To have students effectively apply their critical thinking skills to compete their first pharmacy technician class.

Pre-Assessment

The instrument used to pre-assess the students' knowledge of basic pharmacy practice is a 5-question, multiple choice document.

The average score of the pretest was 36 percent and the post-test 78 percent, an improvement of 42 percent.

Student Successes

Students were slow to engage in the class; but as the semester progressed students developed a cohort and engaged more frequently in combination with developing communication, team and problem solving skill.

Positive Strategies

To continue providing opportunities for students to be involved and engaged in their instruction by arranging for guest speakers or a professional panel made up of individuals with pharmacy related backgrounds or careers to communicate to students relevant and current information regarding a pharmacy technician career.

Estimated Budget Cost: Honorarium's for speakers and/or panel \$300

HVAC 110 HVAC/R Electricity and Controls I

Instructor: Todd A. Poitra

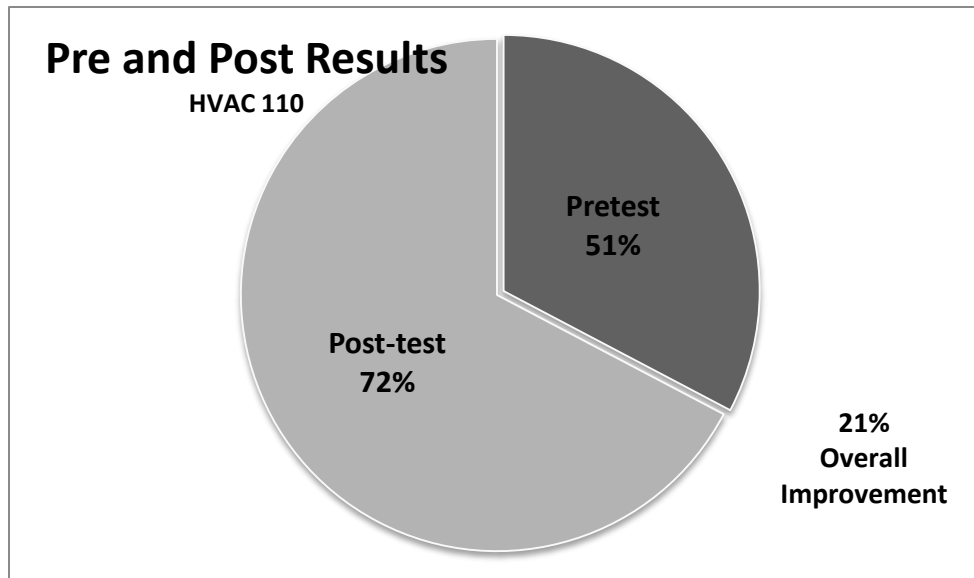
This course is intended for students who are enrolled in the HVAC Program..

Course Goals and Objectives

- Enable student to better understand the basic theory and principles of electricity thru the use of classroom instruction, lecture and course textbook.
- Enable students to (1) gain knowledge of electricity and controls (2) gain knowledge of safe practices (3) gain knowledge of tools and equipment (4) gain knowledge of everyday applied practices of electricity and (5) discover possible careers and opportunities.

Pre-Assessment

The written pre-assessment was distributed to and completed by nine students on September 5, 2012. As a result of the pretest, the student's average knowledge regarding electricity and controls scored 51 percent. In the post-test, the same nine students' scores were 72 percent. Students demonstrated an overall improvement of 21 percent.



Student Successes

Student's demonstrated improvement in the areas of electricity and controls as identified in the pretest and post-test results.

Positive Strategies

None were identified

Budget Cost: \$0

WELD 123A Fabrication Methods I

Instructor: Carl Eller

This course covers basic fabrication techniques as they relate to product manufacturing, maintenance and repair. Topics include: bending shearing, simple punching operations, flat pattern layouts, basic jig and fixture applications, and assembly methods.

Course Objectives

To provide students the proper understanding of virtually all welding and cutting processes used in production and repair of today and along with all tools and equipment used safely in the shop environment.

Pre-Assessment

The instrument used to pre-assess the students' knowledge of basic fabrication methods is a 42-question written pretest. The questions that make up the test are composed from the objective of the course and offered in the form of short answer and listing.

Student Successes

As a result of last year's improvement strategies, students were able to demonstrate their knowledge of welding and cutting processes at a higher level than last year's class.

Narrative

This course was assessed last year. The strategy to increase student pre and post knowledge of welding and cutting processes was to incorporate more hands-on and individual instruction. It is the conclusion of the instructor that along with the data gathered for the same class this year, the student's pre and post demonstrated a measurable increase in the student's knowledge of the course information. A factor in the improvement of the student pre and post scores is contributed to the concerted effort of the instructor to deploy the strategy that was developed last time the course was assessed.

There are no new strategies at this time for the course; plan to continue implementing as much hands-on and individual instruction as time permits where there is one instructor. Fall semester 2013, a different course will be pre and posted assessed.

BADM 201 Principles of Marketing

Instructor: Barb Houle

Principles of Marketing is a three-credit course that is recognized by the state institutions as a transfer course and student enrolled in this course at TMCC are required to complete Principles of Marketing as part of the Small Business Entrepreneurship program of study.

Course Objective

The basic objective of this course is to provide students with a road introduction to marketing concepts, aid in the understanding of the factors that influence marketing decisions, and focus attention n the vital role of marketing in today's global economy.

Pre-Assessment

The instrument used to pre-assess the students' background knowledge of marketing was administered to 19 students on August 23. The instrument is composed of 18 questions that are scored on 36 points. The knowledge demonstrated by the students' scores ranged from 55 to 70 percent and an average score of 62.5 percent.

Post-Assessment

Seventeen students completed the post-test with scores that demonstrated learning increase by 17.5 percent.

Effective Strategy

To incorporate technology into the course instruction along with exposing students to the applications and tools available to develop a small business marketing plan and strategies would be to enhance course instruction by using an industry recognized marketing software package.

Budget Cost: Software and license \$2,500

Instructor professional development \$1,200

Recommendations

- Budget be developed as a result of the FARM
- Training/time is coordinated on revision and updating of course goals and objectives.
- Evident that instructors need to be provided the opportunity and information necessary in developing more effective pre and post assessment instruments.

TMCC Graduate Cultural Assessment

Student Pre Test for Dec/Jan. 2012-2013

Summary by Social Sciences Dept. Chair, Leslie W. Peltier with Les LaFountain, Rollin Kekahbah, Cecelia Myerion, Brian Bercier, Tasha Morin

In the Fall Semester of 2012, TMCC Social Science faculty implemented the new assessment tool, the Graduate Cultural Assessment Pre/Post Test, which was developed by the TMCC Social Science faculty with the approval of the Academic Dean and the Chair of the Assessment Committee in 2011. The on-line GCA test was appended to the TMCC webpage with the help of Queena Beston, On-line Coordinator during the spring of 2012. On August 16, 2012 incoming freshmen students to TMCC completed the Graduate Cultural Assessment (GCA) pretest both on paper and On-line as part of Fall Semester Orientation. Eighty-five incoming freshmen students out of a total enrollment of 119 took the GCA; thirteen took the pretest On-line and seventy-two students took the pretest on paper. The faculty of the Social Sciences department scored the pretest student responses on August 31, 2012 using a weighted valued rubric. The results and summary of that pretest is the focus of this report.

On-line Results:

A summary generated in Microsoft Excel summarizes the thirteen On-line student responses. [Graduate Cultural Assessment spreadsheet 2012.xlsx](#) . A bar graph at the bottom shows the total number of responses for each category. The tallied

results of the seventy-two student responses on paper is also included at the bottom of the summary, on line 35, but is not included in the graph.

There are a total of eleven questions on the GCA. The student responses to each category were evaluated by faculty based on the rubric of 1 to 10 points possible for each question. With 13 students completing the GCA, the possible points for each question was 130. The following is an analysis of each category and student responses from the thirteen who completed the On-line GCA pretest assessment. The categories are in descending order with the largest percentages at top.

The results of the fall 2012 thirteen **On-line GCA Pretest** are summarized as follows:

- *Pow wows, Songs, Dances* – 9 students out of 13 answered this question. These 9 students received a total of 19 points (16%).
- *Ceremonies Spiritual Healing* – 9 students out of 13 answered this question. These 9 students received a total of 15 points (12%).
- *Foods, Hunting Traditions* – 9 students out of 13 answered this question. These 9 students received a total of 12 points (9%).
- *Ojibway, Michif Language* – total 9 students out of 13 answered this question. These students received a total of 10 points (8%)
- *Tribal History, Legends* – 7 students out of 13 answered this question. These students received a total of 6 points (5%)
- *American Indian History* – 4 students out of 13 answered this question. These students received a total of 5 points (4%)
- *Cultural Social Behaviors* – 2 students out of 13 answered this question. These students received 4 points (3%)
- *Chippewa Treaties* – 3 students out of 13 answered this question. These students received 2 points (2%)
- *Michif Culture* – 4 students out of 13 answered this question. These students received 1 point (1%)
- *Federal-Tribal Trust Relationship, Sovereignty,* – 2 students out of 13 answered this question. These students received 1 point (1%)
- *Tribal & State Governments* – 2 students out of 13 answered this question. These students received 1 point (1%)

Written Results:

The same criterion exists for the **Pen-Paper GCA Pretest** as for On-line. The following is an analysis of each category and student responses from the seventy-two who completed the pen and paper GCA pretest assessment. With 72 students completing the GCA, the possible points for each question was 720. The categories are in descending order with the largest percentages at top.

- *Ceremonies, Spiritual Healing* – 41 students out of 72 answered this question. These students received a total of 66 points (9%)
- *Pow wows, Songs, Dances* – 44 students out of 72 answered this question. These students received a total of 61 points (8%)
- *Foods, Hunting Traditions* – 37 students out of 72 answered this question. These students received a total of 61 points (8%)
- *Ojibway, Michif Language* – 36 students out of 72 answered this question. These students received 40 points (5%)
- *Tribal History, Legends* – 22 students out of 72 answered this question. These students received a total of 27 points (3%)
- *Michif Culture* – 13 students out of 72 answered this question. These students received a total of 21 points (2%)
- *American Indian History*- 15 students out of 72 answered this question. These students received a total of 17 points (2%)
- *Chippewa Treaties* – 12 students out of 72 answered this question. These students received a total of 15 points (2%)
- *Cultural Social Behaviors* – 8 students out of 72 answered this question. These students received a total of 12 points (1%)
- *Tribal & State Governments* – 8 students out of 72 answered this question. These students received a total of 8 points (1%)
- *Federal-Tribal Trust Relationship, Sovereignty* – 7 students out of 72 answered this question. These students received a total of 7 points (1%)

Analysis of On-line and Written results

It is safe to assume that over half of incoming students know something of the first three categories; *Pow wows, Songs, Dances and Ceremonies, Spiritual Healing, and Foods, Hunting Traditions* coming as freshmen to the Turtle Mt. Community College. The highest student response to any category was the Pow wow, Songs and Dances with 9 out of 13 On-line and 44 out of 72 Written. Interestingly, there were 9 On-line and 36 Written responses to the *Ojibway, Michif Language*. Also more students responded to *American Indian History* (9 out of 13 On-line and 15 out of 72 Written) than responded to *Chippewa Treaties* (3 out of 13 On-line and 12 out of 72 Written).

In comparing the On-line tests to the Written, the ordering of categories was very similar except that *Michif Culture* had more Written responses (2%) than On-line (1%).

Taking into account the amount of time taken by students to respond to eleven categories, it would not be in error to assume that students tired of writing toward the end. The last categories listed at the end of the test were; a) *Federal- Tribal Trust Relationship and Sovereignty*, b) *Tribal & State governments*, c) *Cultural Social Behaviors* and d) *American Indian History*. Most of these categories received low percentages in response and points (1%).

None of the 2013 Spring Semester incoming freshmen took the Graduate Cultural Assessment pre-test which was offered on-line, even though it was announced during Orientation.

6. Foods, Hunting Traditions –
7. Chippewa Treaties –
8. Federal-Tribal Trust relationship, Sovereignty-
9. Tribal & State governments-
10. Cultural Social Behaviors –
11. American Indian History-

Graduate Cultural Assessment Correction Key

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 Wiisaakaajaak , 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 Wannatan 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”. Lands ceded The Chiefs and Headmen of the Pembina Ojibwa.

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

[Graduate Cultural Assessment spreadsheet 2012.xlsx](#)

Spring Semester Report

Math and Science

Dr. S. Hanson

Assessment of the Associate of Science Degree Program: During this academic year, TMCC instructors are describing how the course objectives of the courses they are assessing this year support learning outcomes of the Associate of Science Program. The math courses that were assessed this semester addressed the math outcome. The science courses assessed this semester addressed the science outcome. To varying degrees, math and science instructors measured the critical thinking outcome as well. While instructors use assessments tests to assess the math and science outcomes, they do not have any test that measures critical thinking exclusively, nor do they extract specific data on critical thinking from their assessments of science or math. However, the problem-based nature of the content and tests in math and chemistry are in the realm of critical thinking. In our discussions at the departmental assessment meetings, the general consensus was that students learn about as much as they should in the science courses and more than the typical American college student in the area of critical thinking. The students in general arrive at the college with critical thinking skills that are below where they should be, but they leave here with an ability to think critically that is on par with the average college junior, and therefore it stands to reason that they

learn more critical thinking than their counterparts in other US colleges. The general consensus of the math instructors is that the students in the math courses learn more than other college students because the algebra and statistics courses are split into 2 semesters, giving our math instructors more time to cover the material, but also providing them with the opportunity to cover more material than at a typical college elsewhere. There is anecdotal evidence that students attending other colleges have confirmed this observation.

Suggested Institutional Changes: There are a few recommendations for institutional changes. Most of them involve purchasing items that would further facilitate student learning. Since there is no internet at the Strawbale building at the Anishinabe campus, setting that building up for internet would be a boost to student achievement. Continued financial support for maintaining the site license for the Hawkes math learning software would support continued student success in the math courses. Audrey would like some administrative mechanism that would prevent students from taking chemistry courses for which they have not completed the prerequisite.

Course-Level Assessment: Miles and Luther reported that, based upon their assessments of their math classes this semester, i. e. Algebra I and II, their students learned about as well as students typically do in Algebra I and II. That was good to hear, considering that, at the fall 2012 assessment meeting, Miles stated that his

students did not learn as well as they do in a typical semester. Since this was Daniel Henry's second semester here, he did not really have the historical perspective to comment on the performance of the students in his class compared to students over the course of many past semesters. The same was true of Michael DeMarr. Audrey LaVallie and Stacie Blue observed that students in the classes they assessed achieved a level of learning roughly on par with that of student performance in those classes in the past.

As we look to the future of assessment at TMCC, we should consider ways in which it can be improved. One area in which we could improve is to make sure that we document whether specific assessment-driven changes to classes really did cause students to perform better. As it is now, on the FARM, we record how well the students learn and how we plan to change the course to facilitate that learning even more, but we currently have no formal way to document whether those proposed changes actually did bring about any improvement in student learning. I have seen evidence of it in Luther Olson's FARM from this semester, but are there other instructors that are measuring whether their modifications have made a difference? I propose a simple approach that may work. The diagram on the next page illustrates it.

