Annual Narrative Report AY 16

Department of Research

Contents

2 Year Programs

AAS-T in Early Childhood Education

Annual Program Assessment Report – AY 15-16 – Nahrin Aziz-Parsons, M.Ed.

A: DESCRIPTION OF ASSESSMENT PROCESS

Fall 2015 ECED 101

Winter 2016 ECED 197B

Spring 2016 ECED 220

Term	Course	No. of Students Assessed	Institutional Outcome
Fall 2015	ECED 101	6 students	Inherent Rights / Sense of Place
Winter 2016	ECED 197B	3 students	Way of Life / To be a People
Spring 2016	ECED 220	4 students	Native Leadership / Problem Solving

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

Aligned with Course Outcome: Describe the observation, assessment, and teaching cycle used to plan curriculum and activities for young children

Assessed in ECED 101 when students created a learning activity / lesson plan for young children (one component of a six-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

Aligned with Course Outcome: Demonstrate your understanding, use of, and results of playing responsively with children, relating your understanding to your cultural values and identity

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

Aligned with Course Outcome: Plan an effective early learning program-to-home connection event that supports Indigenous communications, Indigenous and English language development, and literacy development

Assessed in ECED 220 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% of students at a Beginning level of assessment in ECED 101
100% of students at a Developing level of assessment in ECED 197B
100% of students at a Developing level of assessment in ECED 220

This is in accordance with the ECE Curriculum Map (revised January 2015), which aligns program outcomes to institutional outcomes, and notes the level(s) of achievement expected per outcome in each class.

After conducting the assessment in each of the three courses, student learning measured at the following levels:

100% students met or exceeded measurement goals in ECED 101 during fall 2015
100% students met or exceeded measurement goals in ECED 197B during winter 2016
100% students met or exceeded measurement goals in ECED 220 during spring 2016

Term / Course →	**Fall 2015 ECED 101**	**Fall 2015 ECED 101**	**Winter 2016 ECED 197B**	**Spring 2016 ECED 220**	
Criteria → Level of Assessment ↓	Relationship with Place	Native Language	Commitment to Community	Evaluate and Draw Conclusions	Totals Levels

Beginning	0	0	0	0	0
Developing	2	2	0	2	6
Accomplished	4	4	3	2	13
Total Students	6	6	3	4	19

Graduates: There were zero (0) 2016 AAS-T ECE graduate(s) in the three courses assessed.

C. Analysis of Data

ECED 101 Fall 2015

Criterion 1: Relationship with Place
0% of students assessed at the Beginning level **(target level)**
33.3% of students assessed at the Developing level
66.6% of students assessed at the Accomplished level

Students demonstrated understanding of the interrelatedness between indigenous culture and the environment, by either (a) explaining the importance of this in writing (i.e., in their lesson plan / learning activity), or (b) incorporating place-based education in their learning activity.

Criterion 2: Native Language
0% of students assessed at the Beginning level **(target level)**
33.3% of students assessed at the Developing level
66.7% of students assessed at the Accomplished level

Students demonstrated understanding of the importance of language revitalization in defining sense of place, by either (a) explained the importance of this in writing (i.e., in their lesson plan / learning activity), or (b) incorporating teachable moments around Native language in their learning activity.

Term	Course	Institutional Outcome	Criterion	Total Students Assessed	Total Students at Each Level of Accomplishment	Percentage of Students
Fall 2015	ECED 101	Inherent Rights –Sense of Place	Relationship with Place	6	Beginning level = 0 Developing level = 2 Accomplished level = 4	0% 33.3% 66.6%
Fall 2015	ECED 101	Inherent Rights –Sense of Place	Native Language	6	Beginning level = 0 Developing level = 2 Accomplished level = 4	0% 33.3% 66.6%

ECED 197B Winter 2016

Criterion: Commitment to Community
0% of students assessed at the Beginning level
0% of students assessed at the Developing level **(target level)**
100% of students assessed at the Accomplished level

Students demonstrating their learning about what it means to be a people, 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 extended campus site / distance learning students);
(4) Expressing warmth; and
(5) Posting weekly investigations online to share conclusions and/or questions with peers

At the end of every class session, each student journaled about the ways in which he / she contributed to the classroom community (based on the aforementioned characteristics) as well as acknowledged the ways in which their peers' contributions furthered the development of our classroom community.

Term	Course	Institutional Outcome	Criterion	Total Students Assessed	Total Students at Each Level of Accomplishment	Percentage of Students
Winter 2016	ECED 197B	Way of Life – To Be a People	Commitment to Community	3	Beginning level = 0 Developing level = 0 Accomplished level = 3	0% 0% 100%

ECED 220 Spring 2016

Criterion 1: Evaluate and Draw Conclusions
0% of students assessed at the Beginning level
50% of students assessed at the Developing level **(target level)**
50% of students assessed at the Accomplished level

Students learned to effectively use analytical and critical thinking skills to draw and interpret conclusions from multiple perspectives including Indigenous theory and methods. During their final presentations, students identified an area of growth they want to target, in terms of Native language revitalization, proposed a solution, and implemented it based on their evaluation of the problem.

Term	Course	Institutional Outcome	Criterion	Total Students Assessed	Total Students at Each Level of Accomplishment	Percentage of Students
Spring 2016	ECED 220	Native Leadership – Problem Solving	Evaluate and Draw Conclusions	4	Beginning level = 0 Developing level = 2 Accomplished level = 2	0% 50% 50%

D. Actions and / or Recommendations

ECED 101 Fall Quarter

1. Criterion 1: Relationship with Place
    a. One change that I implemented again this year was in terms of when the concept of "Sense of Place" was introduced to students in ECED 101. Initially, I used to introduce the concept during week 7, when the students were in the process of creating their own lesson plans / learning activities. However, based on my previous assessment findings, I now introduce this concept during week 3, when students conduct observations of other teachers in actual early learning programs.
    b. 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 can then successfully address Sense of Place in their own lesson plans / learning activities, which they did.
    c. In the article, “What Every Teacher Needs to Know to Teach Native American Students,” Morgan explains, “Learning in traditional Native American cultures is based to a great extent on observation” (page 11). Therefore, this change that I've implemented, observing before creating, takes into consideration and honors traditional ways of learning for Native American students.

