



# NORTHWEST INDIAN COLLEGE

## ANNUAL NARRATIVE REPORT AY15

Department of Research

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# AAS-T IN EARLY CHILDHOOD EDUCATION ANNUAL PROGRAM ASSESSMENT REPORT

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## A. Description of the Assessment Process

The following assessment was conducted in three (3) courses:

Fall 2014      ECED 101  
Winter 2015   ECED 197B  
Spring 2015   ECED 220

Term	Course	No. of Students	Institutional Outcome
Fall 2014	ECED 101	5 students	Inherent Rights / Sense of Place
Winter 2015	ECED 197B	2 students	Way of Life / To be a People
Spring 2015	ECED 220	5 students	Native Leadership / Communication

### Fall Term – Inherent Rights

Institutional Outcome: Students will be able to (SWBAT) exhibit a sense of place

Aligned with Program Outcome: Promoting Child Development and Learning

SWBAT create safe, healthy, respectful, challenging, and culturally supportive environments for learning

Assessed in ECED 101 (which has been taught every year, for the past four years) when students created a learning activity for young children (one component of a five-part ECE Career Study).

### Winter Term – Way of Life

Institutional Outcome: SWBAT demonstrate what it means to be a people

Aligned with Program Outcome: Building Family and Community Partnerships

SWBAT describe and reflect upon family and community characteristics within Native communities

Assessed in ECED 197B - when students prioritized the collective good (self-assessment and classmates appreciations).

### Spring Term – Native Leadership

Institutional Outcome: SWBAT- use analytical and critical thinking skills to draw and interpret conclusions from multiple perspectives including Indigenous theory and methods

Aligned with Program Outcome: Integrity, Advocacy, and Commitment to the field of ECE

SWBAT Integrate knowledgeable, reflective, and critical perspectives on Early Childhood Education

Assessed in ECED 220- Evaluate issue, implement strategy (program-to-home connection), and draw conclusions

SWBAT integrate knowledgeable, reflective, and critical perspectives on Early Childhood Education

Assessed in ECED 220 (which I have during odd years, since spring 2013) when students executed a developmentally appropriate and culturally responsive learning activity centering on Native language in early learning classrooms.

## B. Discussion of Findings

Two of the courses in which I conducted assessment were 100-level courses, and the third was a 200-level course. As such, I expected assessment to indicate the following:

- 100% at a “beginning” level of accomplishment in ECED 101
- 100% at a “developing” level of accomplishment in ECED 197B
- 100% at a “developing” level of accomplishment in ECED 210

This is in accordance with the ECE Curriculum Map (revised November 2013), which aligns program outcomes to institutional outcomes, and notes the level(s) of achievement expected per outcome in each class.

- 100% students met or exceeded measurement goals in fall 2013.
- 80% students met or exceeded measurement goals in winter 2014.
- 100% students met or exceeded measurement goals in spring 2014.

	Fall 2014 ECED 101	Fall 2014 ECED 101	Winter 2015 ECED 197B	Spring 2015 ECED 220	Totals
	Relationship with Place	Native Language	Commitment to Community	Critical Thinking Skills	
Pre-Novice	0	0	1	0	1
Beginning	1	2	0	0	3
Developing	2	0	0	0	2
Accomplished	2	3	1	5	11
Total Students	5	5	2	5	17

## C. Analysis of Data

### Fall 2014

#### Institutional Outcome: Inherent Rights – Sense of Place

##### Criterion 1: Relationship with Place

20% of students assessed at the beginning level;  
40% of students assessed at the developing level;  
40% of students assessed at the accomplished level

##### Criterion 1: Relationship with Place

100% of the students demonstrated understanding of the interrelatedness between indigenous culture and the environment; the majority of the students (80%) were at the developing and accomplished levels; half explained this importance in writing (in their lesson plan) and the other half also demonstrated the importance by incorporating place-based education in their learning activity presentations

100% of the students demonstrated some understanding of the interrelatedness between indigenous culture and the environment. The majority of the students was at the beginning level, and received support from the instructor in the form of written and oral feedback.

##### Criterion 2: Native Language

40% of students assessed at the beginning level;  
60% of students assessed at the accomplished level

100% of the students demonstrated understanding of the importance of language revitalization in defining sense of place; most of the students (60%) were at the accomplished level, and not only explained this importance in writing (in their lesson plan) but also demonstrated the importance by incorporating teachable moments around Native language in their learning activity presentations.