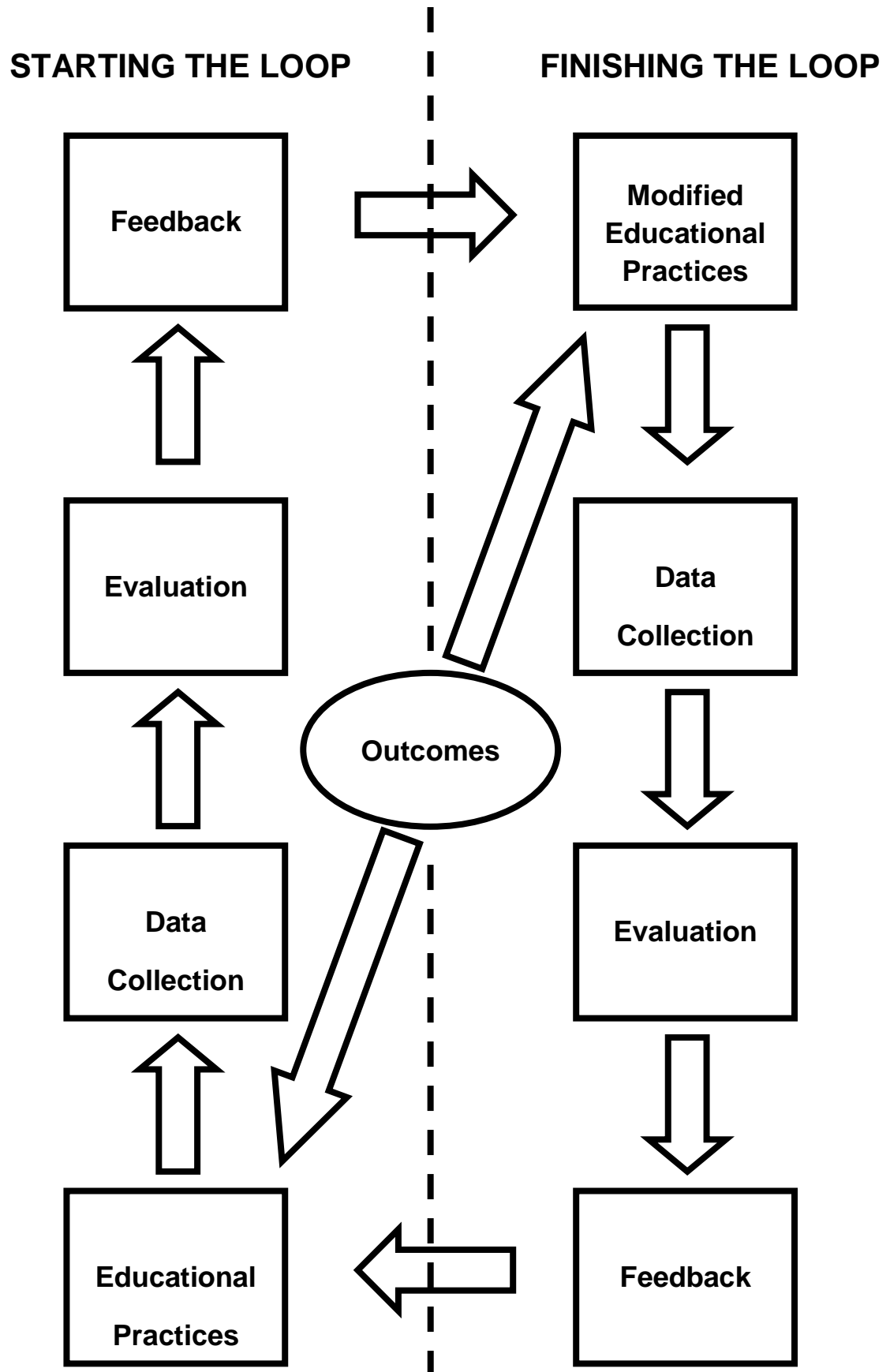
The diagram shows outcomes at the center, because they are the criteria that are being used for the assessment and therefore drive the process and could be thought

of as the starting point of the assessment process. Educational practices are the content, teaching methods and pedagogies of the course. As the diagram shows, the outcomes drive the types of educational practices that the instructor chooses. For example, if the outcomes are chemistry outcomes, the educational practices would be designed to teach students chemistry, but if the outcomes are math outcomes, the educational practices would be designed to teach math. However, outcomes are not the only drivers of educational practices, i. e., not all chemistry courses use identical educational practices, so outcomes are not the sole drivers of educational practices. But, for the sake of simplicity, and because the diagram is not meant to be a complete list of all factors influencing educational practices, no other drivers of educational practices are listed. During the class, assessment data are collected and then evaluated. The evaluation consists of finding out how well students are learning, or achieving, the different course outcomes. The evaluation provides feedback that suggests types of changes in educational practices that may increase the students' learning.

The left side of the diagram is the process of finding out how the students are learning and finding out if their performance suggests a specific need that they have that, if fulfilled, would cause them to learn better. The left side of the diagram is the “start” of the loop, because it is where modifications of educational practices are conceived and planned for the next time the class is taught. The right

side of the loop can be thought of as “finishing the loop” since one would be putting the modifications into practice and assessing if, and to what degree, the modifications have actually enhanced the students’ learning. Right now, we are always starting the loop by assessing and saying that we will modify our educational practices, but are we finishing the loop by actually assessing that class again to see if the planned modifications actually made a difference?

The Assessment Loop



Assessment Narratives from Full-time Faculty

Ms. Stacie Blue: BIOL 151 General Biology II

FINDINGS: The General Biology courses I and II have been reviewed by a professor at UND to ensure that what is offered at TMCC matches what is being offered at UND. He found that TMCC does offer the same content as UND.

During the second semester of General Biology we cover from Chapter 26 to 56 in the textbook, which is 31 chapters to cover in one semester which also includes spring break, AIHEC competition, and snow days. How I have been helping my students to learn the material is by providing notes/handouts, doing PowerPoint presentations with images and diagrams, providing end of the chapter reviews, creating study guides in Jeopardy format to help review for the unit test and making myself available with office hours and answering emails Sunday through Saturday.

As we moved through the semester and faced more snow days than last spring I had to adjust my notes, and omit 3 chapters. The three chapters that were omitted were chosen because of the theme of information covered in adjacent chapters. I personally did not like cutting the chapters out but we just did not have time to cover them. Also during the last unit we ran short of days and I had to focus the content to a major theme and cut out what I consider fine detail information, which

is important to that specific subject but not the overall focus of GENERAL Biology.

What I found by doing this is that I decreased the amount of notes I was handing out to the students and allowed myself more time during lecture to explain and provide examples that would support the content. Also, the notes were more focused and centered on a theme for chapters. Which may have made it easier for the students to study by being able to stay focused on a theme. The overall test averages increased in the course. As you can see when you look at the excel spreadsheet of test results.

What I did find out from students is how often they study. The remarks I received varied from “Study, who studies?”, “I start studying two days before the test.” “I study the night before, I got in like 3 hours for this test.” “I review every week, I do the review questions and I answer all the questions from the jeopardy game, and I study hard starting three days before the test.” Obviously the student who reviewed more and studied longer backed up his statement by having the best grade out of all the general biology courses I have taught.

Changes: I will be reviewing all of my notes, focusing on the content of the notes to fit the General Biology requirements and not teach as though the students are in that specific subject class. Allowing decreased notes and more time for explanation

during lecture. Also, I plan for next semester to make time to build a study group. I believe students need some guidance on how to build a successful study group.

Ms. Audrey LaVallie CHEM122 General Chemistry II

Comparison of pre-assessment and post-assessment tests:

Pre-assess. Percent right	Competency Question # % right	(Question #)	Pre-assess. increase	Post-assess %
1	9b	31	77	46
2	9a	38	46	8
3	9b	31	85	54
4	10a	23	69	46
5	10a	23	92	69
6	10a	23	46	23
7	10b	38	38	15
8	11b	15	92	77
9	11a	54	77	23
10	12b	31	92	61
11	12c	31	92	61
12	12b	31	54	23
13	12a	15	77	62
14	12a	31	31	0
15	13a	31	62	31

16	13b	46	69	23
17	14a	0	77	77
18	15a	0	92	92
19	15a	15	77	77
20	16a, 15b	0	77	77
21	16b	0	62	62
22	18b	0	46	46
23	18a	0	38	38
24	19a	0	100	100
25	19c	0	85	85
26	19d	0	69	69
27	19d	0	54	54

Communication, critical thinking and technology assessment:

Assessment tool	competency	pre-assess %	post-assess %
average lab			
passed	or gen ed	students passed	students
grade			
Lab grade	20	-	100
95			
	(and gen eds technology, communication)		
Homework grade	gen ed- critical thinking	-	100
78			

Statistical Analysis Commentary and Strategies for Improvement

Percentage increase in correctness of answers to selected competency questions was good overall, but several questions had less than 50% correctness post-assessment, which is typically of concern. Difference between pre-assessment and post-assessment scores are of less importance; students were advised not to guess since the pre-assessment was not used for any other purpose but assessment, but many questions in the form are multiple choice and guessing obviously occurs when students do not know answers. A pre-assessment form which does not contain multiple choice questions will be devised in future.

Post-assessment questions were the same as pre-assessment questions, or very like them, and were embedded into the four course examinations, with the idea that students would be very serious in their answers since outcomes would determine final grades and not just an assessment statistic.

Questions 7, 14 and 23 entailed post-assessment scores between 30-40%. Question 7 dealt with the atomic and molecular conditions which are present during pi bonding. Despite diagrams and descriptions of sigma and pi bonding, things like parallel p orbitals, and sp^2 or sp^3 hybridization are apparently difficult to

remember. Handouts of hybridization with clear labeling will probably be handed out next year.

Question 14 involved converting molarity to molality. The question had been condensed from previous tests in that it gave the information for finding molarity but asked for molality (and also provided a density). However, in previous versions, the students had to find the molarity and then the molality in two steps. In this case, it seems that students had a problem in differentiating the terms, although the presence of a density should have been a clue that conversion was going to have to happen. Although definitions of both entities are clearly stated many times, perhaps the test question needs to go back to a stepwise approach, so that there is no confusion over terms. Reading ability and interpretation of problem meaning is probably not always optimal, although it is to be hoped that experiences in this course help students become more proficient at problem-solving in written form.

Question 23 was not a surprise, since it dealt with finding Gibbs' free energy under nonstandard conditions or after reaction initiation. Routinely, Gibb's free energy and voltaic cell equations (and concepts) are introduced very late in the semester and are covered quickly. Lately, scores have gone up simply because questions

have been somewhat simplified by not requiring prior groundwork (calculating partial pressures, enthalpies, moles), but word cues in the questions should be looked over and intended outcomes clearly stated.

Additional and reworded worksheets and supervised homework sessions have helped to improve scores in the last few years, especially in terms of working out problems (non multiple choice). Multiple choice questions are appropriate for some types of concepts, but more problem-type questions have been included on tests in the past few years, and pre-assessment tests will become primarily problem-type in format.

Related Academic Data

As educators well know, instructor techniques and explanations are not necessarily the deciding factor in student success. Simplifying or omitting competencies may work against students later on in their career and is not an option for most instructors. Most student success is directly related to student preparedness and work habits. This is usually evident in the range of student grades which result for any class. Students cannot always control their academic background, but are expected to adhere to prerequisite requirements, homework assignments and

attendance recommendations in order to pass the course and improve their overall academic preparedness.

The following table shows the grade differential for the chemistry 122 class in 2013, with additional information on attendance and homework grades:

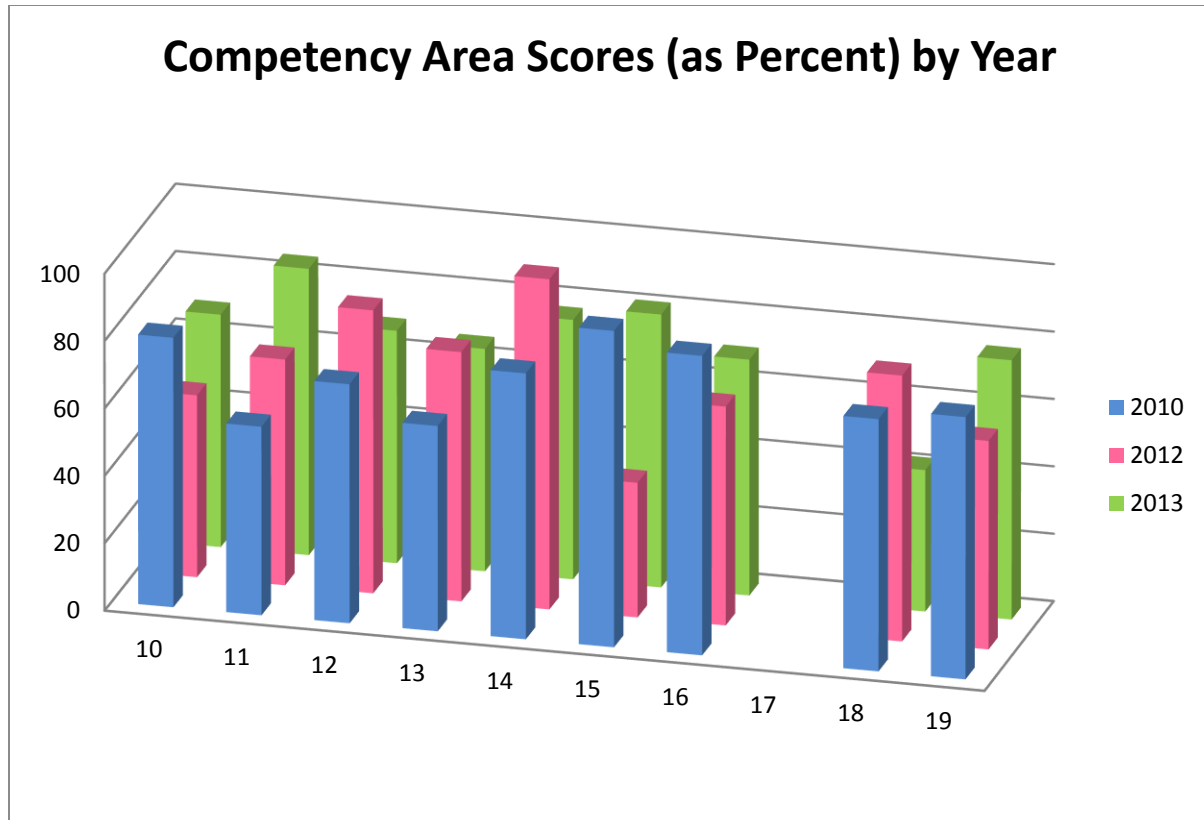
Course grade	% students	avg absences	avg homework	
avg lab		per student	grade	
grade				
A	38	1	95	
100				
B	15	4	88	100
C	46	5	61	90
D	0	-		
F	0	-	-	

As in former years and in former assessment instruments, there is a clear correlation between a lower overall grade and average absence as well as homework grade. Statistical correlation is unnecessary in the case of simple tallies when performance (grade) is already established as being related to parameters such as absence and homework completion, as any perusal of educational literature will show. Most students in this class were avid lab attendees and had no problem achieving grades close to 100, whether they attended the lecture portion of the

course regularly or not. Students are encouraged to attend laboratory in order to obtain practical chemistry experiences; they are not graded harshly, although the experiments themselves can be complex and involve difficult concepts. Students have to show calculations during the lab session and if they cannot do them correctly, they are shown how to do them, thus getting instantaneous feedback. The laboratory grade is based more on attendance and effort, since the students do not have to be correct in their calculations to get the full points, but they do have to observe how to correctly do calculations if necessary.

Comparison to Previous Years

Although the pre-assessment tools and tests have changed through the years, lessening the validity of absolute comparison for competency areas, a graph was constructed comparing average scores for each of the competency areas- 10 being for three or four questions pertaining to chapter 10 (See list of competency descriptions for the actual subject matter).



There does not appear to be any clear trend of improvement or nonimprovement overall; however, three years of data based on an average class of 15 students is not a good statistical base. The comparison may have more merit when the pre-assessment instrument is the same as that in 2013; however, the instrument was the same in 2010 and 2012, and trends show that half of the areas improved, while half went down in score.

Luther Olson

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 102O	0	1	0	0	3	3	7
MATH 111A	1	1	3	0	8	11	24
MATH 111B	0	1	4	3	4	5	17
MATH 111O	0	1	0	0	5	3	9
MATH 213A	0	1	0	0	0	0	1
Totals	1	5	7	3	20	22	58
	2%	9%	12%	5%	34%	38%	

Summary:

28% of students registered in the courses passed.

34% of students registered in the courses failed.

38% of students registered in the courses dropped.

Of the 20 students who received F's, only 4 (20%) had attendance of 70% or higher.

Of the 20 students who received F's, only 3 (15%) 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 102O	1	1
MATH 111A	7	5
MATH 111B	9	8
MATH 111O	1	1
MATH 213A	1	1
Totals	19	16

Summary: 84% of students who completed the course passed.