2. Criterion 2: Native Language
    a. I will continue teaching this course and infusing the importance of Native language revitalization throughout the entire quarter and curriculum via online discussion, weekly face-to-face check-ins, and required reading material, which includes research articles about tribal early childhood education programs.
    b. This helps students to better articulate the importance of Native language revitalization in early learning classrooms, as a form of decolonization

ECED 197B Winter Quarter

1. Criterion: Commitment to Community
    a. In past years, 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.
    b. One change that I implemented this year was collecting student journals midway through the quarter. This allowed me to (1) check for understanding and (2) provide concrete feedback to students. This helped to ensure that all of the students met (in fact, exceeded) my expectations and assessed at the accomplished level.

ECED 220 Spring Quarter

1. Criterion: Evaluate and Draw Conclusions
    a. In order to support students to better understand the impact of their work on the children in their care, I will further clarify the instructions for and stress the importance of the Final Project Reflection Paper, in which students are asked to explain the importance of the literacy event that they planned and executed, in terms of *benefiting* tribal children, families, and communities.

Information Technology – Assessment Report

Gary Brandt: AY 2015-2016

A. Description of the Assessment Process

Term	Course	No. of Students Assessed	Program Outcome
Fall 2015	CMPS 105	7 students	Outcome 2b
Winter 2016	CMPS 230	9 students	Outcome 3a/3b
Spring 2016	CMPS 225	2 students	Outcome 3a/3b/3c

Institutional Outcome

CMPS 105- Native Leadership- to acquire a Quality Education - Effectively communicate
CMPS 230 – Community Minded- to utilize Education through Work- Indigenous knowledge advances the capacity of tribes. NWIC graduates acquire the skills to identify their role as a community member, including how they are integral to advancing the collective good of the community.

CMPS 225 Native Leadership- effectively communicates and uses analytical and critical thinking skills

Program Outcomes for the ATA in Information Technology

Students will be able to...

1. Operating Systems	a. Install various operating systems.
	b. Diagnose operating system errors.
	c. Identify and repair malicious software problems.
2. Software Applications:	
	a. Demonstrate basic operations with an office suite composed of a word processor, a spreadsheet, a database, and presentation software.
	b. Demonstrate proficiency with software utilized by computer professionals.
	c. Install and use software and hardware appropriate to a given situation.
3. Programming Skills	a. Design and implement a computer program.
	b. Use variables, objects, and event-driven concepts in a computer program.
	c. Use program structures in a

	computer program.
4. Computer Repair and Support	
	a. Disassemble and assemble a computer.
	b. Diagnose and repair common hardware problems. c. Pass the COMP TIA A+ practice exam.
5. Network Support and Administration:	a. Install a server and workstation computers on a star network.
	b. Setup network security.
	c. Use and manage Active Directory.
6. Micro Controllers and Robotics	
	a. Program a micro controller to accomplish a specified task.
	b. Integrate sensors into a micro controller/robotic operation.
	c. Demonstrate robot construction techniques.
7. "Human Things"	a. Demonstrate various aspects of customer relations. b. Demonstrate creativity.

A. Description of the Assessment Process

All of the ATA-IT courses are taught once per year. The three classes that were chosen for this annual report contained similar programming components and were all project based.

Timely and frequent student assessment was important to direct the flow/direction of the class and to address student learning styles/needs. At the beginning of each quarter, the course syllabi served as general road maps. They were frequently updated to be a more detailed guide for student learning.

B. Discussion of Findings

Fall (F), Winter (W), and Spring (S) courses assessed were:

Course	No. of Students	% Achieved Measurement Goal
CMPS 105 Software I (F)	7	6/7
CMPS 230 C++ (W)	9	6/9
CMPS 225 Intro to Programming (S)	2	1 out of 2

Program outcomes specify the measurable knowledge, skill, or behavior that I expect students to be able to demonstrate as a result of their participation in the program. Assessing three different classes that have similar components doesn't easily provide data for potential program improvement; class improvement most definitely is addressed. Analysis helps me make meaning decisions from the data by describing general trends and pointing out differences and similarities. The most significant difficulty is the small sample size among the courses.

All except one of the students finished the course this year. Most assignments were timely and all were complete.

C. Analysis of Data:

Hands on and projects offer the most opportunities for students to fully engage in their learning.

As to be expected, students that had prior programming knowledge, either from previous classes or self-taught, did better initially. The class is structured so that group collaboration is encouraged and those students who had a less-steep learning curve assisted others. This, I believe is another key factor in student success in meeting the program outcomes. I promote the idea that there is little that constitutes "cheating" and promote that students use every resource available, i.e. Internet, friends, classmates, whatever.

The Tribal Outcome, assessed at the end of Fall 2014, again illustrated the success of project-oriented learning. By utilizing a 3D CAD program to investigate traditional dwellings not only reinforced the skill set for the CAD program, but also introduced some here-to-for unthought-of of ideas about an individual's ancestral lifestyle. This concept will be repeated for Fall 2015 to compare results.

Again as in comparing Fall 2012 and Fall 2013 difference in abilities between Fall 2013 and Fall 2014 is quite marked; however, the Fall 2014 sample size was 66% greater than the Fall 2013 class which makes a meaningful comparison difficult.

D. Action or Recommendation:

No changes other than the normal ones of keeping updated, modifying instructional activates to meet student needs are planned.

Recommendations being presented have to do more with environment rather than instructional activities. Other than getting help to lighten my teaching load (I've been whining about this for years. I don't plan on teaching past the age of 125!), things are going quite well. Equipment, equipment, equipment! Promises are suggested; however, nothing comes of them. It would be nice to be put on a computer replacement schedule that is funded by institutional funds and then if grants don't come through, equipment is still replaced. If a grant does come through, that frees up the institutional funds. Simple!