Term	Course	Institutional Outcome	Criterion	Total Students Assessed	Total Students at Each Level of Accomplishment
Fall 2014	ECED 101	Inherent Rights – Sense of Place	Relationship with Place	5	“Pre-Novice” level = 0 “Beginning” level = 1 “Developing” level = 2 “Accomplished” level = 2
Fall 2014	ECED 101	Inherent Rights – Sense of Place	Native Language	5	“Pre-Novice” level = 0 “Beginning” level = 2 “Developing” level = 0 “Accomplished” level = 3

**Winter 2015****Institutional Outcome: Way of Life – To Give Back**

Criterion: Commitment to Community

50% of students assessed at the Pre-Novice level;

50% of students assessed at the accomplished level

Students learned about what it means to give back to the community, and how the concept relates to our own classroom community. Each week, students reflected on characteristics that illustrate strong community: (1) Encouraging; (2) Cooperating; (3) Including (especially iTV students); (4) Expressing warmth; and (5) Posting investigations conducted weekly online to share conclusions and / or questions with classmates.

At the end of every class session, students journaled about the ways in which each student contributed to the classroom community (based on the aforementioned characteristics) as well as the ways in which students supported one another by either appreciating specific contributions their colleagues made to the class or giving peers feedback on their investigations and practices.

Term	Course	Institutional Outcome	Criterion	Total Students Assessed	Total Students at Each Level of Accomplishment	Percentage
Winter 2014	ECED 197B	Way of Life – To Be a People	Commitment to Community	2	“Pre-Novice” level = 1 “Beginning” level = 0 “Developing” level = 0 “Accomplished” level = 1	50% 0% 0% 50%

**Sprint 2014****Institutional Outcome: Native Leadership – To Acquire a Quality education**

Criterion 1: Evaluate issue, implement strategy (program-to-home connection), and draw conclusion

100% of students assessed at the accomplished level

Students learned the importance of creating a program-to-home literacy activity that is grounded in place-based education. 100% of students recognized an opportunity for creating such an activity, thoroughly planned the activity, effectively implemented the activity, and drew conclusions by explaining how the program-to-home literacy activity was beneficial to tribal children and families.

Term	Course	Institutional Outcome	Criterion	Total Students Assessed	Total Students at Each Level of Accomplishment	Percentage
Spring 2015	ECED 220	Native Leadership – Communication	Evaluate issue, implement strategy (program-to-home connection), and draw conclusions	5	“Accomplished” level =5	100%

## **D. Action or Recommendation**

### **Inherent Rights – Sense of Place**

#### **1. Relationship with Place**

- a. One change I made this year was in terms of when the concept of "Sense of Place" was introduced to students in ECED 101. Last year, I introduced the concept when introducing this lesson plan / learning activity assignment. This year, I introduced the concept several weeks in advance, when students conducted their observations in actual early learning programs. My intention was to have students start looking for ways in which teachers incorporate place-based education in their classrooms and to have students reflect on those teaching and learning strategies, in an effort to deepen their understanding of place-based education, so that they could successfully address Sense of Place in their own lesson plans. Since more students were assessed at the Accomplished and Developing levels this year as compared to last year, this change in practice was successful, and I will continue to introduce Sense of Place earlier in the quarter when teaching ECED 101, like I did this quarter..

#### **2. Native Language**

- a. Continue teaching this course and infusing the importance of Native language revitalization throughout the entire quarter and curriculum (via class discussion and reading material)

### **Way of Life – To Give Back**

#### **1. Commitment to Community**

- a. Last year, I had resolved to collect students' raw data (journal entries) after each class session, and give students feedback on their weekly reflections, in an effort to help strengthen students' understanding and demonstration of what it means to contribute to community and to be a people. Although I asked for weekly submissions of students' journal entries throughout the entire quarter, I did not receive them. it in class.

### **Native Leadership – To Acquire a Quality Education**

#### **1. Critical Thinking Skills**

- a. Since 100% of students exceeded my expectations (they assessed at the Accomplished Level) I will continue to:(1) connect the final project to the mid-term project (during which students engage in the literacy activity planning phase) so that execution of the final project is manageable and doable; and (2) require incorporating a place-based component in the final literacy project so that the activity is truly meaningful to our ECE students and the children and families in their respective Native communities.