Mr. Miles Pfahl MATH112

Recommendations for *institutional* changes based findings:

MATH 112 is one of the exit courses for completion of the 2 year Associate of Science degree. This is the course which the majority of our students will complete to satisfy the AS math requirement. In order for a student to take MATH 112, they must have successfully taken MATH 111, which when combined with

MATH 112 satisfies the AS math requirement. As discussed in the fall 2012 semester, the numbers of students this spring were a bit higher with a total of 18 students registered in MATH 112. Although these numbers still should be higher, the increase from the fall is an improvement. With moderately low numbers seeming to level off each semester it seems we have reached a point where fluctuations in class sized should not be seen. The manageable numbers enrolled in these classes follows the plan of TMCC to have class sizes that are manageable to ensure greater success of the student with increased teacher attention. One advantage for the high percentage of students who complete the course being successful is the benefit of using the Hawkes computer software program. This software program gives the students a great amount of support for their coursework.

Mr. Daniel Henry: MATH100

Out of the eleven remaining students that started the course, only four finished the post-assessment test, and only three out of the eleven students passed the course. Math 100 is a developmental course at TMCC, and in the past two semesters I have taught the course the main problem is attendance and finishing daily work. The pattern I have noticed is after the first financial disbursement, half the class tends to not attend class or do any work, and the remaining students come

at their own leisure. I as an instructor and TMCC as an Institution must find a way to keep the students in their seats and finish their required work in order to fulfill class and program obligations.

Ms. Ann Vallie: MATH129 Linear Algebra

I assessed Basic Linear Algebra (Math 129) since that is my only class I taught this past semester. Six students signed up for the class and five completed the class. The student who did not complete the course showed up to class for four weeks and never came back the only assignments I received from her was her pre-test and one homework assignment. The assessment pretest and post tests were all written paper-and-pencil tests. I gave them the pretest during the first week of the class, before the students had learned anything. The pre-test results had an outcome of 33% on a scale of 0%-100%. I feel the results were because the students had not seen a lot of the material in their previous courses. I gave the Post-test during finals week. The post-test results had an outcome of 72.50% on a scale of %-100%. As you can see the results increased significantly. I am planning on changing a few of the questions in the pre and post-tests which I feel will create a better understanding of the outcomes.

Mr. Michael DeMarr: BIOL 121 Anatomy and Physiology II

I chose a straight forward instrument for statistical analysis with pre and post testing. I had students in my Anatomy and Physiology II class complete a four question essay pretest on the first day of class. The test had one question from each of the 4 units within the course. The same exam was given as a posttest on the last day of class. Scoring for statistical analysis was completed on a 10 point scale for each question. Questions and answers are attached.

Analyzed Data and results:

	Group	Pretest	Posttest
Mean	20.11	36.78	
SD	7.10	5.47	
SEM	2.37	1.82	
N	9	9	

An independent-samples t-test was conducted to compare pretest scores and posttest scores for A&P II. There was a significant difference in the scores for pretest (M=20.11, SD=7.10) and posttest (M=36.78, SD=5.47) conditions; $t = 7.05$, $df = 8$, $p = 0.0001$. These results suggest that instruction really does have an effect on memory for exams. Specifically, the results suggest that when students receive instruction, they score better on an exam.

Improvement in scores from pretest to posttest by question was similar for all questions:

Question 1:	49% improvement
Question 2:	40% improvement
Question 3:	44% improvement
Question 4:	41% improvement

Discussion:

This pre and posttest assessment has reflected knowledge of student improvement in understanding that may seem obvious at first blush, but without quantification it would be mere speculation. We may suspect student improvement through our progression of exams and course related assessments throughout the semester, but this assessment really drove the point home, as the Student's t-test with the p value of 0.0001 was reflective of a *significant* change in student scores. Granted the sample size was somewhat limited, as there were only nine students to take both tests, but we can still remain optimistic and *confident* that the improvement was *significant* for the two independent populations. With that in mind one could utilize a larger sample of student responses as an *independent* sample by having the same questions appear throughout the course within the instructional units. In this way we would not have to rely upon students taking

both exams to garner a larger sample size for statistical analysis. The answers would still be a posttest, as the information would be post instruction from within the course. The subsequent increase in sample size would improve the *confidence* we would have with the outcome of our data analysis in using the Student's t-test. On a side note, the instruments essay style organization probably leads to grading *bias*. While the 10 point scale for each question was intended to provide an A, B, C, D, F grading assessment of the material on a per question basis, the answers to some questions may seem to be "in the spirit" of the intended question but not right on the mark, and were therefore given a point value based upon a personal grading judgment. To rectify this source of *instructor grading bias*, the questions used in the instrument should probably be changed to multiple choice and fill in the blank to reduce the *subjectivity* of essay style answers and to remove *instructor grading bias*.

As for course improvements based upon this assessment, I can see few to no reasons for changing anything. The instrument will need to be fine-tuned for future use and course improvements.

2013 FARM Narrative Report for the TMCC Dept. of Social Sciences

From: Leslie Peltier, Social Sciences Dept. Chair

The Turtle Mountain Community College Department of Social Science and Ojibway Language faculty that contributed to this report are; Brian Bercier, Cecelia Myerion, Rollin Kekahbah, Leslie LaFountain, Tasha Morin, and Leslie Peltier. This report covers the Faculty Assessment Reporting Matrix (FARM) for the Fall Semester 2013. These courses fulfill the following General Education Student Learning Outcomes that apply to Social Science Course:

Communication: Students will have developed sufficient skills with the English language such that they can read; accurately interpret, critically analyze written material; express themselves effectively through narrative, explanatory, and investigative writing utilizing standard rhetorical techniques in the styles and formats; and at the level of complexity appropriate to their TMCC studies.

Humanities and Social Science: Students will be conversant with the general knowledge bases and the procedures and techniques by which knowledge and artistic expressions are generated and accessed in the two divisions of (1) the humanities and fine arts, and (2) the social and behavioral sciences; and will be able to select and apply the techniques and procedures of these two areas at a level of complexity appropriate to their TMCC studies.

Culture/Diversity: Students will be able to consider a variety of perspectives bases on differences such as those stemming from culture, culture heritage, class gender, ethnicity, historical development, community, and leadership; and will apply this awareness at a level of complexity appropriate to their TMCC studies.

Critical Thinking: Students will be able to raise vital questions and problems, gather and assess relevant information, come to well-reasoned conclusions and solutions, test those solutions against relevant criteria, think open-mindedly about their assumptions, consider the practical consequences and communicate effectively to find solutions at a level of complexity appropriate to their TMCC studies.

Technology: Students will be conversant with the general knowledge bases and procedures and techniques by which knowledge is generated and accessed through the use of technology, and will be able to select and apply the techniques and procedures of technology at a level of complexity appropriate to their TMCC studies.

These courses fulfill the following Goals and Objectives of the **TMCC Department of Social Sciences:**

1. To provide students with an academic background in the social sciences that is transferrable to a four year institution;
2. To provide opportunities for students to study and research the history and sociology, including culture, traditions and government, of the Turtle Mountain Band of Chippewa;
3. To provide students with opportunities to apply critical thinking and problem solving techniques to community, national, and global problems; and
4. To assess students on specific desired learning objectives.

These courses fulfill the goals of the Associate of Arts and the following Student Learning Outcomes **Associate of Science Degree:**

History: Students will describe and analyze the development of indigenous and western values, ethics, philosophies and worldviews through time.

Culture: Students will describe and analyze Anishinabe and Michif values, ethics, and worldviews and how these values, ethics, and worldviews continue to influence the lives of the Turtle Mountain Band of Chippewa.

Social sciences: Students will apply their knowledge of the influence of social, cultural, economic, and political institutions in shaping human thought, values, and behavior.

Brian Bercier 2013 Narrative for PSYC 111, Introduction to Psychology

In the spring semester the pretest/post test was administered to the Psychology 111a class. This is a required course for an AA and AS degree. There are no pre-requisites for this class. For a complete description see the attached Syllabus.

The pretest was administered on the first full day on the course, and the post test was administered on the last day of regular class. I had a lower than expected return on the test. This was most likely due in part to student absenteeism, and lack of effort on the student's part. As stated in the FARM report, I had a total of 18 completing the pretest and 9 answering all of the post test questions. Again as in previous pretests, I did have a number of students that completed the pretest only (50%). There is marked difference in these tests in terms of completion. Since however I have no baseline for the post test, which a significant number of students had answers in most of the questions, versus the pretest where there were many answers left blank no valid conclusions can be drawn from them. One would like to believe that the post test was significant in terms of learning outcome but it would be a mistake to attempt to extrapolate any information.

So with the 9 that wholly completed both tests more showed a significant amount in the post test. Of the students who showed improvement a measure of plus 2 was considered a significant gain (one of the questions had three subparts). Of those who showed gain in knowledge seven were at or above that number. Three of the completers showed an improvement of at least 1 point.

This may not seem to be a large increase, but in light of the questions asked, some answers on the pretest were substantially off the mark, and had in no way close to showing any knowledge of what question content. This group of students showed the most determination of all students that have taken the post test to date. This test will be redesigned as multiple choice in the next semester.

The General Psychology classes taught by this instructor are general in terms of material covered. This broad scope of material is essentially an overview of the whole concept of western psychological theory, practices and implementation. Also included are other perspectives that are more culturally relevant to this Institution. This Instructor only teaches courses that are required for all programs of study.

Psychology 111 sections a/b are courses that this instructor teaches. The material covered ranges from the neuronal activity including functions of, as well as the structure of neurons, the role of neurotransmitters and what their role is in terms of physiological relevance in cognition, affect and response mechanisms in the human/animal anatomy. Also covered are the organs of senses such as the auditory, gustatory, ocular, olfactory and tactile sense/senses and their nomenclature and each respective parts, purpose, and function. This class includes human development from conception to death. Other areas are overviews of abnormal psychology, statistics, experimental, social, and other topics that are germane to Psychology holistically.

Class size in sections A and B, there were a total of 48 students enrolled for both classes. This is an average enrollment given our campuses size. This due to psychology being a required class for graduation as well as a class required for many areas of study.

During the course of the semester students are presented with power point presentations in all classes, and the material is discussed. The students are challenged to express their opinions and thoughts on the material in terms of what it means to them in relations to/of this culture, and community and themselves.

In all the classes the instructor and students are both active participants and all are asked for input regarding psychology in westerns ideals and contrast these schools of thought with Native American culture, predominantly the culture of the Tuttle Mountain Band of Chippewa Indians. Students are given assignments such as: writing reflection papers about guest speakers that we have in class. Often these speakers challenge western thought in terms of philosophy of individual, group and social dynamics. Students are required to read the text, participate in classroom discussions, complete 4 tests that cover 4 chapters each, as well as reflection/reaction papers and other assignments.

I also instructed Abnormal Psychology with an enrollment of 9 students. This class size is an average enrollment in that although small by other class standards, it is required by certain programs of study, and is offered only in the spring semesters. In this class we look as behavior that is considered aberrant/abnormal within and outside of cultures, societies and countries. We discuss that not all behavior is considered aberrant in all cultures.

In this class we are focused on what human behavior is considered aberrant not only in our mainstream society here in the United States, but within sub cultures such as Native America, Hispanic, Pacific Islanders, as well as in cultures around the world.

This is also true of Developmental Psychology that was offered in the fall, even though the enrollment is small with 5 students it is a required class for certain programs of study and again only offered one a year in the fall. In this class we follow the development of humans being from conception to death and dying. We study the developing fetus, birth and neonatal, infancy adolescent, young and old age as well as geriatric concerns and development. Students are encouraged to provide input and their opinions on all subject matter

In the Sociology course a required class for graduation enrollment is around 20 to 25 students per semester. In this course we study the beginning of sociology with a focus on the industrial revolution. We have class discussions on capitalism communism, etc. We also look at class system in groups, cultures societies and nations, such as the caste system, bourgeoisie, and proletariat and the power elite. Students are encouraged to view their opinions on all subject matters and to write reflection papers on certain topics.

In Psychology 100 which is a CTE course, students that take this course receive instruction in how to get along with supervisors, peers, customers and subordinates in the work place.

Enrollment in this class is from 7 to 14 depending on when they are ready to graduate.

Challenges

The use of technology although an enhancement to my teaching also is frustrating at times as the computers throughout most of the semester have been locking up during my presentations. This is especially true if I spend a good deal of time on one slide or use stop motion on a video. This is true for all of the classes I teach. Even though part of my grade is based on participation in class, absenteeism is somewhat problematic in that this gives the students no chance to interact and participate in class discussions.

In terms of successes it is always great to see a bonding of students who do not know each other become comfortable with each other. This is also noted with the instructor so that students who sat in back in the beginning of the semester and did not do much participation feel comfortable as the semester progresses to offer opinions and ideas to the instructor and fellow students.

Recommendations:

I think supplemental DVDs and other media would be helpful in all classes as this would provide a visual example of concepts, physiology, etc., for all students. I believe their overall comprehension and retention would be thus enhanced.

Another area that would enhance instruction would be for the instructor to attend seminars germane to general and specific areas related to psychology, Sociology and other pedagogical workshops aimed at improvement and enhancement of delivery instruction of coursework and teach

Cecelia Myerion, 2013, Narrative for LNG 125A, Ojibwa Language I Course

The pre - assessment is given before any course begins and the post – assessment is given before each final exam. The pre – post test is done at the beginning and end of each semester.

Results

The findings are that when students first come to the Turtle Mountain Community College they know very little about themselves. They know very little about the Seven Teachings which is the foundation of TMCC. They know nothing of the Ojibwa Language and nothing of the Ojibwa culture and value system of the Anishinabe people. They know very little about the environmental issues we have such as the water issues.

Before any coursework is started the pre-assessment test is given and 20% or less answer the questions correctly. The post-assessment is given before the final exam. The post test results show that 90% of the students know the Seven Teachings words. They also know some basic Ojibwa language and they are more aware of the issues we face as tribal people by the end of the course.

The success of each student greatly improves and they gain self-esteem as they learn to speak the basic Ojibwa language. I have seen big improvements in each of the students that I have had in the past. They are taken what they have learned here at TMCC and in turn are teaching their children and are also teaching the community members.

The student gradually gains self-esteem; they become respectful because of the value system (Seven Teachings) and they walk with pride and honor for they have found their identity while taking the Ojibwa Language & Ojibwa Culture classes here at TMCC. The success of each non-Indian student also improves as he/she learns and knows the values of the Seven Teachings, which are necessary for all people to be truly happy and to succeed in achieving their goals. It is of great importance that the Turtle Mountain Community College continues to offer these courses to the students who decide to get their education here before venturing out. We need to offer the Ojibwa Language courses to each faculty and staff member, so that they can learn to greet our visitors in the Ojibwa language. The faculty needs to incorporate the basic Ojibwa Language along with the Seven Teachings while here at TMCC. I firmly believe that if we can learn the basic Ojibwa language along with the values of the Seven Teachings, we can become a stronger college and a strong college is good for the students, faculty, and staff, and also for the community members of the Turtle Mountain Chippewa Reservation. Our non – Indian students, friends will take something of great value with them when they continue their journey.

As a faculty member who teaches the Ojibwa language and Ojibwa Culture to whoever would like to learn I will continue to make every effort to find ways and improve the way I teach. I will listen to the student; I will respect the student from any walk of life. I will continue to help the student succeed by incorporating the Seven Teaching of the Anishinabe people as I teach this very important Ojibwa Language course to the students of TMCC.

Recommendations:

The students in the Ojibwa language courses cannot learn to speak the Ojibwa language in one semester. I recommend that the courses LNG 125A Ojibwa Language I, LNG126A Ojibwa Language II be a year- long course, but also to offer a course such as Introduction to the Ojibwa Language. I also recommend that all students who come to TMCC for their education to take EDUC 305A Ojibwa Language and Culture Immersion Camp and for all these courses to be a requirement before graduating from the Turtle Mountain Community College

I also recommend that “Immersion” be taken out of the name Ojibwa Language Culture and Immersion Camp, I further recommend the students be allowed to go home each evening, because of the low numbers that attend this camp/gathering. They have told me they don’t enroll in this class because they have children and homes that they also need to take care, some have asked me if they can bring their children if they camp.

The camp starts at 4:00 pm Thursday – Sunday@ 8:00 pm. The student is at the camp until at least 9:00pm each evening and it starts approximately 8:30 am Fri – Sun. The student is there all weekend into the late hours.

Rollin Kekahbah, 2013 Narrative for HIST 262, Indian History II

The findings of this Spring Semester 2013 reveal a continuing correlation between those students who come to TMCC well-prepared to address the content of Indian History II and those who do not. For example, the best students in this course were not tribally affiliated and were not educated (K-12) in the Belcourt community. These two students, in a class of 15 students total, not only earned an “A” in this course because of their excellent test scores, but also were the primary oral contributors in response to questions and comments made by the instructor. Of the four “B” students three were tribal members and one was not. Again, it was the non-tribal member, educated out-of-state, who had more frequent occasion to respond to questions and comments made by the instructor.