In general, the Program Outcomes were measured and met at or above the established criteria. This reinforces the teaching style and the content presentation of these classes. The consistently high level of success is not leading me into complacency about the program. It is, in fact, allowing me to concentrate on integrating new material as the technology changes rather than second guess teaching abilities.

It is interesting and somewhat enjoyable to contemplate the success of the IT program as a function of individuals meeting Program Outcomes based upon instructional successes.

Direct Transfer Degree Assessment Report – AY 2015-2016

A. Description of Assessment Process

The Direct Transfer Degree program conducts assessment throughout its program. Every full-time faculty is responsible for formerly assessing at least one course per quarter. The assessment includes both course and program outcomes. In addition, NWIC Requirements and General Education courses are embedded into the faculty assessment process. This assessment allows the DTA program to assure that our students are meeting the program outcomes, and in turn working towards mission fulfillment.

The DTA program revised the program outcomes (2/12/14) the DTA program assessed the program using the revised program outcomes that aligned with our institutional outcomes. The curriculum mapping is still being worked on throughout with faculty.

Program Outcomes:

To Acquire a Quality Education:	• Effectively communicate in diverse situations, from receiving to expressing information, both verbally and non-verbally. • Use analytical and critical thinking skills to draw and interpret conclusions from multiple perspectives including Indigenous theory and methods.
To Give Back	• Demonstrate knowledge of what it means to be a people • Practice community building through service learning
To Apply Indigenous Knowledge	• Exhibit a sense of place • Recognize Tribal rights as they relate to human rights •
To Utilize Education through Work	• Meet the technological challenges of a modern world • Work cooperatively toward a common goal
To Organize (program-specific outcome)	• Prioritize effectively to accomplish their goals • Prepare for, engage in, and complete tasks and procedures

In the (2015-2016) academic year, over 10 courses were assessed quarterly using the DTA program outcomes as a guide for assessment- the only course not assessed using DTA outcomes was the HMDV 110 courses which utilized the FYE program outcomes. The DTA does not currently have capstone for graduating students in the DTA. The Faculty were consistent in assessing the program outcomes, most choose To Acquire a Quality Education as the program outcome to asses over the three quarters. Assessment is completed by most faculty (math does not use summative but completion of a student's portfolio of menu task) using a summative assessment process The goal of summative assessment process is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark. Our summative assessment strategy usually includes a midterm exam or/and a final project or/and a paper. The information from summative assessments is used formatively by faculty to guide their efforts and activities in subsequent courses.

Snapshots of DTA course and program assessment- Courses that were assessed in the 2015-2016 academic year, for Accomplished, Developing, or Beginning the Program Level:

College Level Courses- General Education

Course	***Instructors***	***Program Outcomes that were assessed***	***# of Students / Students Reached A/D/B***	***Actions or Recommendations***
Fall				
ENG 100	*K.S.S*	*To Acquire a Quality Education:-A*	*2/D,4 A*	*More exposure to relevance of problem solving skills to real life situations*
ENG 101-	*R. Saxton*	*To Acquire a Quality Education:-B*	*14 students met the course outcomes at a 'developing' level for critical reading, thinking, and writing.* *16 did not meet outcomes*	*The amount of time devoted to in-class reading and lecture will be reduced from 6 days to 4 days and more attention will be devoted to the revision cycle to bring out the ideas and connections the student is attempting to communicate. Group/paired work will also be emphasized. Lastly, work on the final paper will be combined with the Unit 3 paper to compensate for the reduction in contact time between Fall and Winter quarter.*
ENG 102	*R.Saxton*	*To Acquire a Quality Education:-B*	*The total student count was 13.* *4 /A, 6 did not meet outcomes 3 received incompletes.*	*Same as above*
MATH 107A/B	*S. Koohbour*	*To Acquire a Quality Education:-A and B*	*22 enrolled- B/4 ,D/ 9, A/6 Students met the requirements at different levels.* *4 Students out of*	*More graphical representations of data are included in the course in order for students to see various forms of displaying data*

			15 did not meet the minimum requirements	
Winter				
ENG 100	*K.S.S*	*Missing information*		
ENG 101	*R. Saxton*	*To Acquire a Quality Education:-B*	*22 students were enrolled between two sections. 12 (55%) were at the developing level of critical reading, thinking, and writing; 5 (23%) appear to be at the developing level but didn't finish the final paper; 5 (23%) did not successfully complete the course.*	*Pedagogy appears to work (oral pre-write, draft, peer-review, final draft) since the students who met the outcomes engaged in the process consistently. The others did not.*
ENG 102	*R. Saxton*	*To Acquire a Quality Education:-B*	*14 students were enrolled in ENGL 102. 12 students were at the accomplished level of outcome proficiency (86%). 2 did not complete the final paper.*	*Continue to use current pedagogy but emphasize the short- and long-term advantages of the writing cycle. Also practice in-text and reference citations per student evaluations.*
MATH 107	*S. Koohbour*	*To Acquire a Quality Education:-A and B*	*16 enrolled A/3, D/5 ,B/1 4 of the students who did not meet the minimum requirements*	*More graphical representations of data are included in the course in order for students to see various forms of displaying data*
Spring				
ENG 100	*K.S.S*	*To Acquire a Quality Education:-A*	*2 of 6 in 100A finished the course. 1 was developing and 1 was accomplished. 3 are doing incomplete agreements and*	*Students must come to class regularly to be successful in completing quality academic papers. Templates and group outlining/brainstorming eases much tension about writing skills. Beginning the week's writing assignment in the computer lab led to more papers turned in on time*

			1 withdrew. 5 of 9 finished in 100B-3 accomplished	*and opportunity for revision. Emphasizing that ALL rough drafts turned in on time will receive a full five points with a possible five more for subsequent revision(s) caused more promptness in turning in assignments and eagerness to earn the possible five with revision.*
ENG 102	*R.Saxton*	*To Acquire a Quality Education:-B*	*14 final papers were submitted.* *10 /A, 3D, 1/B*	*The use of the revision cycle as part of the new pedagogy appears to be supporting students as envisioned. Students who are struggling should be referred to the TRIO program as soon as possible.*
MATH 107	*S. Koohbour*	*To Acquire a Quality Education:-A and B*	*6/A, 1/D,1/B 8 students failed to achieve the competency*	*A great deal of time and effort has been dedicated to incorporating more statistical analysis of data with a context structure that is linked to what students face more often in real life and in their community*.