# CHEMICAL DEPENDENCY ASSESSMENT

## HUMS 210 – SPRING 2015

**Institutional Outcome: Inherent Rights - demonstrate** knowledge of what it means to be a person and effectively communicate in diverse situations, from receiving to expressing information, both verbally and non-verbally and – Use analytical and critical thinking skills to draw and interpret conclusions from multiple perspectives including indigenous theory and methods. And work cooperatively

**Program Outcome:** 1. Demonstrate knowledge of chemical dependency treatment; including behavioral changes and recovery models. 2 Demonstrate application to practice knowledge including; methods for applying interventions and recovery

**Course Outcome:** 1. Describe, select, and appropriately use strategies from accepted and culturally appropriate models for group counseling with clients with substance use disorders, articulates their reasoning, and justifies their conclusions based on credible evidence. 2. Carry out the actions necessary to form a group, including but not limited to determining group type, purpose, size, and leadership; recruiting and selecting members establishing group goals and clarifying behavioral group rules for participating; identifying outcomes; and determining criteria and methods for termination or graduation from the group. 3. Facilitate the entry of new members and transition of existing members. 4. Facilitate the group growth within the established ground rules and movement toward group and individual goals by using methods consistent with group type. 5. Understand the concepts of process and content, and shift the focus of group when such a shift will help the group move towards its goal 6. Describe and summarize the client's behavior within the group to document the client's progress and identify needs and issues that may require a modification in the treatment plan

### Measurement Goal

#### Organization of Ideas (developing level)–

The instructor used a variety of The measurement goal for HUMS 210  
Students completed modules to gain the foundational understanding of Treatment Improvement Protocols and demonstrate skills in that area. Students completed a midterm paper that incorporates course materials after observing a group counseling session and a final paper that is a demonstration of understanding of all module topics

4/4 students were able to demonstrate knowledge of chemical dependency treatment. Students were also able to demonstrate application to practice including; methods for applying interventions and recovery. 4/4 student passed the course at an accomplished level of understanding

## General Comments on Program Outcomes

When students took a self-evaluation; they all placed themselves at the developing

## Actions and Recommendations

- Supplying students with a sample APA paper was implemented during the winter quarter and will be used in the fall 15 quarter.
- Course outcomes were revised to align with the program outcomes.
- In fall 15 a mock group counseling session will be added as an exercise in module #5. A mock clinical progress note exercise will be added to module #6. Include culturally relevant group facilitation methods such as; talking circles, use of cedar, sage etc.  
Add culturally relevant course text such as; 365 days of walking the Red Road and or Cherokee Feast of Days.

# BSNES ASSESMENT NARRATIVE REPORT AY15

The BSNES program conducts assessment throughout its entire degree program. Every full-time BSNES faculty on Lummi Campus is responsible for formerly assessing at least one course. In addition, every NES 499b capstone project is also formerly assessed at the Lummi site. This assessment allows the BSNES program to assure that our students are meeting the program outcomes, and in turn work towards mission fulfillment. In the 2014-2015 academic year (and in previous years), the BSNES program assesses two outcomes: Communication and Ways-of-Knowing. Results of the Assessments are noted below.

During the academic year, we also developed new program outcomes, which were approved in the spring of 2015 (see Appendix A). These new program outcomes were guided by the Indigenous Evaluation Framework, in which we identified a guiding metaphor for our program - the four salmon moons. During this academic year, we will be using these new outcomes to frame our assessment process.



To date, NWIC has graduated 45 students with their BSNES degree. Last academic year, we had 12 students graduate - 4 from Port Gamble, 1 from Nez Perce, and 7 from Lummi. In previous academic years, only Lummi campus faculty had been tasked with assessing BSNES capstone projects using rubrics.<sup>1</sup>

<sup>1</sup> NOTE: In addition, we have four outstanding BSNES Capstone Papers - 3 from Lummi campus and one from Port Gamble that still needs to complete their project - this is their last commitment before their degree is conferred.

12 students graduate from NWIC's BSNES program in the 2014-2015 academic year.