Of course, student attendance had much to do with the grade results. The two “A” students were never absent while the four “B” students were absent quite infrequently. The remaining students were absent extensively.

In summary, TMCC is a community college, located on an Indian reservation; therefore the results described above are not surprising. The challenge of these circumstances compels the faculty of TMCC to continue to strive toward providing its students the best possible instruction, and opportunity, to succeed to the best of their ability.

Les LaFountain, 2013 Narrative for HIST 220H, ND History

This course is about the historical evolution of the State of North Dakota beginning with prehistoric times. Emphasis is placed on the geology and the geography of the land as well as the people the original people of the land, their culture both past and present. Students are provided with insight on the settlement of North Dakota, its entrance into the Union, and issues facing the

educational, social, economic issues facing the state. In addition, the course requires students to evaluate the impact of Statehood on the tribes that inhabit North Dakota. Throughout the course emphasis was placed on the Turtle Mountain Band of Chippewa to connect with the cultural background and diversity of the students' community.

The pre and post assessments consisted of a comprehensive series of questions related to North Dakota History, which included approximately one-third short essay questions, one-third short answer, and one-third multiple choice questions. Many of the essay questions are written as open-ended inquiries to require critical thinking about the course content. Overall, the students in the course made positive gains. There were eleven students enrolled in the course, of which six (6) completed both the pre and post assessments. One student never did attend any classes. One student attended 4 of 16 or 25% classes and did not take either the pre or post assessments, and two attended 11 of 16 or 69% of the classes and did not take the post-assessment. One student did not take the pre-assessment but did complete the post assessment. The six students who completed the pre assessments scored an average of 29% and on the post assessment an average of 68%. The overall average increase was 39% for the six students who completed both the pre and post assessment. The instructor is revising the course content and pedagogy to prepare for greater insights into the assessment process.

The institution has focused specific assessment on the Association of Science Degree and in North Dakota History the outcomes include history, culture, and social sciences. The course pre and post assessments are directly related to these outcomes. Again, of the six students who completed the pre and post assessments demonstrated an overall average increase of 39%. This

course included emphasis on Anishinabe and Michif values, ethics, and worldviews as they pertain to the lives of the Turtle Mountain Band of Chippewa. In fact, each student is required to complete a family history portfolio which includes a pedigree, photo images, family interviews, and an oral presentation to their peers addressing the outcomes.

Tasha Morin, 2013 Narrative for CJ 240, Policing

The information below applies to the Faculty Assessment Reporting Matrix (FARM) for Criminal Justice 240, Policing.

Associate of Science Student Learning Outcomes: *Communications:* *Students will be able to use the English language effectively, writing and speaking with clarity, coherence and persuasiveness.*

Associate of Science Student Learning Outcomes: *Computer Literacy:* *Students will demonstrate appropriate use of contemporary computing and information technology.*

Associate of Science Student Learning Outcomes: *Social sciences:* *Students will apply their knowledge of the influence of social, cultural, economic, and political institutions in shaping human thought, values, and behavior.*

Course Objectives:

Examine current and future issues facing police today, and explore ways to deal with these issues.

Obtain an understanding of Western society police and the relationship between the police and the community.

Overall, the average increase in learning when comparing the pre- and post-assessments was 40%. The pre-assessment average was 74% and the post-assessment average was 81%. Initially, seven students were registered for the course (two added the course on the last day to add). All seven took the pre-assessment. Five of the seven that completed the course completed the post-assessment; two students did not complete the post-assessment, and two students dropped the course.

Four of the students that completed both assessments had an increase in learning; one student had the same score on both assessments. The highest percentage of increase in learning was eighty percent (80%). The lowest percentage of increase in learning was two percent (2%). The percentage of increase in learning didn't necessarily indicate a higher final grade. One student with an eighty (80%) percent increase received a "B" as a final grade, and two students each with a four percent (4%) increase received an "A" as a final grade. Five students received an "A" for a final grade; three students received a "B;" and two students received an "F."

The assessment instrument for this course consisted of twenty-five (25) true/false questions. The questions were drawn from the course goals.

Leslie W. Peltier, 2013 Narrative for HIST 252, Chippewa History II

This three credit Social Science course fulfills the student learning outcomes of TMCC General Education, the Associate of Science and the Associate of Arts degrees. Specifically this course

addresses the General Education goals of Social Sciences, Culture and Diversity and Critical Thinking. This course also addresses the AA and AS student learning outcomes for History, Culture and Social Sciences.

The identical Pre and Post Tests were administered to the students on the first and last days of the semester as a measure of assessment. A total of 15 students took the Pre Test and 13 took the Post Test. This disparity was probably due to early changes in course enrollment; some students adding the class late and some students stopping out of the class at the end.

Many more questions were left blank on the Pre compared to the Post Test. The first question was on the Seven Gifts of the Seven Grandfathers, otherwise known as the Seven Teachings. None of the students correctly described all seven on the Pre Test. In comparison most (6 out of 13) students correctly described all seven and five named up to five Gifts correctly on the Post Test. The apparent lack of incoming student knowledge of Anishinaabe values, ethics and philosophy should be a warning or an answer for lower grade level educators who may find the Seven Gifts of the Seven Grandfathers can be an important tool for building respect, self-confidence and native pride in students.

There was a marked increase in the number of correct responses to questions #3 and #4 Chippewa Treaties from the Pre to the Post Tests. On the Pre Test just five students gave a viable response to question #3 and ten left it blank. On the Post Test question #3 had 12 out 13 (92%) gave correct responses. On question #4 Chippewa Treaties 12 out of 15 students incorrectly made reference to something or left it blank on the Pre Test. On the Post Test question on Chippewa Treaties 9 out of 13 students (69%) correctly answered.

Attendance plays an important role in the outcome of courses. Out of the 24 students that enrolled in the course, 18 completed. Three students dropped the course of which one never

attended and the others dropped after deficiencies were sent. Two students just stopped coming to class, their last date of attendance was around the date of the first financial aid disbursement. One student attended class sporadically, but did not finish the assignments or final test. Lack of finances has been the number one concern expressed by students when asked why they stopped attending. Our increasing economic downturn and high unemployment rate plays a big part in the success or failure rate of our institution.

Final grades are also an important measure of assessment. The 18 students that completed the course is broken down as follows; Seven A, three B, two C, one D, and eight F (which includes two that stopped attending). I interpret this to mean that 12 out of the 18 students or 66 percent passed the course with an A or B or C.

We had a few winter-related disruptions of Monday classes this semester that hindered or delayed study. The March 11-15 Spring Break was scheduled for all classes, but did not correlate with the AIHEC Student Conference which occurred the following week, March 17-20, 2013. Chippewa History II did not meet as a class for almost 8 days since I served as a coach for two AIHEC student competitions. Students were provided with an outside assignment and study guides with attached reading materials on the McCumber Agreement of 1892-1904 for that time. We also made up for missed days by staying late for all remaining classes and by holding class right up to the last possible test day of finals week.

Recommendations:

TMCC should include HIST 251 and HIST 252 Chippewa History I and II as a requirement for students graduating with the Associate of Arts degree. These courses embody the major historical and cultural events of the Turtle Mountain Band of Chippewa. Course requirements center on the sovereign land-owning rights of the Pembina Chippewa as established by the

treaties. Students in Chippewa History II must make an in-depth, critical study of the McCumber Agreement, they are expected to learn all the details of termination and how we avoided the termination of the TMBCI. Students are also expected to pass tests covering those and other documents of tribal history. Students who complete the course show an increase in cultural heritage, historical and traditional knowledge. Students develop a sense of responsibility for the preservation of our tribal customs and pride in their identity which will insure a continuation of culturally knowledgeable future generations. As my mother, Elma Wilkie used to always say, “You don’t know where you’re going unless you know who you are.”

Arts & Humanities Department

Peggy Johnson, Chairperson

The Arts and Humanities Department again assessed courses using pre- and post-tests and comparing the results of the two, using the stated learning outcomes for the associate of science program as a gauge when they were relevant. Since developmental courses are not part of the associate of science degree, those courses within the department were assessed based upon course goals and objectives. Recommendations from the department are based on the results of the assessment as well as on the teaching experiences of the members of the department throughout the semester and discussions held during departmental meetings. All instructors in the department looked at their assessment outcomes in terms of what modifications would improve the courses themselves while also, when applicable, strengthening the associate of science program. The changes individual instructors see as necessary for specific courses will be implemented either partially or totally the next time they teach the course

In addition to identifying changes for specific courses that they feel they can implement themselves, department members have also identified institutional changes that they believe are necessary or that they believe would improve student learning. These suggested changes are listed along with rationale for the recommendations:

Arts and Humanities Department Recommendations Based on Outcomes from Assessment:

1. The department recommends capping enrollment in writing classes at no more than twenty, with fifteen being ideal. Until a few years ago, no more than twenty students were allowed in any composition class, including developmental courses. Recently the number allowed in face-to-face classes has been set at twenty-five. The size of current classes is negatively affecting students since it takes a significant amount of time for instructors to provide appropriate feedback on student assignments. When classes are large, out of necessity instructors either assign fewer writing assignments or provide less feedback, which is detrimental to students.
2. Enrollment in speech classes was capped at twenty for fall semester but was capped at twenty-five for spring semester. The department recommends that in the future enrollment in speech class be capped at twenty as it was in the fall. When speech classes have more than twenty students in them, it is very difficult to provide students with the speaking experience they need, as it takes too long to get through a single round of speeches.
3. The department believes students in Writing Basic need more drill on basic writing and would benefit by having Aplia by CengageBrain as an addition to their text. Aplia for Developmental English reinforces key concepts and provides students with the practice they need to build fundamental reading, writing, and grammar skills. Some students also need help transitioning from developmental classes to English 110, and if Aplia were used in Writing Basics II, the Zhaabwii Program could also use it to help students transition from developmental classes to English 110 the semester after they complete Writing Basics II.
4. Policy should be changed so that placement results are valid for only a certain number of years. (The department recommends 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. Currently students are returning to college after being out of school for a number of years, and they often need developmental courses to refresh their memories. Currently they are not required to take the placement test to determine if they are prepared for English 110 or English 120. In addition, if they previously tested into English 110 or completed English 110, they cannot receive financial aid to take a

developmental English class or to repeat English 110. If they were tested before enrolling in an English class, they could receive financial assistance for a developmental class or a repeat of English 110 if test results indicated a need for such a class.

5. While placement test results are now added to Jenzabar so that advisors can see where advisees have been placed, some students still are registering in classes that are more advanced than the ones in which they were placed, and some are also registering in classes that have prerequisites even when they have not taken the required courses first. This creates problems for students, as if they are unprepared for a class, they may either end up dropping or failing. While the department urges advisors to look carefully at where students have placed and what, if any, prerequisites there are for a course, instructors also believe it would be helpful if Jenzabar were set up to block students from registering in a class if they have not met the requirements for enrolling in it. If student services cannot do this, then enrollment in English 110 classes should be checked the first week of classes to identify any students who are in the wrong classes while they can still change their schedules.
6. Online tutoring should be available 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. This semester the Arts and Humanities Department did arrange to have an English tutor room set up on Jenzabar. This happened too late in the semester to gauge its effectiveness, but the department believes this is an idea that has the potential to solve some of the tutoring problems for students who are either not on campus or unable to remain on campus for face-to-face tutoring. Therefore the department recommends further development of the online tutoring room.
7. A computer lab should be available for writing instructors to use with their classes. Currently, writing instructors are only able to take their students to a computer lab if the lab is not in use by another department. Unfortunately, computer labs are often in use during the times writing instructors have classes. If there is no available space for such a lab, another alternative would be to have sufficient laptops available on wheels for an entire class to use them in a classroom. For this method to be effective, the laptops would need to be fully charged, be equipped with appropriate software and browsers (including

the eRacer locked browser), and be in good working order so that students can use them for testing or writing assignments without encountering technical problems.

8. The department also recommends that faculty be given more opportunities to learn and apply new technologies so that they are better prepared to keep pace with this generation of students and that faculty computers as well as computers in the classrooms be equipped with the necessary applications and browsers to utilize the technology.
9. Finally the department recommends that the college purchase software such as *Grammarly* that will enable faculty, including those who teach outside the Arts and Humanities Department, to identify writing problems in student papers and to recognize/confirm instances of plagiarism. Writing is something that should be emphasized and requirement across the curriculum, yet evaluating writing is time consuming. Some instructors may feel they lack both the time and the expertise to point out problems in papers their students submit, but only if students get practice in writing accompanied by feedback will they improve. Instructors in the department have also observed an increase in the number of papers containing plagiarism and believe the problem is college wide. Sometimes students plagiarize out of ignorance, and if they submit plagiarized papers in one class and receive credit, they feel they can continue to submit plagiarized papers. If all instructors watch for signs of plagiarism and stop students from earning credit for plagiarized work, plagiarism is likely to become less common. In addition to pointing out passages for closer scrutiny because they may be plagiarized, *Grammarly* also identifies a variety of other possible writing problems. The department believes this program (or another similar one) would help instructors evaluate student writing while also making students aware of weaknesses in their writing.

Assessment Narratives from Full-time Faculty

Andrew Johnson

Class Assessed: English 120 OA (online)

In assessing English 120 OA, I attempted to assess in terms of the goals and objectives of the class syllabus and the learning outcomes for the A.S. degree program. The philosophy undergirding the curriculum for the associate of science degree is stated as follows:

This degree program exists to give students a solid foundation in math and science with the incorporation of the Turtle Mountain cultures of Anishinabe and Michif ancestry. Completing the required math and science courses, along with courses in other areas, will acquaint the student with all major academic disciplines. (TMCC Assessment Manual)

The learning outcome most relevant to the English 120 OA class is the communications outcomes stated as follows:

Outcomes

- a. **Communications:** Students will be able to use the English language effectively, writing and speaking with clarity, coherence and persuasiveness (TMCC Assessment Manual).

This outcome correlates to a high degree with the goals and objectives of the English 120 OA class as stated in the syllabus for the class:

Course Goals: (1) to improve students' ability to use most types of punctuation in their writing; (2) to improve on students' general essay writing skills; and (3) to train students to write a term paper using a series of sequential steps, culminating in the drafting of a correctly documented MLA essay.

Course Objectives : Students will build skill in using a variety of different punctuation marks: the dash, hyphen, colon, single/double quotation marks, brackets, parentheses, ellipses points, italics, underscoring. Students will learn the basics of MLA documentation. Students will gain skill in revising drafts and preparing final manuscripts. Students will receive basic instruction in using the Internet to research selected topics.

The pre- and post-tests were administered using Jenzabar, and a detailed analysis of the assessment presented as a part of this report. A brief snapshot of the pre-test results shows a distribution of grades and other data on the pretest:

Basically it can be ascertained at a glance that all grades on the pre-test fell into the “F” and “D” range. The post-test shows a better distribution of grades and general mastery of the content reflected in those questions:

A more detailed analysis of the pre-test is included below:

Pre-test Analysis

English 120 OA Pre-test Assessment

Spring 2013

Test Analysis

for Pre- and Post-Test

Test Analysis

Help

Read about Test Analysis terms and concepts, and how you can use them to improve your online assignments, in the [Analysis Basics](#) screen.

To review or customize the settings that determine when warnings are displayed in the Item Analysis area, refer to the [Warning Settings](#) screen.

Summary Info

Total Students:	13
Average Time Used:	11:08
Fastest Time:	04:29
Slowest Time:	25:29

Average score: 54.4% (15.23/28)
 Median Score: 53.57%
 Mode: 50%, 64%
 High score: 64.29% (multiple)
 Low score: 42.86%
 Score Distribution:

Charts

Item Analysis

Overall

Average Difficulty Rating: 0.46

Average Discrimination Index: 0.18

Performance Groups:

Full Details

Grid View

Question by Question

Exam 28 Questions.