NWIC Required Courses:

Fall				
CMST 101	*W.Woods*	*To Acquire a Quality Education:-A*	*25 Students were enrolled in the class. 15 students successfully completed the minimum competencies in the class. Seven of those who were unsuccessful "disappeared" during the quarter. As an introductory oral communication course, the students should be generally at a Developing level of competency at the*	*Over half of the class was enrolled as TC students coming from a total of four sites. This is difficult for an oral communication class. Juggling three images is a challenge. However, only three of the 13 TC students dropped out or failed to complete. But I do believe having so many site students was difficult for the students in class. I made the recommendation to limit the number of TC students and followed up for the 2015-16 academic year which resulted in better completion numbers.*

			completion of this course. Only one student met the competencies for an accomplished level of completion.	
CMST 220	*W.Woods*	*To Acquire a Quality Education:- A and B*	*Seven students were initially enrolled in this class. One student withdrew for health reasons and two disappeared. Of the four students left, all completed the course meeting the expected competencies. Three of the four finished at the accomplished level, while the fourth was still at a developing level.*	*This was a small class—especially for a public speaking class. High expectations were placed on the students and I suspect this may have led to the two "disappearances." However, I do feel that a 200 level class should have such expectations. The students were required to do speeches to at least two non-class audiences and all of those who remained accomplished this. A great deal of focus was put on critical thinking and wisely using evidence. Their speeches reflected this thought. I will continue teaching this class with these expectations.*
HMDV 110	*M.McGee*	*FYE program Outcomes assessed Exhibits self-awareness and connections to their identity through reflective writing and class discussion* *Demonstrate study skills necessary to perform at a college level*	*Since this is an introductory course, the expectation is that 100% will be at the Beginning level at the start of the quarter.* *By the end of the course 50% of the students will be at the Beginning level and 50% will be at the Developing level* *At the end of the quarter, according to the final self-assessments:*	*The number of students at the Developing level was higher than predicted. Beginning level was lower than predicted. It may be that in trying to encourage them I am grading too easy and need to set higher expectations. Their self-evaluations were at a lower (and possibly more realistic) level than my grading of them.* *Feedback on doing group (clan) projects and Service Learning was that it helped them work cooperatively toward a common goal. I will keep this class component, and add more team assignments.* *Add a pre and post Study Skills self-assessment.*

			12/B, 13/D 6/A *5/B,25/D 10 failed to meet outcomes*	
Winter				
CMST 101	*W.Woods*	*To Acquire a Quality Education:- A*	*A total of 23 students continued in the class after the mid-quarter speech. A total of 20 completed the final Informative speech with one incomplete, not addressed. All of the students completing the quarter finished at the Developing level for oral communication, which is expected. Four students were able to accomplish the accomplished level.*	*For this quarter, more of the students began the course with a higher level of skills than students in the fall quarter. In addition, TC students were enrolled at only two sites.* *In general, those meeting the competencies were focused and were slightly more accomplished than the previous quarter. In addition, some of the ITV issues were dealt with and this made the class easier. My expectations were raised somewhat and most of the students met them. This was the best class I have had for peer evaluation. I wish I could repeat the circumstances of why it worked so well in all future quarters..*
HMDV 110	*M..McGee*	*FYE program Outcomes assessed Exhibits self-awareness and connections to their identity through reflective writing and class discussion* *Demonstrate study skills necessary to perform at a college level*	*2/ below B, 3/B,8/D,1/A*	*Students didn't demonstrate accurate self awareness. I don't think this self-assessment was useful, and may not use it again.*
HMDV 110 OL	*N.Davis*	*Used old program outcomes to organize a, b*	*Expectation- engage in the strategic*	*I will be engaging Spring students earlier in the interview assignments and have them work with*

			learning activities will complete work at least at a ***<u>developing level</u>*** *<u>17 students enrolled</u>* *6/A, 9/A, 6/A*	*successful graduate as a mentor/coach throughout the quarter.*
Spring				
CMST 101	*W.Woods*	*To Acquire a Quality Education:- A*	*11 Students were enrolled in the class. One student withdrew and another took a medical incomplete. 9 students successfully completed the minimum competencies in the class. As an introductory oral communication course, the students should be generally at a developing level of competency at the completion of this course. Two students finished the course at an accomplished level.*	*In his class the students had a mixture of skills and abilities. Two were outstanding and most were very marginal. This was true of the 9 who completed the course. Only one student finished at an accomplished level. Several were low level readers, some had trouble with concentration and some were only there because they didn't have anything else to do. Even though 8 students finished at the developing level, retention will be a problem with this class.*
HMDV 110	*M.McGee*	*Demonstrate study skills necessary to perform at a college level*	*3 of 7/B, 4 of 7/D* *2 of 8 didn't meet proficiency 6 of 8/D*	*HMDV 110 will have a half-hour lab component in the Fall, which I will use for students to work on their essays and research project in class.*

Developmental Education Courses:

Fall				
ENG 95	*B.Lewis*	*To Acquire a Quality Education:-A and B*	*4/B, 3/D and 16/A*	*Make sure each and every student can and does use canvas regularly* *Utilize calendar more and requiring that they copy the calendar into their agendas as well as jotting in study time every day* *Weekly reminders put on canvas and noted in class every week* *Divide up final into multiple check-in points*
ENG 98	*K.S.S*	*Missing information*		
MATH 98	*M.Tamburini*	*To Acquire a Quality Education:-A/B*	*11 students enrolled. 2 attended minimally; 3 were beginning;* *3 were developing; 3 were accomplished* *11 students enrolled. 2 attended minimally; 4 were beginning;* *2 were developing; 3 were accomplished*	*The creation of Math 091 and its implementation along with the new incomplete policy is the main action I took to address these concerns. The two students who did not reach the developing level received incomplete grades and a recommendation to take Math 091 in the following winter 2016.*
MATH 99	*C.Cook*	*To Acquire a Quality Education:-A/B*	*B=Beginning* *D=Developing* *A=Accomplished* *x=attendance* *x < 70% : 1 D* *70%< x < 90% : 1 B/ 5 D/ 8 A* *x > 90% : 4 A*. x < 70% : 1 D 70%< x < 90% : 3 D/ 11 A x > 90% : 4 A	*Only one student did not perform at the level I had set as a reasonable target goal. The student in question performed at the beginning level, but had a higher than 70% attendance rate. This particular student came into the class with a weaker background than most other students. Their attendance was also fairly low; 72%. My Measurement goal for this assessment was in line with passing the class with a C or better. The overall results inform me that the criteria I set for passing with a C is reasonable.* *One change I plan on making is increasing the number of activities which are group work or paired work and sorting randomly so students are working with a variety of different people more often.*
Winter				
ENG 98	*K.S.S*	*To Acquire a Quality Education:-B*	*1/B, 3/D, 1/A*	*be more adamant on the deadline for the rough draft. Also, reiterate that all rough drafts get a full 5*

				points no matter its competency and that the opportunity to redraft for up to 5 more possible points is part of the process of good academic writing.
MATH 98	*M.Tamburini*	*To Acquire a Quality Education:-A/ B*	*I expect that students who attend class and complete the assignments will learn the material at the developing or accomplished level, depending on how much effort they choose and are able to expend.* *3/B, 1/D , 3/A* *3/A,4/B*	*After discussion at the beginning of Spring 2016 with a colleague who has implemented a similar pedagogy, we will change and revise some of the guidelines that we give to students to strengthen the focus on learning the mathematics, and lessen the emphasis on repetition of a process suggested by the teacher.*
MATH 99	*C.Cook*	*To Acquire a Quality Education:-A/ B*	*I expect all students with attendance higher than 70% to be at least at the developing level. I expect all students with attendance higher than 90% to be the accomplished level.* *B=Beginning* *D=Developing* *A=Accomplished* *x=attendance* *x < 70% :* *4 B/ 3 D/ 2 A* *70%< x < 90% : 1 B/ 1 D/ 3 A* *x > 90% : 2 A* *x < 70%* *3 B/ 2 D/ 6 A* *70%< x < 90% : 3 A* *x > 90% : 2 A*	*Only one student did not perform at the level I had set as a reasonable target goal. The student in question worked full time and as a result barely did any work outside of class. Their attendance was %70.73 which is just barely more above the minimum for a C grade. There are not nay changes I can make to improve this particular situation. I am doing an Incomplete with this student to help them finish the course.*

Spring				
ENG 95	*B.Lewis*	*To Acquire a Quality Education:-A and B*	*Missing information*	
ENG 98	*K.S.S*	*Missing information*		
MATH 98	*M.Tamburini*	*To Acquire a Quality Education:-A/B*	*Four students were enrolled until the end of the quarter. Two disappeared. Two students – one with a stronger background and a lot of absences, the other with a weaker background and a lot of persistence – both reached a developing understanding*	*Last quarter, the student evaluations included comments like the following:* *"I used to hate math, but now that I have a deeper understanding of it I don't feel like it is holding me back with furthering my education. This is thanks to my instructor and his teaching methods."* *I made some modifications regardless, but it is difficult to say with what effectiveness given the really small number of students.*
MATH 99	*C.Cook*	*Work cooperatively toward a common goal (program outcome?)*	*Accomplished: 3* *Developing: 4* *Beginning: 3* *Incomplete: 2*	*I never followed through with having students self-assess. I would want to write this expectation into the syllabus for Fall 2016 and make the co-writing the rubric for "work cooperatively toward a common goal" a larger part of the class. I want it to start out as a homework assignment that they have over a week to work on. This way if they miss a few days they don't completely miss the assignment.*

B. Discussion of findings

Each faculty chose one course to assess and one program outcomes (in addition to their own course outcomes. Really only a snapshot into the program outcome is given by the faculty since the curriculum map for the DTA is not complete and most assessed the same program outcome throughout the year. Courses in the natural sciences were not assessed, the most common of those courses being the BIO 104, GEOL 101 and ENVS 108.

C. Analysis of data

The strength of the assessment from this academic year, is that faculty in the DTA have focused on different strategies to improve student learning. The assessment process has offered the faculty a way to self- reflect on student learning. However, looking at the data together, it is clear that a lack of usable curriculum map has impacted effective assessment for the DTA program. In particular, there is not an intentional connection between how and where students build competencies. Without a final course or capstone (a way to capture students accomplishments/levels of proficiency) The DTA struggles with a good analysis of program effectiveness. There is not a finished curriculum map or a program rubrics to ascertain the program's effectiveness. The new program outcomes were approved by the CC in February of 2014.

Also, there are gaps in assessment from key courses that are taught by part-time faculty in particular the English, and natural science courses. Gaps also occurred, particularly with lack of assessment from our decision to choose only one course to assess and one or two program outcomes.

Most of the faculty that teach within the DTA choose to concentrate on one particular program outcome of Native leadership: "To Acquire a Quality Education" and assessed either or both the a) communication skills, b) the analytical and critical thinking skills which seemed applicable to all courses.