Site	Number of students completing 499b	Faculty Assessed
Lummi	7	Marco Hatch (2: Villa and Emm), Brian Compton (3: Jefferson, Jefferson, Cline), Norman (1: Orloff-Duffy), Campbell (1:Whitner )
Nez Perce	2 (one from 2014-15 / one from 2013-14)	Backman (2/2: Antell and Lawrence)
Port Gamble	4	McClain (0/4: )

**The two program outcomes that we assessed include:**

- **Ways of Finding Out**
- **Communication**

**The measurement goal was that** 100 % of students reached the accomplished level for the two program outcomes. We accomplished this goal.

We also measured 499a as well as courses, such as Inorganic Chemistry and Biology of Fishes.

In all 9 BSNES students were assessed for 499B, the program outcomes were met to the accomplished level in both "Ways of Finding Out" and "Communication".

#### **Ways of Finding out - Accomplished**

- Demonstrate fluency in applying multiple perspectives for the purpose of tribal self-determination
- Justify the choice of perspectives in engaging a research question
- Has literacy in the skills, knowledge, and abilities necessary to engage with a research question

#### **General Comments on Ways of Finding Out**

- Student created professional quality capstone papers
- Students presented their research in multiple venues to different audiences
- Through posters and oral presentations
- Students learned about aspects of eelgrass (*Zostera marina*), harmful algal blooms, bacteria and other aspects of the marine environment as related to shellfish health with respect to human health.
- Students learned how to report on their work using standard methods of scientific reporting.

### **Things students didn't learn**

- Students could have benefited from additional support in preparing their final reports. Both students could have benefited from learning more about basic aspects of bacteria, algae and eelgrass. Students would have also benefited from incorporating their knowledge of statistics into the project.

### **Communication - Accomplished Level**

Accomplished (3):

- Written: Demonstrate fluency in written communication for the purpose of tribal self-determination
- Oral: Demonstrate fluency in oral communication for the purpose of tribal self-determination
- Graphic (visual): Demonstrate fluency in graphical communication for the purpose of tribal self-determination

### **General Observations:**

- Student's pamphlet and presentations have informed the tribal and non-tribal community of the problems
- Students took home prizes at national competitions, such as AIHEC
- Important community based research is occurring for issues that are pressing to communities (such as Mercury contamination and fish)

### **Actions and Recommendations:**

- Continue with the Writing Mentor
- Having the students increase the depth and rigor the research project
- Seek to identify software or system incompatibilities that may complicate development of word-processing documents, especially those with many graphic components.
- It may be beneficial to further help students understand and be prepared to undertake original research prior to them enrolling in NESC 499A. This would including determining their interests and needs in coursework to allow them to be successful in NESC 499.
- The value of quantitative knowledge and skills to answer questions of interest to at least some students is apparent.
- Seek to further support students in all aspects of communication, including the use of communication software.
- Continue to work with students who have "stopped out" and encourage them to finish their program, even if is many years.
- Continue to work with the tribe to rehabilltee the site for a suitable use.
- Continue to develop and improve writing and technical skills.

## **Overall Findings:**

100 percent of the students who were assessed in their 499b capstone projects reached the “accomplished level”. Although 4 at Port Gamble have not been formerly assessed, the Dept. Chair witnessed the presentations and all of the students received an A grade, which one could infer would reach the accomplished level.

## **2015-2016 Academic Year**

In the 2015-2016 academic year, all faculty will be responsible for assessing the capstones given the standardized rubrics. We will need to come up with new assessment rubrics for these new outcomes. In addition, the deposit of student work in the Chair’s office remains important – we are still missing several capstones – and this year have 5 capstones that were never deposited.

## **Appendix A**

### **PROGRAM OUTCOMES**

#### **Bachelor of Science in Native Environmental Science**

##### **1. SENSE OF PLACE**

Indigenous peoples have deep and sustained connections to place. Knowledge of the environment has been, and continues to be, critical in supporting and maintaining resilient and thriving communities. Indigenous peoples have historically created and continue to create new technologies appropriate to their places. Native environmental scientists build upon their connection to place by being innovative and using Indigenous knowledge and technologies to promote sovereignty and self-determination.

Upon successful completion of this program, students will be able to:

- Value the interrelationships between people and the environment.
- Ground and apply concepts and methodologies to place.