Question 1 (Multiple Choice)

Which sentence is correctly punctuated:

1) Bob, Sally, and Jane, attended the conference.	1 (8%)
2) Bob, Sally and Jane, attended the conference.	1 (8%)
3) Bob, Sally, and Jane attended the conference.	11 (85%)
No Response	0 (0%)

Question 1 Analysis		
Difficulty Rating:	0.15	Low difficulty
Discrimination Index:	0.08	Low

Distractor Analysis:	Poor distractor performance
Average score:	0.84/1 points
More details:	Expand for more details

Question 2 (Multiple Choice)

Which sentence is correctly punctuated:

1) Harry, his work completed, went home to his wife.	4 (31%)
2) Harry; his work completed, went home to his wife.	3 (23%)
3) Harry, his work completed; went home to his wife.	6 (46%)
No Response	0 (0%)

Question 2 Analysis	
Difficulty Rating:	0.69
Discrimination Index:	-0.33 Low
Distractor Analysis:	Poor distractor performance
Average score:	0.30/1 points
More details:	Expand for more details

Question 3 (Multiple Choice)

Which sentence is correctly punctuated:

1) The large, brown, dirty, dog walked back through the mud.	3 (23%)
2) The large, brown, dirty, dog, walked back through the mud.	0 (0%)
3) The large, brown, dirty dog walked back through the mud.	10 (77%)

Question 3 Analysis	
Difficulty Rating:	0.23
Discrimination Index:	0.33 Good
Distractor Analysis:	Poor distractor

No Response	0 (0%)
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	performance
Average score:	0.76/1 points
More details:	Expand for more details

Question 4 (Multiple Choice)

Which sentence is correctly punctuated:

1) "I'm not going, said Harry."	1 (8%)
2) "I'm not going," said Harry.	9 (69%)
3) "I'm not going", said Harry.	3 (23%)
No Response	0 (0%)

Question 4 Analysis	
Difficulty Rating:	0.30
Discrimination Index:	0.33 Good
Distractor Analysis:	Poor distractor performance
Average score:	0.69/1 points
More details:	Expand for more details

Question 5 (Multiple Choice)

Which sentence is correctly punctuated:

1) If you care, you will come home.	9 (69%)
2) If you care; you will come home	4 (31%)
3) If you care: you will come home.	0 (0%)
No Response	0 (0%)

Question 5 Analysis	
Difficulty Rating:	0.30
Discrimination Index:	0.08 Low
Distractor Analysis:	Poor distractor performance
Average score:	0.69/1 points

More details:	Expand for more details

Question 6 (Multiple Choice)

Which sentence is correctly punctuated:

1) Cars, trucks, airplanes, he loved anything with an engine.	1 (8%)
2) Cars, trucks, airplanes: he loved anything with an engine.	1 (8%)
3) Cars, trucks, airplanes; he loved anything with an engine.	9 (69%)
4) Cars, trucks, airplanes--he loved anything with an engine.	2 (15%)
No Response	0 (0%)

Question 6 Analysis	
Difficulty Rating:	0.84 High difficulty
Discrimination Index:	0.50 Good
Distractor Analysis:	Poor distractor performance
Average score:	0.15/1 points
More details:	Expand for more details

Question 7 (Multiple Choice)

Which sentence is correctly punctuated:

1) My favorite people--Jack, Bill, and Barbara--are transferring to UND.	2 (15%)
2) My favorite people: Jack, Bill, and Barbara--are transferring to UND.	6 (46%)
3) My favorite people--Jack, Bill, and Barbara; are transferring to UND.	3 (23%)
4) My favorite people--Jack, Bill, and Barbara--are transferring to UND.	1 (8%)
5) My favorite people--Jack, Bill, and	1 (8%)

Question 7 Analysis	
Difficulty Rating:	0.84 High difficulty
Discrimination Index:	0.00 Low
Distractor Analysis:	Poor distractor performance
Average score:	0.15/1 points

Barbara: are transferring to UND.	
No Response	0 (0%)

More details:	Expand for more details

Question 8 (Multiple Choice)

Which sentence is correctly punctuated:

1) He admired the team: John; the pilot; Sue; small weapons expert; and Joe, demolitions.	0 (0%)
2) He admired the team: John, the pilot; Sue, small weapons expert; and Joe, demolitions.	10 (77%)
3) He admired the team: John; the pilot, Sue; small weapons expert, and Joe; demolitions.	2 (15%)
No Response	1 (8%)

Question 8 Analysis	
Difficulty Rating:	0.23
Discrimination Index:	0.33 Good
Distractor Analysis:	Poor distractor performance
Average score:	0.76/1 points
More details:	Expand for more details

Question 9 (Multiple Choice)

Which sentence is correctly punctuated:

1) I won't go home; because I'll just argue with her again.	3 (23%)
2) I won't go home because, I'll just argue with her again.	4 (31%)
3) I won't go home because I'll just argue with her again.	6 (46%)
No Response	0 (0%)

Question 9 Analysis	
Difficulty Rating:	0.53
Discrimination Index:	0.75 Good
Distractor Analysis:	Poor distractor performance
Average score:	0.46/1 points
More details:	Expand for more details

Question 10 (Multiple Choice)

How do we correct the following sentence:

The movie "Titanic" was a huge success.

1) Put the quotation marks around the word "movie."	0 (0%)
2) Place a comma between the movie title and the quotation marks.	5 (38%)
3) Write the movie title in italics.	9 (69%)
No Response	0 (0%)

Question 10 Analysis

Difficulty Rating:	0.38
Discrimination Index:	-0.50 Low
Distractor Analysis:	Poor distractor performance
Average score:	0.61/1 points
More details:	Expand for more details

Question 11 (Multiple Choice)

Which sentence is correctly punctuated?

1) The boys' were not allowed back in the building.	1 (8%)
2) The boy's were not allowed back in the building.	1 (8%)
3) The boys were not allowed back in the building.	11 (85%)
No Response	0 (0%)

Question 11 Analysis

Difficulty Rating:	0.15 Low difficulty
Discrimination Index:	0.08 Low
Distractor Analysis:	Poor distractor performance
Average score:	0.84/1 points
More details:	Expand for more details

Question 12 (Multiple Choice)

Which sentence is correctly punctuated?

1) Those cars' tires were all slashed.	6 (46%)
2) Those car's tires were all slashed.	6 (46%)
3) Those cars tire's were all slashed.	1 (8%)
4) Those cars tires' were all slashed.	0 (0%)
No Response	0 (0%)

Question 12 Analysis

Difficulty Rating:	0.53
Discrimination Index:	0.41 Good
Distractor Analysis:	Poor distractor performance
Average score:	0.46/1 points
More details:	Expand for more details

Question 13 (Multiple Choice)

Which sentence is correctly punctuated:

1) The rifle's barrel's were all rusted.	5 (38%)
2) The rifles' barrels were all rusted.	6 (46%)
3) The rifles barrels' were all rusted.	2 (15%)
No Response	0 (0%)

Question 13 Analysis

Difficulty Rating:	0.53
Discrimination Index:	-0.16 Low
Distractor Analysis:	Poor distractor performance
Average score:	0.46/1 points
More details:	Expand for more details

Question 14 (Multiple Choice)

Which sentence is correctly punctuated:

1) There was one thing he knew for sure: he couldn't do that again.	3 (23%)
2) There was one thing he knew for sure, he couldn't do that again.	10 (77%)
3) There was one thing he knew for sure: [he couldn't do that again.]	0 (0%)
No Response	0 (0%)

Question 14 Analysis	
Difficulty Rating:	0.76
Discrimination Index:	0.50 Good
Distractor Analysis:	Poor distractor performance
Average score:	0.23/1 points
More details:	Expand for more details

Question 15 (Multiple Choice)

Which sentence is correctly punctuated:

1) I now know: who could have guessed, that a black man can be President of the United States.	2 (15%)
2) I now know; who could have guessed--that a black man can be President of the United States.	9 (69%)
3) I now know--who could have guessed--that a black man can be President of the United States.	2 (15%)
No Response	0 (0%)

Question 15 Analysis	
Difficulty Rating:	0.84 High difficulty
Discrimination Index:	0.25 Good
Distractor Analysis:	Poor distractor performance
Average score:	0.15/1 points
More details:	Expand for more details

Question 16 (Multiple Choice)

How should the sentence below be corrected:

Avatar should have received the best picture award for the year.

1)	Put quotation marks around "Avatar."	7 (54%)
2)	Write Avatar in italics.	7 (54%)
3)	Place a comma after "Avatar."	5 (38%)
	No Response	0 (0%)

Question 16 Analysis	
Difficulty Rating:	0.76
Discrimination Index:	-0.66 Low
Distractor Analysis:	Poor distractor performance
Average score:	0.23/1 points
More details:	Expand for more details

Question 17 (True/False)

Documentation of a term paper means using Internet stuff, magazines, etc. in the paper.

True	11 (84.61%)
False	2 (15.38%)
No Response	0 (0%)

Question 17 Analysis	
Difficulty Rating:	0.84 High difficulty
Discrimination Index:	0.50 Good
Distractor Analysis:	No distractor performance
Average score:	0.15/1 points
More details:	Expand for more details

Question 18 (True/False)

"MLA" stands for "Multiple Languages Association."

True	6 (46.15%)
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Question 18 Analysis

False	7 (53.84%)
No Response	0 (0%)

Difficulty Rating:	0.46
Discrimination Index:	0.41 Good
Distractor Analysis:	No distractor performance
Average score:	0.53/1 points
More details:	Expand for more details

Question 19 (True/False)

The list of sources in an MLA paper is called Works Cited.

True	12 (92.30%)
False	1 (7.69%)
No Response	0 (0%)

Question 19 Analysis	
Difficulty Rating:	0.07 Low difficulty
Discrimination Index:	0.33 Good
Distractor Analysis:	No distractor performance
Average score:	0.92/1 points
More details:	Expand for more details

Question 20 (True/False)

In-text citations in MLA papers always include the year published.

True	13 (100.00%)
False	0 (0%)
No Response	0 (0%)

Question 20 Analysis	
Difficulty Rating:	1.00 High difficulty
Discrimination	0.00 Low

Index:	
Distractor Analysis:	No distractor performance
Average score:	0.00/1 points
More details:	Expand for more details

Question 21 (True/False)

Information from source in an MLA paper should be about 80% of the paper.

True	3 (23.07%)
False	10 (76.92%)
No Response	0 (0%)

Question 21 Analysis	
Difficulty Rating:	0.23
Discrimination Index:	0.33 Good
Distractor Analysis:	No distractor performance
Average score:	0.76/1 points
More details:	Expand for more details

Question 22 (True/False)

Summarized material from source does not have to be cited.

True	4 (30.76%)
False	9 (69.23%)
No Response	0 (0%)

Question 22 Analysis	
Difficulty Rating:	0.30
Discrimination Index:	0.16 Low
Distractor Analysis:	No distractor performance
Average score:	0.69/1 points

More details:	Expand for more details

Question 23 (True/False)

Paraphrased material from source does not have to be cited.

True	3 (23.07%)
False	10 (76.92%)
No Response	0 (0%)

Question 23 Analysis	
Difficulty Rating:	0.23
Discrimination Index:	0.33 Good
Distractor Analysis:	No distractor performance
Average score:	0.76/1 points
More details:	Expand for more details

Question 24 (True/False)

In an MLA paper, an Internet, in-text citation can be just the Internet address.

True	7 (53.84%)
False	6 (46.15%)
No Response	0 (0%)

Question 24 Analysis	
Difficulty Rating:	0.53
Discrimination Index:	0.41 Good
Distractor Analysis:	No distractor performance
Average score:	0.46/1 points
More details:	Expand for more details

Question 25 (True/False)

An abstract is an integral part of an MLA term paper.

True	11 (84.61%)
False	2 (15.38%)
No Response	0 (0%)

Question 25 Analysis	
Difficulty Rating:	0.84 High difficulty
Discrimination Index:	0.25 Good
Distractor Analysis:	No distractor performance
Average score:	0.15/1 points
More details:	Expand for more details

Question 26 (True/False)

If a quote from a book is carefully cited in the middle of a paper, then it is not necessary to include that book in the list of sources.

True	0 (0%)
False	13 (100.00%)
No Response	0 (0%)

Question 26 Analysis	
Difficulty Rating:	0.00 Low difficulty
Discrimination Index:	0.00 Low
Distractor Analysis:	No distractor performance
Average score:	1.00/1 points
More details:	Expand for more details

Question 27 (True/False)

The ideas of your paragraphs in an essay should add credibility to your thesis statement.

True	13 (100.00%)
False	0 (0%)
No Response	0 (0%)

Question 27 Analysis	
Difficulty Rating:	0.00 Low difficulty
Discrimination Index:	0.00 Low
Distractor Analysis:	No distractor performance
Average score:	1.00/1 points
More details:	Expand for more details

Question 28 (True/False)

A thesis sentence will nearly always reflect your opinion and point of view on your chosen topic.

True	12 (92.30%)
False	1 (7.69%)
No Response	0 (0%)

Question 28 Analysis	
Difficulty Rating:	0.07 Low difficulty
Discrimination Index:	0.33 Good
Distractor Analysis:	No distractor performance
Average score:	0.92/1 points
More details:	Expand for more details

The test revealed problems with using the dash, forming possessives with the apostrophe, general applications of the colon, optional applications of quotation marks, and the various questions that focused on documentation of MLA papers. This is not surprising since a lot of the students knew very little about using general punctuation beyond the comma (and showed a lot of weakness

with that mark as well) and were not generally familiar with the documentation of the Modern Language Association (MLA).

So, the content of the course addressed these issues. There were over twenty writing assignments in the course that allowed students to demonstrate and practice their skills with many of these marks, and the course culminated in the writing of a thesis-based, MLA, documented essay. The results of the post-test assessment are shown below:

Post-test Assessment

English 120 OA Post-test Analysis

Spring 2013

Test Analysis

for Post-Test

Test Analysis

Help

Read about Test Analysis terms and concepts, and how you can use them to improve your online assignments, in the [Analysis Basics](#) screen.

To review or customize the settings that determine when warnings are displayed in the Item Analysis area, refer to the [Warning Settings](#) screen.

Summary Info

Total Students:	10
Average Time Used:	10:51
Fastest Time:	06:15 (DeCoteau, Diana)
Slowest Time:	20:00
Average score:	74.4% (74.40/100)
Median Score:	74%
Mode:	64%
High score:	100%

Low score: 52%

Score Distribution: -

Charts

Item Analysis

Overall

Average Difficulty Rating: 0.25

Average Discrimination Index: 0.29

Performance Groups:

Full Details

Grid View Question by Question

Exam 28 Questions.