Actions or Recommendations where clearly thought our based on not only self-reflection in teaching but also in terms of external factors which contribute to student success. In our English 102 classes, the approaches to writing have been revised to include oral prewriting, writing, peer-review and final draft has shown improvements in the completion of papers and in the rise of students at the accomplished level- 12 of 14 in W16, 10 of 13 in the SP 16 since the implementation of the new pedagogy. In our Math 107 classes we still have a low representation of students completing at the accomplished level. In the CMST 101 there were a total of 58 students initially enrolled in the fall, winter and spring- 48 completed the assignments satisfactory, for a 76% completion rate

Action or Recommendation

Develop clear curriculum map with assessment goals consistent with level of course (and progression in series) Better align program goals; assess all program outcomes in key courses.

Work closely with faculty to make sure key courses are assessed and all of the outcomes are equally assessed

Reorganize some courses to co-curricular aspects of the student experience

Work closely with faculty to have a clear vision statement of the DTA purpose and that there is a rubrics that mirrors the skills and knowledge necessary.

Have an "Assessment Day" where faculty completes all of their assessment rubrics before they depart for summer.

Inconsistency of language to assess students continues to be a problem

Overall, norming needs to occur in the process of assessment. As we have not fully finalized the program assessment rubrics,

Some of our faculty is using old outcomes of the DTA while others used new outcomes. The program rubric needs to be developed and the creation of a capstone course or project for all graduates needs to be developed.

The DTA faculty discussed the possibility of assessing through a portfolio approach, as a capstone paper does not always reflect the depth of their work and achievement.

4-Year Programs

Community Advocates & Responsive Education in Human Services Assessment Report: AY 2015-2016

A. Description of the assessment process

Students are expected to complete 3 Supervised Field Education courses and 1 capstone course. The 3 Supervised Field Education courses are designed to provide learning experiences in the professional field of Human Services; the experiences include exhibiting professional behaviors in the field, designing and assessing measurable learning outcomes for themselves and the field education setting, articulation of the relationships between coursework, current research, and how knowledge and use of Indigenous theories and methods for conducting research impact program effectiveness and client relatability. The CARE 499 course is designed to allow students to demonstrate their readiness to enter the profession or a graduate program. Students are required to design a project that reflects their professional direction and capability and is a contribution to the local community. All students are required to submit a field experience proposal that is approved by CARE faculty and the department chair and a research proposal that details a connection to course outcomes and preparedness for entering the field or a graduate program. By completion of the 4 course sequence students have served a total of 360 hours in the professional field.

The CARE program utilizes a formative approach to assessing student learning. Formative assessment actively engages students in their development through guidance and support from instructors and field educators. Formative assessment in the CARE program defines student learning and outcome attainment through a 3 part cycle: building skills and knowledge, critical inquiry and self-reflection, and participation and presentation. Instructors and field educators help students build their skills and knowledge capacity which is followed by student driven critically inquiry; once a student has developed a product the faculty

gives them feedback and asks the student questions to help self-reflect and develop further questions to look deeper into their topic. After this occurs the student returns to the critical inquiry stage then presents again. In this process it is the student, faculty, and field educator collaboration that ensures students are meeting the program outcomes.

In CARE 495 A-C students are required to submit a field education proposal that details the organization they will work in, what they will learn and how what they will learn is tied to the program outcomes. This proposal is presented in collaboration with a field education supervisor and is approved by CARE faculty and department chair. As mentioned above there is a cycle of assessment that occurs throughout the quarter; in the CARE 495 sequence students present their progress toward the program outcomes; if the student is not at the advanced level the faculty intervenes providing instructional support to help the student move toward advanced program outcome attainment.

In CARE 499 students are required to submit a project proposal that provides a detailed description of their project and professional direction, its contribution to the local community, and how they will demonstrate they are ready to enter the field or a graduate program. This project is reviewed and approved by CARE faculty and department chair. In week 6 the students are expected to have made significant progress toward completing the project and have begun developing a presentation where they demonstrate program outcome attainment. If program outcome attainment has not been made at the advanced level then the faculty discusses intervention strategies that provide greater instructional support that they feel are needed for the student to demonstrate program outcome attainment at the accomplished level.

The CARE program attempted to use the program assessment matrix but quickly realized that there were several things missing; defining what it means to meet an outcome at the developing or advanced levels and

describing a faculty's intervention strategies when a student is not meeting the outcome at the advanced level. Further the CARE writes narrative observations at multiple points throughout the quarter assessing where each student is in the 3 part cycle; the instructor uses these narrative observations to provide constructive feedback and develop questions that help the student self-reflect and develop further questions to look deeper into their topic.

B. Discussion of findings

Assessment Results

In the 2015-2016 school years, 6 out of 6 CARE students successfully completed the 4 course sequence. The assessment process described above provides detail into how CARE faculty measure student learning in the sequence. The final capstone presentation is a deliverable that allows faculty to measure the growth of each individual student using a formative approach; this is also where the faculty measures student's ability to meet the program outcome and if necessary intervene. In the CARE 499 capstone course this assessment occurred in week 6 with 2 of the 6 students demonstrating advanced level outcome attainment. Using the narrative observations faculty implemented intervention strategies for the other 4 students who then went back and revised then returned in week 10 to re-present. At this point all of the 6 students had met the outcomes at what the CARE program defined as the advanced level.

Findings

If the faculty had waited until finals week to assess the progress of students toward advanced outcome attainment then only 2 of the students would have met the program outcomes at the advanced level. Given the narrative observations and intervention strategies the other 4 students were then able to provide revisions a re-present their projects and were found to have meet the program outcomes at the advanced level.