##### **2. RELATIONALITY**

Awareness of self and knowledge of relational ancestry has been, and continues to be, an essential quality of Indigenous peoples. This awareness provides guidance and accountability to carry out the work of the ancestors for future generations. Relationality and self-location position Native environmental scientists to lead in the restoration and revitalization of the environment.

Upon successful completion of this program, students will be able to:

- Demonstrate self-location within inquiry-based research.
- Value rationality in the practice of Native Environmental Science.
- Evaluate and interpret environmental laws, policies, and acquired rights, and advocate for inherent rights.

### 3. INQUIRY

Inquiry is deeply embedded in relationality, sense of place, and worldview, and it is inclusive of ways of knowing and research. Native environmental scientists perform inquiry by engaging in research and addressing questions that are relevant to Indigenous communities with the goal of restoring and revitalizing the environment. Native environmental scientists approach inquiry in ways that are respectful of and in service to Indigenous communities.

Upon successful completion of this program, students will be able to:

- Use Indigenous theories and methods to conduct inquiry-based research and evaluation that respond to the needs of Indigenous communities and serve to promote Indigenous self-determination.
- Evaluate and use appropriate technologies for inquiry-based research in support of restoration and revitalization of the environment.
- Evaluate and apply quantitative, qualitative, and mixed methodologies and concepts that include the synthesis of complex information.

### 4. COMMUNICATION

Communication is foundational to the survival and identity of Indigenous peoples and includes intergenerational and intertribal transmission of knowledge about the relationships between people and place. Native environmental scientists enact the transfer of knowledge by communicating effectively in diverse settings through the use of a strong oral tradition, the <http://leonetwork.org/-map/71.441,-129.9795,51.2097,-172.443588> written word, and imagery. Native environmental scientists effectively synthesize and communicate complex information to a variety of audiences with the intent to promote Indigenous self-determination and the restoration and revitalization of the environment.

Upon successful completion of this program, students will be able to:

- Communicate using oral, written, and graphical (visual) methods to support Indigenous self-determination.
- Communicate effectively to multiple audiences, including Indigenous communities, policy makers, scientific communities, and the general public.

# NSL ASSESSMENT REPORT AY15

## A. Description of the Assessment Process

Students are expected to complete a two course sequence for NSL Capstones. These courses assist in developing a sound research project where students are also required to engage in an internship and service learning project. At Lummi campus, the instructor reviews the 4 NSL program outcomes at the beginning of the quarter. The students are asked to reflect on these outcomes and connect them to their learning in the program. At the end of the first section of CSOV 499 students are expected to present their progress in the research process. Most students have a project proposal at this time and have served at least 30 hours for their internship. The second section of CSOV 499 includes the final research product where students carry out the proposal that was presented in the first section. Students are also required to complete a service learning project.

The NSL department takes a formative approach to assessment. Formative assessment is an approach that engages student development through guidance and support from the instructor. This approach defines student learning through a continuous cycle of three basic stages: building knowledge, critical inquiry, and presentation and participation. Instructors guide students through building their knowledge capacity and this is followed by a student-led critical inquiry stage. Once students have a product as a result of the critical inquiry stage, they present that product to the class. The instructor then gives feedback and presents further questioning that encourages the student look deeper into their topic. The student then goes back to the critical inquiry stage and presents again. This process is a cycle and as students move through, it is expected that they gain a deeper understanding in their learning.

In the first week of the first section of CSOV 499, students are given a description of their final research project. This description includes the instructor's expectations for each section of their proposal. It also outlines the final proposal guidelines, including length of the paper and proper formatting. The instructor introduces parts of the proposal that may not have been covered in the research sequence that is a requirement in the student's junior year. That becomes the first stage of the assessment process. As the quarter progresses the class doesn't meet face-to-face as often. The instructor allows the students to continue their work on these projects independently, which is the second stage of the assessment process. By midterms, students are expected to present their projects and where they are at the time in their process. This is the third stage of the assessment process and it is followed with constructive feedback and recommendations for next steps from the instructor. Students continue working on their projects throughout the quarter and present again during finals week. In the 2 course sequence of NSL capstones, the students will have gone through this cycle several times.