Question 1 (Multiple Choice)

Which sentence is correctly punctuated:

1) Bob, Sally, and Jane, attended the conference.	0 (0%)
2) Bob, Sally and Jane, attended the conference.	0 (0%)
3) Bob, Sally, and Jane attended the conference.	8 (100%)
No Response	0 (0%)

Question 1 Analysis	
Difficulty Rating:	0.00 Low difficulty
Discrimination Index:	0.16 Low
Distractor Analysis:	Poor distractor performance
Average score:	4.00/4 points
More details:	Expand for more details

Question 2 (Multiple Choice)

Which sentence is correctly punctuated:

1) Harry, his work completed, went home to his wife.	6 (100%)
2) Harry; his work completed, went home to his wife.	0 (0%)
3) Harry, his work completed; went home to his wife.	0 (0%)
No Response	0 (0%)

Question 2 Analysis	
Difficulty Rating:	0.00 Low difficulty
Discrimination Index:	0.16 Low
Distractor Analysis:	Poor distractor performance
Average score:	4.00/4 points
More details:	Expand for more details

Question 3 (Multiple Choice)

Which sentence is correctly punctuated:

1) The large, brown, dirty, dog walked back through the mud.	0 (0%)
2) The large, brown, dirty, dog, walked back through the mud.	0 (0%)
3) The large, brown, dirty dog walked back through the mud.	8 (100%)
No Response	0 (0%)

Question 3 Analysis	
Difficulty Rating:	0.00 Low difficulty
Discrimination Index:	0.16 Low
Distractor Analysis:	Poor distractor performance
Average score:	4.00/4 points
More details:	Expand for more details

Question 4 (Multiple Choice)

Which sentence is correctly punctuated:

1) "I'm not going, said Harry."	0 (0%)
2) "I'm not going," said Harry.	7 (78%)
3) "I'm not going", said Harry.	2 (22%)
No Response	0 (0%)

Question 4 Analysis	
Difficulty Rating:	0.22
Discrimination Index:	0.16 Low
Distractor Analysis:	Poor distractor performance
Average score:	3.11/4 points
More details:	Expand for more details

Question 5 (Multiple Choice)

Which sentence is correctly punctuated:

1) If you care, you will come home.	8 (89%)
2) If you care; you will come home	1 (11%)
3) If you care: you will come home.	0 (0%)
No Response	0 (0%)

Question 5 Analysis	
Difficulty Rating:	0.11 Low difficulty
Discrimination Index:	0.50 Good
Distractor Analysis:	Poor distractor performance
Average score:	3.55/4 points
More details:	Expand for more details

Question 6 (Multiple Choice)

Which sentence is correctly punctuated:

1) Cars, trucks, airplanes, he loved anything with an engine.	0 (0%)
2) Cars, trucks, airplanes: he loved anything with an engine.	3 (30%)
3) Cars, trucks, airplanes; he loved anything with an engine.	1 (10%)
4) Cars, trucks, airplanes--he loved anything with an engine.	6 (60%)
No Response	0 (0%)

Question 6 Analysis	
Difficulty Rating:	0.40
Discrimination Index:	1.00 Good
Distractor Analysis:	Poor distractor performance
Average score:	2.40/4 points
More details:	Expand for more details

Question 7 (Multiple Choice)

Which sentence is correctly punctuated:

1) My favorite people--Jack, Bill, and Barbara--are transferring to UND.	6 (75%)
2) My favorite people: Jack, Bill, and Barbara--are transferring to UND.	0 (0%)
3) My favorite people--Jack, Bill, and Barbara; are transferring to UND.	0 (0%)
4) My favorite people--Jack, Bill, and Barbara--are transferring to UND.	2 (25%)
5) My favorite people--Jack, Bill, and Barbara: are transferring to UND.	0 (0%)
No Response	0 (0%)

Question 7 Analysis	
Difficulty Rating:	0.25
Discrimination Index:	0.66 Good
Distractor Analysis:	Poor distractor performance
Average score:	3.00/4 points
More details:	Expand for more details

Question 8 (Multiple Choice)

Which sentence is correctly punctuated:

1) He admired the team: John; the pilot; Sue;	0 (0%)
---	--------

Question 8 Analysis

small weapons expert; and Joe, demolitions.	
2) He admired the team: John, the pilot; Sue, small weapons expert; and Joe, demolitions.	9 (100%)
3) He admired the team: John; the pilot, Sue; small weapons expert, and Joe; demolitions.	0 (0%)
No Response	0 (0%)

Difficulty Rating:	0.00 Low difficulty
Discrimination Index:	-0.33 Low
Distractor Analysis:	Poor distractor performance
Average score:	4.00/4 points
More details:	Expand for more details

Question 9 (Multiple Choice)

Which sentence is correctly punctuated:

1) I won't go home; because I'll just argue with her again.	2 (25%)
2) I won't go home because, I'll just argue with her again.	0 (0%)
3) I won't go home because I'll just argue with her again.	6 (75%)
No Response	0 (0%)

Question 9 Analysis	
Difficulty Rating:	0.25
Discrimination Index:	0.16 Low
Distractor Analysis:	Poor distractor performance
Average score:	3.00/4 points
More details:	Expand for more details

Question 10 (Multiple Choice)

How do we correct the following sentence:

The movie "Titanic" was a huge success.

1) Put the quotation marks around the word	0 (0%)
--	--------

Question 10 Analysis

"movie."	
2) Place a comma between the movie title and the quotation marks.	2 (20%)
3) Write the movie title in italics.	8 (80%)
No Response	0 (0%)

Difficulty Rating:	0.20	Low difficulty
Discrimination Index:	1.00	Good
Distractor Analysis:		Poor distractor performance
Average score:	3.20/4	points
More details:		Expand for more details

Question 11 (Multiple Choice)

Which sentence is correctly punctuated?

1) The boys' were not allowed back in the building.	1 (11%)
2) The boy's were not allowed back in the building.	0 (0%)
3) The boys were not allowed back in the building.	8 (89%)
No Response	0 (0%)

Question 11 Analysis		
Difficulty Rating:	0.11	Low difficulty
Discrimination Index:	-0.33	Low
Distractor Analysis:		Poor distractor performance
Average score:	3.55/4	points
More details:		Expand for more details

Question 12 (Multiple Choice)

Which sentence is correctly punctuated?

1) Those cars' tires were all	7 (70%)
--------------------------------------	----------------

Question 12 Analysis

	slashed.	
2)	Those car's tires were all slashed.	4 (40%)
3)	Those cars tire's were all slashed.	0 (0%)
4)	Those cars tires' were all slashed.	0 (0%)
	No Response	0 (0%)

Difficulty Rating:	0.40
Discrimination Index:	0.50 Good
Distractor Analysis:	Poor distractor performance
Average score:	2.40/4 points
More details:	Expand for more details

Question 13 (Multiple Choice)

Which sentence is correctly punctuated:

1)	The rifle's barrel's were all rusted.	0 (0%)
2)	The rifles' barrels were all rusted.	7 (88%)
3)	The rifles barrels' were all rusted.	1 (13%)
	No Response	0 (0%)

Question 13 Analysis	
Difficulty Rating:	0.12 Low difficulty
Discrimination Index:	0.50 Good
Distractor Analysis:	Poor distractor performance
Average score:	3.50/4 points
More details:	Expand for more details

Question 14 (Multiple Choice)

Which sentence is correctly punctuated:

1)	There was one thing he knew for sure: he couldn't do that again.	5 (50%)
----	---	----------------

Question 14 Analysis	
Difficulty Rating:	0.50

2) There was one thing he knew for sure, he couldn't do that again.	5 (50%)
3) There was one thing he knew for sure: [he couldn't do that again.]	0 (0%)
No Response	0 (0%)

Discrimination Index:	1.00 Good
Distractor Analysis:	Poor distractor performance
Average score:	2.00/4 points
More details:	Expand for more details

Question 15 (Multiple Choice)

Which sentence is correctly punctuated:

1) I now know: who could have guessed, that a black man can be President of the United States.	1 (11%)
2) I now know; who could have guessed--that a black man can be President of the United States.	0 (0%)
3) I now know--who could have guessed--that a black man can be President of the United States.	8 (89%)
No Response	0 (0%)

Question 15 Analysis	
Difficulty Rating:	0.11 Low difficulty
Discrimination Index:	-0.33 Low
Distractor Analysis:	Poor distractor performance
Average score:	3.55/4 points
More details:	Expand for more details

Question 16 (Multiple Choice)

How should the sentence below be corrected:

Avatar should have received the best picture award for the year.

1) Put quotation marks around "Avatar."	2 (22%)
---	---------

Question 16 Analysis	
Difficulty Rating:	0.33

2) Write Avatar in italics.	6 (67%)
3) Place a comma after "Avatar."	1 (11%)
No Response	0 (0%)

Discrimination Index:	0.50 Good
Distractor Analysis:	Poor distractor performance
Average score:	2.66/4 points
More details:	Expand for more details

Question 17 (True/False)

Documentation of a term paper means using Internet stuff, magazines, etc. in the paper.

True	7 (77.77%)
False	2 (22.22%)
No Response	0 (0%)

Question 17 Analysis	
Difficulty Rating:	0.77
Discrimination Index:	0.33 Good
Distractor Analysis:	No distractor performance
Average score:	0.88/4 points
More details:	Expand for more details

Question 18 (True/False)

"MLA" stands for "Multiple Languages Association."

True	3 (33.33%)
False	6 (66.66%)
No Response	0 (0%)

Question 18 Analysis	
Difficulty Rating:	0.33
Discrimination Index:	-0.66 Low
Distractor Analysis:	No distractor

	performance
Average score:	2.66/4 points
More details:	Expand for more details

Question 19 (True/False)

The list of sources in an MLA paper is called Works Cited.

True	10 (100.00%)
False	0 (0%)
No Response	0 (0%)

Question 19 Analysis	
Difficulty Rating:	0.00 Low difficulty
Discrimination Index:	0.00 Low
Distractor Analysis:	No distractor performance
Average score:	4.00/4 points
More details:	Expand for more details

Question 20 (True/False)

In-text citations in MLA papers always include the year published.

True	6 (75.00%)
False	2 (25.00%)
No Response	0 (0%)

Question 20 Analysis	
Difficulty Rating:	0.75
Discrimination Index:	0.66 Good
Distractor Analysis:	No distractor performance
Average score:	1.00/4 points
More details:	Expand for

	more details

Question 21 (True/False)

Information from source in an MLA paper should be about 80% of the paper.

True	6 (60.00%)
False	4 (40.00%)
No Response	0 (0%)

Question 21 Analysis	
Difficulty Rating:	0.60
Discrimination Index:	1.00 Good
Distractor Analysis:	No distractor performance
Average score:	1.60/4 points
More details:	Expand for more details

Question 22 (True/False)

Summarized material from source does not have to be cited.

True	1 (12.50%)
False	7 (87.50%)
No Response	0 (0%)

Question 22 Analysis	
Difficulty Rating:	0.12 Low difficulty
Discrimination Index:	-0.33 Low
Distractor Analysis:	No distractor performance
Average score:	3.50/4 points
More details:	Expand for more details

Question 23 (True/False)

Paraphrased material from source does not have to be cited.

True	1 (10.00%)
False	9 (90.00%)
No Response	0 (0%)

Question 23 Analysis	
Difficulty Rating:	0.10 Low difficulty
Discrimination Index:	0.00 Low
Distractor Analysis:	No distractor performance
Average score:	3.60/4 points
More details:	Expand for more details

Question 24 (True/False)

In an MLA paper, an Internet, in-text citation can be just the Internet address.

True	2 (22.22%)
False	7 (77.77%)
No Response	0 (0%)

Question 24 Analysis	
Difficulty Rating:	0.22
Discrimination Index:	0.50 Good
Distractor Analysis:	No distractor performance
Average score:	3.11/4 points
More details:	Expand for more details

Question 25 (True/False)

An abstract is an integral part of an MLA term paper.

True	6 (75.00%)
False	2 (25.00%)

Question 25 Analysis	
Difficulty Rating:	0.75

No Response	0 (0%)
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Discrimination Index:	0.66 Good
Distractor Analysis:	No distractor performance
Average score:	1.00/4 points
More details:	Expand for more details

Question 26 (True/False)

If a quote from a book is carefully cited in the middle of a paper, then it is not necessary to include that book in the list of sources.

True	3 (30.00%)
False	7 (70.00%)
No Response	0 (0%)

Question 26 Analysis	
Difficulty Rating:	0.30
Discrimination Index:	0.50 Good
Distractor Analysis:	No distractor performance
Average score:	2.80/4 points
More details:	Expand for more details

Question 27 (True/False)

The ideas of your paragraphs in an essay should add credibility to your thesis statement.

True	10 (100.00%)
False	0 (0%)
No Response	0 (0%)

Question 27 Analysis	
Difficulty Rating:	0.00 Low difficulty
Discrimination Index:	0.00 Low

Distractor Analysis:	No distractor performance
Average score:	4.00/4 points
More details:	Expand for more details

Question 28 (True/False)

A thesis sentence will nearly always reflect your opinion and point of view on your chosen topic.

True	8 (88.88%)
False	1 (11.11%)
No Response	0 (0%)

Question 28 Analysis	
Difficulty Rating:	0.11 Low difficulty
Discrimination Index:	0.00 Low
Distractor Analysis:	No distractor performance
Average score:	3.55/4 points
More details:	Expand for more details

The post-test analysis shows that the average score was 74.4%, compared to 54.4% on the pre-test. The high score on the post-test was 100%, compared to 64.29%, which was the high score on the pre-test. The lowest score on the post-test was 52% compared to 42.86%, the low score on the pre-test. The post-test indicates general improvement in nearly all areas. There is still some weakness with the particulars of documentation, but that may be explained in terms of weather issues (particularly severe winter) that cut back on the amount of time spent on that portion of the course. Also, there was more time given to study of the punctuation marks that were relatively new to them. It would be better to achieve better balance between those two major sections of the course.

Writing is an important consideration for those who will become science majors and later professionals in the field. Research in science has a reporting-out component to share findings and discuss the applications of theory. Students will need the ability to organize findings and report their work in writing in a coherent fashion. Online composition II gives them a blend of writing skills, technology, and fundamentals of crediting source in their writing that will be an asset to them as they move forward in whatever field of science they may choose.

Writing is more and more an exercise in technology. Students, of course, all use computers, but online students use Jenzabar technology and word processing procedures that often involves the integration of media within the writing such as charts, photographs, Internet links, etc. to enhance and support their thesis-based development. It would seem appropriate to give faculty more opportunities to learn and apply these technologies, so that they are better prepared to keep pace with this generation of students. That would be my recommendation.

Forrest B. Sexton

Writing Basics II

Students in Writing Basics II took for the pretest a 89 questions multiple choice test with and on-demand writing prompt worth 100 points. The average score for the test was 63.78%; below the acceptable average for advancement. Students that accomplished the rigorous classwork and were in attendance took the same type test as a posttest, and the class average was 74.47%; this score is an average score for advancement and is 11% higher than the pre-test results.

A major point of emphasis to be made from observing the students and teaching

the class is that all students could benefit from having reinforcement exercises provided to them from sources outside of class. Such reinforcements would help students practice, comprehend, and apply elements of grammar and writing to a higher level. Computer assisted diagnostic tests and exercises can help students keep track of their achievements while helping to reinforce learning outcomes. The computer program Aplia by CengageBrain is such a program. Using it would benefit students in Writing Basics. Through diagnostic tests, succinct instruction, and engaging assignments, Aplia for Developmental English reinforces key concepts and provides students with the practice they need to build fundamental reading, writing, and grammar skills. Assignments include immediate and constructive feedback, reinforcing key concepts and motivating students to improve their reading and writing skills. Grades are automatically recorded in the Aplia gradebook, keeping students accountable while minimizing time spent grading. Diagnostic tests provide an overall picture of a class's performance, allowing instructors to instantly see where students are succeeding and where they need additional help. Diagnostic reports allow the instructor to view class progress on a student-by-student and topic-by-topic basis.

Assessment Narrative

Peggy Johnson

Class Assessed: English 110: Freshman Composition

Assessment Focus: Class goals and objectives and Associate of Science Degree

This semester, I assessed an online English 110 class. I was interested in seeing if there changes I have made to the course would result in any significant differences in student learning

this semester compared to previous terms. In retrospect, I'm not sure if I can say for certain that changes had an impact—either positive or negative—since each semester the students are different and their prior knowledge, attitude, and experiences (including whatever is happening in their lives outside of class) impact performance.

I changed the same pre- and post-tests this semester because I felt that the objective test I had used in the past was not valid. This semester I used the papers from the first writing assignment and compared/contrasted them to the papers submitted for the final assignment.

The following learning outcomes for the associate of science program seemed the most relevant for the English 110 class.

- a. Communications: Students will be able to use the English language effectively, writing and speaking with clarity, coherence and persuasiveness (TMCC Assessment Manual).

Assessment Item	Average Score on Pre Assessment (Using Rubric)	Average Score on Post Assessment (Using Same Rubric)	Percentage Change	Proposed Change in Instruction
Development	2.3/5.0	3.3/5.0	+43.5	I consider this to still be an area of relative weakness is student writing

				and will be providing more resource on how to develop writing more fully.
Unity	2.4/5.0	4.3/5.0	+79.2%	This needs continuous review despite the big improvement the scores show. It is an area I have emphasized throughout the semester, which may be why there is improvement evident. I will continue to emphasize the importance of

				unity and develop more resources.
Coherence	2.5/5.0	3.7/5.0	+48%	Coherence includes a variety of issues, such as parallel structure, standard usage, and agreement. Students need continual reminders of the importance of coherence along with examples.

Point of View	1.2/5.0	3.7/5.0	+108.3%	This is an area where most improved a great deal, but it is something that needs to be reviewed to prevent students from “slipping back” to previous habits.
Sentence Structure/Usage	2.7/5.0	3.6/5.0	+33.3%	

Overall, students improved 62.4% between the initial writing assignment and the final writing assignment. I am not sure how valid the method of assessing is, as it is subjective and looked at only five indicators of effective writing when other factors also contribute to effectiveness. However, the differences between the early writing and the later writing are significant enough so I am confident improvement did occur. I believe that improvement in students' writing is probably a better indicator of learning than tests that consist of primarily objective questions, but there is always room for improvement.