1. Commitment to community
    a. At the week six narrative observation only 33% of the students had met the outcome at the advanced level.
    b. Utilizing the narrative observations and developing intervention strategies 100% of the students were able to meet the outcome at the advanced level during week 10.
2. Knowledge
    a. At the week six narrative observation only 33% of the students had met the outcome at the advanced level.
    b. Utilizing the narrative observations and developing intervention strategies 100% of the students were able to meet the outcome at the advanced level during week 10.
3. Values
    a. At the week six narrative observation only 33% of the students had met the outcome at the advanced level.
    b. Utilizing the narrative observations and developing intervention strategies 100% of the students were able to meet the outcome at the advanced level during week 10.
4. Worldview
    a. At the week six narrative observation only 33% of the students had met the outcome at the advanced level.
    b. Utilizing the narrative observations and developing intervention strategies 100% of the students were able to meet the outcome at the advanced level during week 10.

C. Analysis of data

An analysis of the data supports the need for a formative approach to assessing student learning using the 3 stage assessment process. It further supports the use of narrative observations to help students self-reflect and ask deeper questions to go further into their projects. The data also supports developing definitions developing and advanced levels of program outcome attainment and the utilization of intervention strategies to move students from the developing to the advanced levels.

D. Action or recommendation

a. Perhaps project proposal for CARE 499 Capstone be written, submitted and orally presented during the CARE sequence. This allows for a narrative observation and the opportunity for any necessary interventions prior to project approval.

b. Addition training on formative assessment and self-reflection

Native Studies Leadership – Course Assessment: AY 2015-2016

Description of the Assessment Process: Describe the strategies used to assess each program outcome

The NWIC foundational courses assess a student's attainment of the following program outcomes; Skills of Leadership, Values, Knowledge and Worldview as detailed in the program outcomes at - http://www.nwic.edu/wp-content/uploads/2015/04/BA-NSL-program-outcomes-from-2015-17-catalog.pdf at ~~either~~ the beginning, developing or accomplished level. Student proficiency levels for each course were assessed by each student's performance on an end of the quarter presentation which contained a written and oral component. Rubrics developed by the NSL faculty were used to assess student proficiency for each course.

Discussion of Findings: Describe the findings and whether or not the measurement goal was achieved

During AY-15-16 the foundational courses were instructed on the Lummi campus by 4 different instructors. Three of which were full-time NSL faculty members, and one of which was an administrator. In addition, some of the foundational courses were instructed both at the colleges extended sites and/or via various distance modalities.
All foundational courses on the main NWIC campus are assessed using direct forms of assessment which includes an intervention strategy and an associated course specific rubric. Student's midterm and final projects consist of both a written and oral component.

The following chart depicts the number of students whom successfully accomplished meeting the outcomes and at which level they accomplished them.

Course Designation	Number of Students Completed	Beginning	Developing	Accomplished
CSOV: 101	(Fall-D10/17) (Spring-D7/12) (Spring-R 10/10) (Fall-S 11/19)	(Fall-D2) (Spring-D0) (Spring-R1) (Fall-S3)	(Fall-D2) (Spring-D1) (Spring-R4) (Fall-S3)	(Fall-D6) (Spring-D6) (Spring-R5) (Fall-S5)
CSOV: 102	(Spring-J3/3) (Fall-AM 8/12) (Wint-AM17/20)		(Spring-J1) (Wint-AM 1)	(Spring-J2) (Fall-AM 8) (Wint-AM 12)
CSOV: 120	(Wint-R2/4)	(Wint-AM 4)	(Winter-R2)	
CSOV: 130	(Wint-D 3/3)			(Wint-D3)
ECON: 250	(Fall-JJ 2/2)		(Fall-JJ 1)	Fall-JJ 1)
EDUC: 202	(Spring-AM 3/5)			(Spring-AM 3)
POLS: 225				
Totals	**76/107 Students**	**10 Students**	**15 Students**	**51 Students**

- (D) = Don
- (J) = Jessica
- (R)= Ryan
- (S)= Sharon
- (JJ)= Jeff James
- (AK)= Akesha

Analysis of Data: Discuss the findings and their meanings

The data indicates that upon completion of the foundational courses 67% of students are at the accomplished level, 20% are at the developing level, 13% are at the beginning level; and 28.97% of the students either officially withdrew or failed to successfully complete the course.
Our assessment (and associated rubrics) indicates that students at the accomplished level met all four outcomes. Students at the developing level successfully met 2 or more outcomes.

Action and Recommendation: Describe the expected changes in the program

Since this is a new empowerment model and curriculum, the assessment findings also indicate the need for continued faculty professional and cultural development using traditional education and indigenous methodologies.

The assessment process needs to be extended to the educational sites where the foundational courses are taught.

Continuous improvement of our current Assessment plan towards a intentional balance between formative and summative approaches.
Development of additional rubrics that promote teacher self-reflection and support goal setting toward achievement of the course outcomes as well as the program outcomes.

NSL has already implemented weekly teacher mentoring sessions to discuss instructional adjustments, modify future lessons based on classroom feedback & observations.

Tribal Governance & Business Management Narrative Report: AY 2015-2016

A. Description of the Assessment Process

Assessment of the capstone is practiced by examination of the A and B sections of the courses as one. In particular, assessment focuses on student attendance, persistence rates from A to B, the research proposal, the final presentation and submission of the capstone project. The assessment activities occur at the end of the academic quarters in which TGBM 499B is scheduled, which is typically the summer, winter, and spring quarters. TGBM 499A is assessed as the mid-point in the course progression.

The first set of outcomes assessed was as follows:

- (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 set of outcomes assessed was as follows:

- (Institutional) exhibit a sense of place
- (Program) utilize and implement effective process for strategic community and business planning
- (Course) research, develop, present, and potentially implement a project focusing on entrepreneurship, casino management, tribal governance, or public administration.

A panel of TGBM staff and faculty assessed the outcomes during the final capstone presentation process. The panel's assessment was combined with the instructor's assessment for attendance, in-class assignments, and the written element of the capstone project in order to determine the student's final performance with the capstone.

B. Discussion of Findings

At the midterm point of fall and winter quarter (conclusion of TGBM 499A), all 13 students assessed demonstrated advanced level proficiencies in regards to acting as a community change agent. All student proposals presented had the potential to improve the quality of life in tribal communities.