In the NSL program, we do not define the students' engagement through this cycle of assessment by Beginning, Emerging, and Advanced. This is because student learning is defined by the effectiveness of the instructors methodology, how engaged they are in the content, and the amount of work they are actually completing on their own through the critical inquiry stage. The instructor writes narrative observations for each of the sections outlined in the research paper description. They assess the student's research process and how thoroughly they met the expectations for the course based on where they are in their process. The instructor then keeps these observations from midterms and uses them to assess the growth and progress of students during their final presentation. The instructor assesses how well the student incorporated the knowledge

presented in the course. And they also assess the development of the student in their student-led critical inquiry stage.

## **b. Discussion of Findings**

### Assessment Results

In the 2014-15 school years, 6 out of 6 NSL students successfully completed their capstone presentations. Out of these 6 students, 2 were located at the Lummi campus and 4 were located at the Port Gamble extended campus. The assessment process described above details how NSL faculty measure student learning while they are engaged in the research process. The final capstone presentation is a deliverable that the faculty can measure student growth through the formative assessment approach. But it is also where the NSL department measures the student's ability to meet the program outcomes. The NSL program outcomes are defined in building blocks in the NSL program rubric. The measurement goal for the program is to assess students' ability to meet the 4 program outcomes.

### Findings

1. Skills of Leadership:
  - a. Lummi - 100% of students successfully met this outcome
  - b. Port Gamble - 100% of students successfully met this outcome
2. Values of Leadership
  - a. Lummi – 1 of 2 students successfully met this outcome at the advanced level
  - b. Port Gamble – 2 of 3 students successfully met this outcome at the advanced level
3. Knowledge of Leadership
  - a. Lummi – 100% of students successfully met this outcome
  - b. Port Gamble – 2 of 3 students successfully met this outcome at the advanced level
4. Worldview of Leadership
  - a. Lummi – 100% of students successfully met this outcome
  - b. Port Gamble – 100% of students successfully met this outcome

## **C. Analysis of Data**

1. Skills of Leadership: These students were able to present their final capstone projects in a meaningful and organized way. This is not always in the case with our students in the NSL program. Students' who were evaluated in CSOV 101 and 300 needed extra support in their presentation skills. To accommodate this need, the NSL department hired a faculty with extensive background in communications. This faculty has since been offering elective courses in presentation skills at the upper division (300-400).

2. Values of Leadership: Students scored lower in this area due to their interpretation of cultural knowledge. In modern times we sometimes confuse modern knowledge and technology for traditional knowledge that is inherent to our people and community. To improve the building blocks for this outcome, a possible strategy is to spend more time discussing inherent rights in CSOV 300 and CSOV 101. The NSL department meets weekly to discuss possible strategies for improvement and this strategy has already been discussed with the faculties who teach these courses.

3. Knowledge of Leadership: Students who scored lower on this outcome lacked the evidence of deeper exploration of their topic. This could be for a number of reasons. It could be that the instructor of the CSOV 499 course sequence wasn't asking probing questions in order for the student to gain a deeper understanding. It could be that the student lacks in critical thinking skills. Both of these possibilities directly relate to the formative assessment process. One approach to improve this finding is to travel to Port Gamble during midterms to ensure the formative assessment process is being utilized.

4. Worldview of Leadership: Students demonstrated their ability to apply and defend their worldview as it related to their project.

#### Findings about Assessment Process

1. The department chair of the Native Studies I cannot see every presentation during midterms. Therefore, I cannot assess student growth based on my own observations of midterm and final presentations for classes that I do not teach. I currently teach the first section of capstones and do not teach the second section.

2. I was able to travel to Port Gamble this year to watch the first graduates of the program present their capstones. I was unable to attend the midterm presentations and the final presentation for the first section of CSOV 499. Due to this I was not able to assess these students based on my own observations.

3. Upon arriving to Port Gamble to observe the capstone presentations, the CSOV 499 instructor handed me a course rubric. This rubric was not consistent with the rubrics that Lummi campus uses. This could be problematic for the purposes of assessment if the rubrics used from site to site are not consistent.

4. The NWIC institutional outcomes were written after the 4 year programs were already developed and implemented. The program chairs were not involved in the institutional outcome rubric development. As a result there is no alignment between the two.