Assignments in my English 110 online class required students to read and respond to essays and articles on various issues. At the same time students were doing the writing, they were also given instruction in ways to recognize common writing problems and correct them. While the focus for assignments varied, the goal was to encourage students to use Standard English while developing and defending their opinions. Their writing was graded based on both form and content since both are essential in effective writing.

The last several weeks of the semester were spent on teaching students the process for writing a more formal essay. Included in this process were prewriting activities as well as assignments relating to the various parts of a formal essay. While the essay students wrote for a final essay was a persuasive essay, the unit also taught them about other kinds of essays and their differences. Not all students demonstrated an understanding of the requirements of an essay in their final essays, but in general the final papers were average or better and were much better than the writing from earlier in the semester. A couple of the papers were good enough so I have asked the writers for permission to use the as examples for future classes.

For the first time this semester, I looked closely at the usage statistics Jenzabar provides to see whether students are using the resources available to them in the course. What I discovered is many students have not looked at materials such as examples of effective essays even though such materials would probably help them when they are doing the assigned writing. A few students looked at almost none of the instructional material, opting to try to do writing assignments without first reading how to do them. Students were most likely to read content notes if they had to take a quiz over them, so perhaps I need to create quizzes over everything I want them to read.

I believe students should be doing even more writing than they currently do—both in their composition classes and in other courses--as only through practice will writing improve. Unfortunately, many of our students indicate they were expected to do very little writing in high school, and they often received grades but little or no feedback for the writing they did do. Getting students to write more is difficult. Many students struggle to find time to do what is currently assigned and may be overwhelmed if more is expected, yet to become more effective writers, they must write frequently and need feedback on what they have written. Perhaps if faculty in other departments had access to a program such as *Grammarly*, they would feel comfortable providing more feedback on their student papers, which I think would make students more effective writers..

Assessment Narrative

Kristin DeMarr

Class Assessed: Fundamentals of Public Speaking

Assessment Focus: Class goals and objectives and Associate of Science Degree

In assessing my Communication class, I considered the associate of science stated communication outcome, “Students will be able to use the English language effectively, writing and speaking with clarity, coherence and persuasiveness” (TMCC Assessment Manual).

The course goals and objectives outlined in the syllabus are:

Students Will:

- Have the opportunity to study and apply the principles of public speaking
- Demonstrate that they are caring, careful thinkers through their interactions with classmates
- Practice the principles and ethics of public speaking both as speakers and listeners
- Deliver assigned speeches
- Integrate cultural aspects into their prepared speeches, especially those of the Seven Teachings of the Ojibwa people.
- Learn techniques to help reduce public speaking anxiety and apprehension.
- Deliver a service learning speech concerning the health and/or future of the community.

How the course goals and objectives were met:

Throughout this course students prepared and delivered one informal speech and 6 formal speeches. The textbook, lectures, group discussions and course activities gave students the opportunity to learn and study the principles of public speaking. The students applied the principles of public speaking into their formal speeches.

The students practiced and demonstrated being caring, careful thinkers as well as the principles and ethics of public speaking (as speakers and listeners) by preparing and delivering their speeches to the class, respectfully listening to other student speeches, and by completing peer critiques of the other students' speeches.

The students were encouraged to incorporate cultural aspects, especially those of the seven teachings of the Ojibwa people, into their speeches. Several students did incorporate Ojibwa cultural aspects into their speeches as well as the seven teachings of the Ojibwa people.

The final speech instructions were to deliver a service learning speech concerning the health and/or future of the community. All but one student in this course did deliver a final speech on an appropriate topic.

The AS learning outcomes for communications are: **Students will be able to use the English language effectively, writing and speaking with clarity, coherence and persuasiveness.**

At the beginning of the semester most students were really apprehensive about getting up in front of the class and giving their speeches. Most of the students had poor levels of eye contact with the audience. Many of those students read directly from their paper, looked down, or looked out the window while they were giving their speeches. Many of these students were also really hard to understand because they were talking too softly, talking too fast or their voice was too shaky.

By the end of the course, most students had improved greatly in the amount of eye contact they made with the audience while giving their speeches. Most of them were able to look at the audience more than they read from their paper. Most gave more effective eye contact with the audience, as they would make eye contact with more than a few members of the audience. Most of the students that had looked away from the audience while giving their speeches managed to be able to look at the audience by the end of the course.

Through my observations, there was only one student who I feel did not make much improvement in this area, and delivered his final speech by reading directly from his paper. This student was one that was routinely ill prepared for his speeches, and instead of creating and preparing his own speeches, he relied on internet printouts that were not his own material.

There were at least two students in the class that made significant major improvements in this area and were able to deliver their final speeches while giving a great amount of eye contact to the audience. Overall I would say that all but one of the students did make improvements in this area.

By the end of the course, most of the students who had issues with voice projection, pace or clarity also had made great improvements in that area. In particular, one student who barely spoke above a whisper for her first speech was able to speak loudly and clearly for her final speech. One of the students, whose voice was extremely shaky during the first speech, was able to give a final speech where any tremors she had were unnoticeable by the audience.

Through my observation, I found that most of the students were able to deliver their final speeches in a clear, audible and well-paced speaking fashion.

As we covered material on the organization of speeches, which included constructing effective introductions and conclusions, students made great improvements from their first speeches until their final speeches. Many introductions and conclusions for the first speech or two were very basic and very minimal. A lot of students had conclusions where they basically

said “and that’s it,” or “that’s all I have.” By the final speech, most students had gotten to the point where they could fully develop effective introductions and conclusions. For their final speech, several students were able to use very effective introductions that immediately got the audience’s attention and interest in the topic. By the final speech, most students were able to construct effective conclusions that summarized the content and gave a sense of closure to their speeches.

Organization in general seemed to be a problem for a lot of students in the beginning of the course. Many students gave speeches that were poorly organized and included information that was not on topic. By the end of the course most of these students had made great improvements in the ability to prepare and present a well-organized speech that did not include information that was off topic.

In the beginning of the course we discussed and did activities relating to utilizing research and sources appropriately within speeches. The first time that students were asked to incorporate research and sources into their speeches, only about half of the class managed to do so appropriately. Some of the students did not incorporate sources at all, and a few students did incorporate sources, but did not credit the sources within their speeches (thus plagiarizing).

The second time that students were asked to incorporate research into their speeches, they (the students who did include research) did so in an appropriate way.

Through observation, I would say that most of the students improved in the areas of using the English language effectively, speaking with clarity, speaking with coherence and speaking with persuasiveness.

For my pre and post assessment tests, I chose to measure levels of public speaking anxiety because it is one of the issues that we focus on throughout the course. One of the course goals is to reduce the level of public speaking anxiety. Reduction in public speaking anxiety is aided by the acquisition of some very important academic skills, and some of the skills required to meet the outlined course objectives. Some of the skills we focus on for reducing public speaking anxiety are: planning, organization, acquisition of knowledge on the topic, creative thinking, practice, and preparedness, as well as several other skills.

The instrument I chose for pre and post assessment was a 34 question survey to determine levels of public speaking anxiety. The questionnaire consisted of 22 questions asking students to rate their level of public speaking anxiety on a scale of 1-5. 1 being strongly disagree

(low anxiety), 5 being strongly agree (high anxiety), and 12 questions about public speaking confidence using the same scale (1 being low confidence, 5 being high confidence).

The scoring involved a mathematical formula to determine level of public speaking anxiety. Considering the total score after applying the formula, a score above 131 suggests a high level of public speaking anxiety, a score below 98 suggests a low level of public speaking anxiety and a score between 98 and 131 indicates a moderate level of public speaking anxiety.

Public Speaking Anxiety Levels Analyzed Data and results:

Group	Pretest	Posttest
Mean	122.92	100.38
SD	18.65	23.15
SEM	5.17	6.42
N	13	13

A paired t-test was conducted to compare pretest scores and posttest scores for public speaking anxiety in COMM110B Fundamentals of Public Speaking. There was a significant difference in the scores for pretest (M=122.92, SD=18.65) and posttest (M=100.38, SD=23.15) conditions; $t = 4.3765$, $df = 12$, $p = 0.0009$. These results suggest that instruction, course content, assignments and activities did have an effect on reduction of public speaking anxiety. All but one student had a lower score on the posttest, indicating a reduction in public speaking anxiety level (the lower the score, the less public speaking anxiety). All of those students had improved their score by a minimum of 4 points (maximum of 55 points).

Public Speaking Confidence Data and Results (using only the scores from the questions that measured public speaking confidence):

Group	Pretest	Posttest
Mean	24.69	31.15
SD	7.58	8.19
SEM	2.10	2.27

N 13 13

A paired t-test was conducted to compare pretest scores and posttest scores for the questions relating to public speaking confidence only. There was a significant difference in the scores for pretest (M=24.96, SD=7.58) and posttest (M=31.15, SD=8.19) conditions; $t = 3.5834$, $df = 12$, $p = 0.0038$.

The questions on the test that measured public speaking confidence resulted in suggesting that students were significantly more confident in their public speaking abilities after taking this course.

The anxiety levels and confidence levels in students were significantly improved by the end of this course.

Given the improvement in many areas by most of the students throughout this course, this suggests to me that there are no changes necessary at this time in methods of instruction, course materials, assignments or class activities.

2012-2013 Academic Year Assessment Report-Teacher Education Department (TED)

Dr. Carmelita Lamb, Director, TED

Abstract

The teacher education department offers three Bachelor's degrees: Early Childhood Education, Elementary Education and Secondary Science Education. There are 18 students (seniors) in the program of which 6 are in Early Childhood, 7 in Elementary Education and 5 in Secondary Science. The department has three full time faculty members, one department chair, one data tracking specialist, and 5 adjunct faculty providing instruction for 6 continuous cohorts. Last Fall (2012) the

following courses were assessed: EDUC 402 Foundations of Reading and Reading Diagnosis (4cr), EDUC 200 Intro to Teaching (2cr), and PHYS 275 Planetary Science (3cr). This spring (2013), TED faculty reported upon GEOL 101 Env. Geology (4cr), EDUC 331 Learning Environments (3 cr), ECE 310 Intro to Early Childhood (2 cr), and EDUC 406 Elementary Science Methods (2 cr).

Course Narratives

GEOL 101 Environmental Geology-Traditionally, study of geology was about *description* – students learned to describe and categorize Earth’s materials and organisms. Modern geology is about *process* – students learn *how* the Earth works, and learn how Earth processes link geology to the other sciences. By the end of this course, students begin to appreciate the essential connectedness of Earth systems – that when you study nature closely enough, you begin to see that everything is linked to everything else. The following describes the assessment of this course by the instructor: The assessment instrument chosen for this course was a knowledge survey. Knowledge surveys are similar to traditional pretest/posttest in that the student is presented with a series of multiple choice questions covering course content. However, rather than provide actual answers to the questions, the student indicates how *confident* they are that they could answer the question at that time. (see <http://serc.carleton.edu/NAGTWorkshops/assess/knowledgesurvey.html>, for example) This allows for a much more extensive question set than a traditional

assessment. Nevertheless, there is evidence that confidence levels strongly correlate with individual course performance. (e.g. <http://www.macalester.edu/geology/wirth/WirthPerkinsKS.pdf>) The format was an online, multiple choice test of material covered during the course, administered shortly after midterms and just prior to the final. Completion of each earned the student a small amount of extra credit. This semester, only three students completed Environmental Geology, one of which stopped participating after financial aid was distributed. With only two students completing both the midterm and final knowledge survey the results of a single pretest/posttest pair are nearly meaningless.

Nevertheless, , the students showed a marked improvement in post-test score relative to mid-semester score from a course average confidence of 42% to an average of 62%, an absolute improvement of 20%, and a relative improvement of 48% compared to the average mid-semester confidence score. If only the interim material is considered, the average confidence score rose from 23% to 58%, a relative increase of 152%. Additionally, we can identify the areas where students continued to struggle, such as with concepts surrounding radiometric dating and with oxygen isotope temperature proxies, for future emphasis.

Recommendations: The strongest recommendation for this class for coming

semesters is that we consider “flipping” the class, putting more of the lecture material online and using class time to focus on activities.

EDUC 331 Learning Environments- Learning Environments (EDUC 331) is a required class for elementary education majors during the second semester in the teacher education cohort. This is a three semester hour class which meets twice a week. The statistical pretest/posttest assessment findings of spring 2013 are as follows: the pretest average score was 62% and the posttest average was 93%. Six students participated in the pretest and those same six students attempted the post test. A point concerning the pretest/post test scores to consider is that two of the six students taking the pretest have taught in the elementary classroom.

Recommendations: This spring 2013 I incorporated a requirement of five hours of elementary classroom observation which I had not required in the past. During these observations the students were required to journal about the classroom management strategies they observed. They were to look for discipline methods, transition strategies, classroom environment settings, and anything else they observed that they felt worthy of noting. This seemed to be very beneficial for the students. From the feedback I received from the students, I will continue these observations, but also add to the requirements, in order for the students to be more actively involved. I plan to improve their hands on experience in the elementary classroom by requiring additional hours with time where they are more involved

with the students. I feel it is beneficial for the students to spend as much time as possible in the elementary classrooms. I believe this amount of time should gradually increase as the students progress through their semesters in the cohort. With the additional time spent in the classroom, the students will have a better transition into their final methods classes in the third semester and student teaching their final semester in the cohort. I also feel this will better prepare them for the passing of Praxis II at the conclusion of their third semester. I feel the students will benefit from this change I will incorporate the next time I instruct EDUC 331 Learning Environments.

ECE 310 Intro to Early Childhood Education- This course is a study of the nature of early childhood through an overview of its social, historical, philosophical and curricular foundation. Assessment consisted of a pre-post test which included fill in the blank and short answer questions. The assessment was worth 25 points. Seven students took the exam with scores ranging from: 12% to 0%. The student who scored 12% had a child psychology course prior. The other six students did not have a background in any early childhood courses. The artifacts for the success of this course are represented by student course work/effort, and post test scores. Strategies that were realized from the results of the pre-test were: students need to be given more class time for presenting their research, and demonstrate appropriate discipline and guidance techniques to use

with children. The post test scores showed marked growth in student knowledge. Of the seven students four scored 90% or better to receive an A and the remaining three students scored 87% or better. The students consistently missed points concerning questions about early childhood theories. The instructor in the course offered this statistical analysis of the data: The net growth in student content knowledge was 92%. She concedes that the class size is very small and that data may not be significant. She notes, "The class was very much a little community with students working extremely well together. Often more than not the students were working on assignments before class and after together. The final outcome of the students receiving above average grades may be contributed to low enrollment, career choice for student, and that they were to bring all their course work from the semester and design it according to an outline in powerpoint or sliderocket." Her goals for the future of this course are as follows, "I am presently reviewing this syllabus or future classes to meet INTASC Standards, Early Childhood Guidelines and Best Practices with regard to coursework within and outside of class. This review is to be completed before August 15, 2013."

EDUC 406 Elementary Science Methods- This course addresses the basic content areas of life science, physical science, and Earth science for the purpose of developing a general understanding of the integration of chemistry, physics and astronomy. An emphasis is made upon the content and pedagogy of science; covering the scientific methodologies of the indigenous and western sciences. Also, the implementation of developmentally appropriate methodologies that include the application of national and state science standards is assessed via field placement within the local school districts in Rolette County. Only seniors who will be in student teaching the following semester are allowed to enroll in this course.

Only one of two students enrolled in this course entered the data for the pre-post test assessment correctly therefore no statistical analysis could be performed this semester. While only one data set was recovered those data were helpful in understanding the extent of student learning gains made in the course, particularly in understanding the importance of integrating authentic science assessments in the

elementary classroom. The student had a much clearer understanding of the philosophical basis for incorporating culturally relevant perspectives in the teaching of science (or all subjects for that matter). The student was also more keenly aware of the importance of integrating the use of basic science tools at an early age in order to foster future growth in this area as the students become exposed to higher levels of scientific inquiry. These basic student outcomes are directly reflected in the Common Core Standards which place high value on learner skills such as critical thinking and concept generalization.

Recommendations: It is clear that in order to collect reliable consistent data for the pre-post test assessment the students must complete the assessment in class rather than through the Jenzabar module. Another option might be to link other course assignments to the pre-post test. As far as recommendations directly tied to the course, the continuation of pre-service teacher immersion in the classroom for authentic teaching experiences must be continued as it has proved to be invaluable in the development science teaching skills as well as important preparation for student teaching the following semester.

Summary

Students admitted into the Bachelor's program for teacher education are held to multiple assessments of knowledge, skills and dispositions. The overreaching assessment of program goals is deeply seated nationally in two areas: 1) The Praxis examinations which assess student basic skills, content knowledge and pedagogy, and 2) the Interstate Teacher Assessment and Support Consortium (InTASC) Standards which specifically address the program and how the curriculum meets national expectations for preparing competent Pre-K-12 teachers. The TMCC teacher education program has been successful in meeting these two high stakes performance indicators. However, more importantly, the integrity of the institution as a tribal college serving students from the Turtle Mountain Reservation and surrounding communities has significant credence in the teacher education curriculum and our philosophical approach to training teachers. Each of the nine institutional goals are addressed throughout the teacher education curriculum which begins at the moment a student declares the Bachelor's degree as a major. The general education curriculum directly feeds into the four year degree and is an integral part of the entire degree plan. From the development of critical thinking skills to the understanding of the unique cultural heritage of the Turtle Mountain Band of Chippewa, each goal can be tied to a specific course within the Bachelor's program and student outcomes.

Areas within the program which require further development are in the analysis of specific data sets that account for student dispositions and program satisfaction (graduate exit survey). While these instruments are developed and have been launched to our students, the response necessary for reliable statistical significance has not been met. A stronger effort to engage students in these necessary instruments is critical for ongoing program improvement. Equally important is the ongoing support of teacher education students in meeting the cut scores for the Praxis exam. The department has seen steady improvement in resultant Praxis exam scores. For example, the Early Childhood students were 100% successful in passing the Praxis I exam last fall (2012) which is highly commendable.

Institutional support for the Bachelor's degree program has been increasing in measured amounts over the past semester, yet the department is asking for a greater investment by the college for this program which has been successful in meeting programmatic goals, and well as student academic aspirations. Sponsored program dollars are nearly spent out which lends the department to the college general fund for all support in maintaining the department functionality. Presently, the department is up by one program (3 BS degrees offered) yet down by three faculty and soon a data tracking specialist will be cut from the department. These losses in human capital are creating a distinct hardship for the skeletal department. The fall schedule has 31 courses offered in teacher education. These courses will

be taught by three full time faculty and four adjunct. There will be five cohorts operating simultaneously in the Fall 2013 semester, juniors (new admits) and seniors in each discipline. A conservative estimate of the number of graduates in May 2014 is 18 from teacher education.

Career Technology Education

FARM Assessment Report

Spring Semester 2013

Rhonda Gustafson, CTE Department Chair

Nine of the ten Career and Technology Education (CTE) programs are included in this narrative. The tenth program, Early Childhood/Paraprofessional was instructed by adjunct faculty for 2012-2013 and not included in this year's FARM assessment. All nine full-time CTE instructors completed a FARM assessment for one course during spring semester 2013. Three instructors' student measures or scores were broken down by individual student and six instructors evaluated the overall achievement of a group of students. The courses assessed were three, four and six credit courses that were instructed over a regular academic semester. Four of the 18-month programs consist of student cohorts.

Below is a brief narrative of each of the nine courses assessed. Student pre and post scores signify that there was student learning in all courses. In some instances student learning was substantial and in some instances learning was marginal.

BCT 148A Interior Finish Theory and Shop

Six Credits

Luke Baker

Course Objectives

1. Students will be able to identify the various types of insulation, door, trim, sheeting, cabinets, finishes and demonstrate the correct methods and safe way for installing these interior materials.
2. Students will be able to identify the correct hand and power tools used in interior finish work.
3. Students will be able to successfully pass the course modules.

Assessment

On January 18, eight construction technology students completed the four-module pre-test.

- module one consist of 25 questions with 100% of the students scoring 40% or less;
- module two consists of 15 questions with 100% of the students scoring 40% or less;
- module three had 20 questions with 80% of the students scoring 50% or less;
- and module four consisted of 10 questions with 40% of the student scoring 50% or less.

Student Successes

With the exception of one student that did not pass module one by two points, all students passed all four of the modules at the end of the spring semester with an overall score of 80% or better as compared to the beginning of the semester with students scoring 50% or less.

Narrative

There are a lot of modules in interior finishes, not just the ones used in the pre and post. In the four modules students learn a lot of different building components and names of materials. I question if I am trying to teach too much and I should concentrate of the basic modules and not all the residential and commercial modules in the textbook. Need to revisit NCCER competencies.

Students learn many different ways, this makes instruction challenging. Some students need more one-on-one help than others. Some students come and go, leave early, and come in late. It is my concern that student attendance and promptness in reporting to class is a huge factor on student learning. Need to figure out strategies to work through these problems. Reflecting back throughout the year, feeling that more one-on-one is necessary for student retention and student learning. I also found it was effective having students work on team projects, it appears they develop a master a concept faster. I need to identify strategies to keep the students interested in school and attending on a regular base and on time.

CIS 129 Microcomputer Hardware II
Three Credits
Marlin Allery

Course Objective

Students will gain a complete, step-by-step approach for learning the fundamentals of supporting and troubleshooting computer hardware and software. This course maps fully to the industry recognized CompTIA's latest 2009 A+ exam objectives.

Assessment

The pre and post-test for this first year course of an 18-month Associates of Applied Science degree is made up of ten multiple choice questions that was completed by five computer support students beginning spring semester 2013 and completed by four students at the end of spring semester 2013.

Student Successes

The results showed that the course outcomes were very successful, with every student improving on the post dramatically versus the pre-test, overall average improvement of student learning 59.5%. It has to be considered or assumed that the student "cohort" could be a factor in the success of each student.

	Pre-test Score	Post-test Score
Student #1	20%	80%
Student #2	30%	80%
Student #3	40%	90%
Student #4	30%	100%
Student #5	20%	Withdrew
AVERAGE	Pre-test Score = 28%	Post-test Score = 87.5%

Overall the pre and post-test results support the fact that student learning was very successful. Regardless of the success of the assessment of student learning, it would be advantageous to students and have more hand-on activities. Would like to get obtain additional equipment and/or learning modules for students to get more real world and hands-on scenarios.

ELECT 106 Residential Electrical Services
Four Credits
Wayne Sande

Course Objective

To provide the students with the tools, skills, and knowledge in advance wiring.

Assessment

Students were pre and post-tested by answering 26 short-answer questions and definitions. The average of the pre-test was overall 70% and the average pre-test was overall 87%, there was only marginal improvement in the student pre and post-assessment, 17 percent.

Narrative

Students demonstrated a genuine interest in what made up the course materials upon entering the course. The class was small, which allowed for more one-on-one instruction and demonstration with each student. It would be beneficial to incorporate displays or student learning modules for more hands-on and problem solving learning. Attendance was a problem for the instructor and a factor in the student learning outcomes.

ENTR 233 Entrepreneurship I
Three Credits
Barbara Houle

Course Objective

After studying this course, the students would be able to build on personal as well as external resources with a view necessary to successfully launch and subsequently managing their own small business.

Assessment

Twenty students completed the pre-test with an average score of 30 percent. Ten students completed the post-test with an average score of 59 percent. Overall improvement of student learning was 29 percent. The assessment instrument consists of 20 short answer and short essay questions.

Student Success

Student overall learned as indicated from the pre and post-assessment.

Narrative

To incorporate more related material for local small business start-up, it may be effective to use the Indianpreneurship curriculum for a tool to aid students in developing their business plans. Another instructional change will be to attempt to work more one-on-one with the students on their business plans.

WELD 155 Blue Prints for Welders
Three Credits
Carl Eller

Course Goal

To teach welding students how to read, understand, and communicate blue print readings.

Course Objective

To provide students with the skill to go out on a construction job and be capable of reading the project blue prints.

Assessment

The instrument used in the pre and post-assessment of student knowledge of blue print lines in blue print reading consists of 11 matching questions. Students are tested on their knowledge of blueprint drawing lines at the beginning of the course and again after 10-weeks of instruction.

Student Success

On average students scored 5% overall in the pre-test, and after 10-weeks of a block scheduled course, students were able to successfully complete the post-test with an average score of 90 percent. The student scores indicate a substantial improvement of student learning of blue print lines as indicated from the scores of the pre to the post-assessment.

Narrative

Would like to incorporate DVD's into the course to support the daily lectures and welding demonstrations. The videos would also provide for a resource for student absent from class or for reinforcement of the class material. Also would like to

discuss the result of the FARM data with the local high schools welding instructors to request they introduce blue print reading at the high school level. This could be done at the next combined high school and TMCC Advisory Council Committee meeting.

BCT 130 Exterior Finish
Four Credit Hours
Ron Parisien

Course Goal

To learn the skills and knowledge that will provide students with the certified ability to demonstrate by estimating and installing the various exterior finishes of a residential building project.

Course Objectives

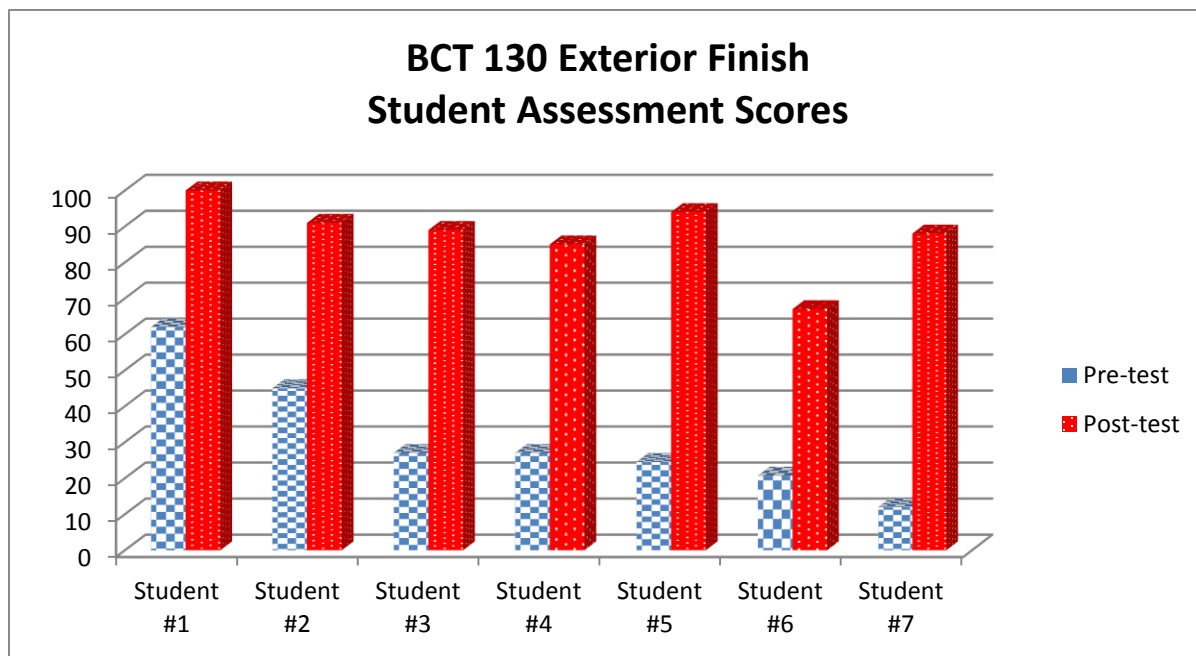
- Gain knowledge of the industry recognized math for applications of exterior finishes.
- Gain knowledge and skills to use computers as a tool for construction.
- Gain knowledge to estimate and apply roofing, install soffit systems, install exterior windows and doors; and
- Gain knowledge to estimate and install exterior residential siding.

Student Assessment

Students complete a 65 multiple choice written test that measures their knowledge of exterior finishes.

Student Success

Ten students completed the pre-test with a high score of 62% and a low score of 12% and with an average score of 29 percent. Seven students completed the post-test with a high score of 100% and the low score of 76 % with an average score of 88 percent.



- The student with the high pre-test score also recorded the 100% score on the post-test.
- A majority of students showed improvement in all areas.
- Sixty percent of student showed improvement in solving the math related problems on the posttest as compared to the pretest.
- Student demonstrated improvement in the area of material identification.
- Students demonstrated improvement in the area of being able to name a structural member in a picture of a wall assembly.

- Students demonstrated the ability to correctly identify the windows and doors for exterior finishes.

Narrative

The incorporation of student mentors appeared to be very effective in the demonstrated work and retention of understanding. I used second year students as mentors to the first year students. Would like to use more audio and visual aids and to support student the learning and understanding of the course material more one-on-one work with the assistance of tutor, teacher's assistants, etc? Also would like to incorporate more you tube video into the course instruction that show exterior finish applications. These would allow students to view and review as necessary for student attainment of the course subject.

HVAC 108 Residential Oil
Three Credits
Todd Poitra

Course Objective

- To enable a student to achieve an understanding and working knowledge of a residential oil heater.
- Enable students to identify oil furnace components, enable student know each components operations, and enable students to know the sequence of operation.

Student Assessment

Nine students completed the 90 multiple choice pre-test with an overall average of 36%. The same nine students completed the post-test with a 45% increase. Overall increase of 18 percent.

Narrative

This course was taught mainly via text book style, with class lecture and discussion as the basis for learning. Reading, on the students part was essential. I discovered that reading was not taking place as evident in the discussion and unit quizzes. I will look at strategies to increase labs and ways to enhance reading participation.

PHRM 116 A & B Sterile Product Preparation
One Credit
James Mitchell

Course Goals

Assist the pharmacist in collecting, organizing and evaluating information for direct patient care, medication use review, and departmental management. Verify

the measurements, preparation, and/or packaging of medications produced by other technicians. Assist the pharmacist in the administration of immunizations. Assist the pharmacist in monitoring the practice site and/or service area for compliance with federal, state, and local laws; regulations; and professional standards.

Participate in pharmacy department's process for preventing medication misadventures. Take personal responsibility for assisting the pharmacist in improving direct patient care. Maintain an image appropriate for profession pharmacy. Appreciate the value of obtaining technician certification. Understand the importance of and resources for staying current with changes in pharmacy practice. Efficiently solve problems commonly encountered in one's own work.

Display a caring attitude toward patients in all aspects of job responsibilities.

Maintain confidentiality of patient and proprietary business information.

Understand direct patient care delivery systems in multiple practice settings.

Efficiently manage one's work whether performed alone or as a part of a team.

Function effectively as a member of the health care team.

Assessment Instrument

Students were given a five question pre and post-test that consisted four true and false questions and one multiple choice question. The average score on the pre-test was 48% and students demonstrated a overall 45% improvement on the pre-test with an average score of 93 percent.

Narrative

Would like to purchase greater selection of mock parenteral products to increase students training opportunities.

Department Chair FARM Narrative

Overall, there is a demonstrated improvement in the completion of the FARM matrix, analysis of student scores and narratives along with the course syllabus.

Assessment Instruments

- Assessment instrument is not measurable, student responses are scored objectively.
- Change pre and post-test instrument based on writing and reading levels of students. One assessment instrument consisted of student having to answer short answer questions and definitions.
- Tests are too extensive.

Administrators

- Hire faculty for extended periods of time to focus on assessment initiatives outside of their regular teaching times (i.e., during winter, spring, or summer breaks)
- Use the assessment results to make decisions, including the area of budget.
- Refer regularly to the assessment program and its results in reports and presentations to both internal and external audiences (i.e., leadership team, advisory boards, tribal community, and board of trustees)
- Consider hiring hire a full-time assessment coordinator who is knowledgeable about assessment best practices and sensitive to the cultural environment at the college or/and who is very familiar or/and committed to the college's strategy plan.

Faculty members

- Take ownership of assessment and embrace assessment as an intrinsically valuable developmental process whereby teaching and learning can be continually improved through evaluation, reflection, and identification of needs for change.
- Use the assessment program and its results to improve student learning

Other

To address the issue of attendance and retention, CTE programs will be testing several strategies, cohorts, short-term training, block scheduling and in some instances, strict attendance requirements. Modeled after the IBest program at Washington, the CTE department chair argues should have teacher aids/assistants in some of the courses.

Have faculty assess the same classes next year to use a comparison and create data that can eventually be analyzed. The department chair or assessment coordinator or academic dean or CTE director, needs to collaborate with the instructor to revisit the syllabus and in particular course objectives, course rationale and developing a pre and post assessment that coordinates with the course objective.

In most instances work needs to be one by faculty on calculating basic statistics for the student scores from the pre and post-tests.