#### D. Action or Recommendation

- Communication courses have been implemented. The NSL department will have discussions in the future about the possibility of making these courses permanent. They are currently being taught under the Special Topics course numbers (x88).
- CSOV 101 and 300 instructors are currently discussing multiple strategies to ensure students understand traditional knowledge and inherent rights.
- NSL faculty will need additional training for the purpose of the formative assessment process. During this training faculty will be reminded of the importance of giving meaningful feedback that will stimulate deeper understandings of the students' topics.
- The Department Chair of Native Studies will meet with the instructors of CSOV 499 to ensure the assessment processes are aligned.
- The Academic Leadership team should review and revise the institutional outcomes and rubrics. These revisions should take into account cultural knowledge, which is not evident in the outcomes. And these revisions should define the building of cultural knowledge, which they currently exhibit no building of knowledge.

# TGBM ANNUAL PROGRAM ASSESSMENT REPORT AY15

## **A. Description of the Assessment Process**

Assessment of the capstone is done by looking at the A section and the B section of the course. In particular assessment focuses on student attendance, persistence rates from A to B, the research proposal, and the final presentation and submission of the capstone project. This happens at the end of the academic quarter. The outcomes that were assessed were (institutional) demonstrate knowledge of what it means to be a people (program) act as a community change agent toward improving the quality of life in tribal communities (course) research, develop, present and potentially implement a project focusing on entrepreneurship, casino management, tribal governance, or public administration. The second nesting of outcomes that was assessed is as follows: (institutional) exhibit a sense of place (program) employ sustainable culturally sound practices in tribal organization and business development (course) research, develop, present, and potentially implement a project focusing on entrepreneurship, casino management, tribal governance, or public administration.

These outcomes were assessed by a panel of TGBM staff and faculty during the capstone presentation process. The panel's assessment was combined with the instructor's assessment of attendance and in class assignments to determine the student's final performance in the capstone.

## **B. Discussion of Findings**

At the midterm (conclusion of TGBM 499A) 5 of 5 students were displaying advanced level proficiencies in regards to acting as a community change agent. All proposals that were put forward have the potential to improve the quality of life in tribal communities. 3 of 5 students at the midterm were making satisfactory academic progress in terms of attendance. After outreach 1 student improved attendance. 1 student did not improve attendance. TGBM is working on clarifying a definition for satisfactory attendance. 4 of 5 students persisted from TGBM 499A to TGBM 499B. 11 out of 11 students at the conclusion of the course (completion of TGBM 499B) fulfilled the requirements outlines in TGBM 499B to pass the course and earn their credentials. 3 out of the 11 students had a tough time with attendance and this impacted the organization/effectiveness of the final project (the outcomes were still met but they were rushed or done at a lower level of proficiency). This again reinforces the importance of attendance. All students in TGBM 499A and 499B (16 of 16 students) displayed knowledge of and practiced their culture in their proposals and their final papers/presentations.

### **C. Analysis of Data**

4 of 5 students met the outcomes outlined in TGBM 499A and did persist into TGBM 499B. The one student who did not had very poor attendance. This demonstrates the importance of attending class and how vital it is to student successes. This has prompted TGBM to work on a department wide attendance policy. The students who met the outcomes in TGBM 499A are prepared to take on an in-depth social research project and move into the data collection phase of their capstone. The one factor that is not reflected in this data is self-confidence and the ability to work independently. The students who met the objectives of TGBM 499B have planned, executed, and presented an original research project that will positively impact their home communities. They learned that organization and follow through are vital to their success.

### **D. Action or Recommendation**

It is recommended that TGBM split the proposal and final product guidelines into two separate documents to reduce confusion between the two. This split will also allow students in TGBM 499A to focus solely on the research proposal and students in TGBM 499B to focus solely on the research project. The proposal guidelines will be used exclusively in TGBM 499A and the final product guidelines will be used exclusively in TGBM 499B. The proposal guidelines need to be revised as they are ambiguous and the inclusion of the annotated bibliography in the proposal should be rethought. The IRB does not evaluate this information. TGBM faculty should work with IRB to streamline the application and approval process. In addition to simplify the IRB process work together to create standards for document formatting. Faculty would like to include in the syllabus an attendance policy stating 70% attendance is required to earn a passing grade. In TGBM 499A syllabus add that a submitted proposal is required to pass the class. TGBM 499B needs a canvas classroom to house documents that students will use as they move through their projects. The guidelines for final presentations need to be edited to add more detail. Lastly, templates of business plans and examples should be listed in the TGBM 499B canvas classroom so the students have some examples to work from.