Attendance

The first cohort of capstone students (who completed TGBM 499A in the fall quarter) 2 of the 4 had satisfactory attendance. The 2 remaining students were granted incomplete agreements due to personal struggles.

The second cohort of capstone students (who completed TGBM 499A in the winter quarter) attendance was not successful. There were 11 students enrolled in the course but only 5 students presented satisfactory

attendance habits. These actions impacted the final grades and the comprehension of the course materials. This greatly impacted the quality of applications that were submitted to the IRB.

Persistence

2 of 5 students who completed TGBM 499A in the fall continued into TGBM 499B the following winter. After completion of the winter quarter 2 of these students were granted incomplete agreements to finish TGBM 499B by the end of the spring quarter. The remaining student did pass the course, but was unsatisfied with the final grade assessment. The student dropped from TGBM 499B during the winter quarter. In this cohort 4 of the 5 students have completed their project and earned their credentials. 1 student is still working on their final capstone.

The second cohort of capstone students included 11 students at the conclusion TGBM 499A during the fall quarter who continued onto TGBM 499B in the spring quarter.

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 and performed at a lower level of proficiency). This again reinforces the importance of attendance. Of the 11 students that were set to complete their project by spring quarter, 9 students completed and earned their credentials. 1 is fulfilling an incomplete agreement and the second student dropped the class and is currently not enrolled.

C. Analysis of Data

The spring quarter was the not successful in terms of efficient capstone completion at the advanced level. After completion of student grading and discussion with TGBM faculty, it was determined that an important factor common among the students who did not perform at the advanced level was a lack of time to complete their work effectively. Our theory is this may be due to combining methodology and the writing of the IRB application in the same quarter. The potential problem is students do not know what topic to choose for research purposes. If students were familiar with a research topic before entering into TGBM 499, this would alleviate the time constraints. Another obstacle for students is they are lacking the confidence to complete a research project. This appears to manifest itself with the missed assignments and the common reason being “I did not know what to write about”.

The successful quality of this group of capstone students is once they established their topics the projects presented great potential to ‘act as community change agents towards improving the quality of life in tribal communities’, which is the first program outcome being assessed this year.

D. Action or Recommendation

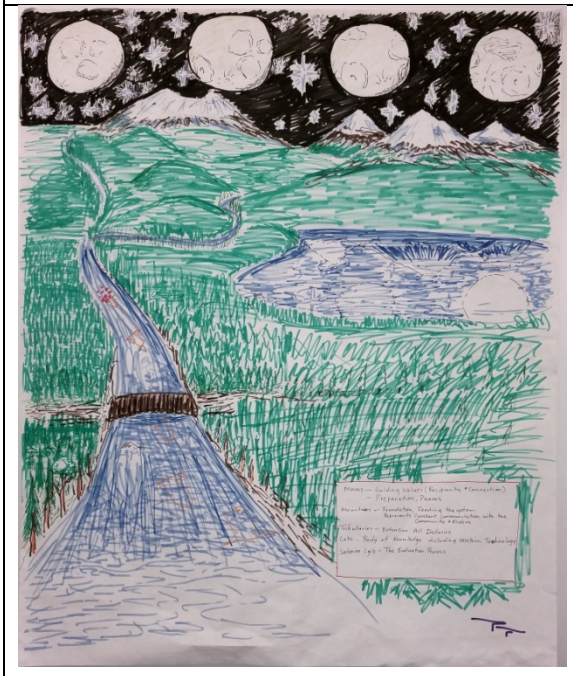
It is recommended that TGBM look at the structure of the capstone classes. The current structure of two five credit courses is not giving students enough time to explore capstone topics, complete the IRB processes, execute their primary research, seek IRB review of results, and prepare their final presentation. The recommendation is that the capstone be split into 3 sections, TGBM 499A, TGBM 499B, and TGBM 499C but the 10 credits of capstone work would not change. The TGBM 499A class would be 3 credit course that would focus on methodology, indigenous methodology and exploring capstone topics. TGBM 499B would be 2 credits and focus on the writing and submission of the IRB application in a both a classroom and individual meeting setting. TGBM 499B would remain 5 credits and would still focus on the execution of the primary research. An alternative would be building capstone preparation into TGBM 420 as it is the prerequisite to TGBM 499A. During fall 2016 the capstone instructor has made an effort to link the lower division (200 and 300 level) course work to the development of the student's capstone project in class.

Native Environmental Science Assessment Report

A. Description of Assessment Process

The Bachelor of Science in Native Environmental Science (BSNES) program supports annual and quarterly program and course assessment. Every full-time BSNES faculty is responsible for formerly assessing at least one course per quarter, which includes both course and program outcomes. In addition, every instructor of record is tasked with program assessment based upon BSNES capstone projects, including the written and oral products. This assessment allows the BSNES program to continue to work towards ensuring that our students are meeting the program outcomes, and that we are working towards mission fulfillment.

In the 2014-2015 academic year, as in previous academic years, the NES faculty assessed two outcomes: communication and ways-o- knowing. However, in the 2015-2016 academic year, the BSNES program transitioned into assessing courses and stone projects using our new program outcomes (described below). These outcomes were developed as part of the Indigenous Evaluation Framework (and in collaboration with the Native Studies Leadership Program) and employ the guiding metaphor, the four salmon moons. As this was a transition year, a mix of old and new outcomes were assessed. During the 2016-2017 Academic Year, our program assessment will involve the use of the new outcomes.

Four Salmon Moons	Program Outcomes
	**Sense of Place** • Value the interrelationships between people and the environment. • Ground and apply concepts and methodologies to place. **Rationality** • Demonstrate self-location within inquiry-based research. • Value relationality in the practice of Native Environmental Science. • Evaluate and interpret environmental laws, policies, and acquired rights, and advocate for inherent rights. **Inquiry** • 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. **Communication** • 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.

Snapshots of Graduates

In the (2015-2016) academic year, eight students graduated from the Native Environmental Science Program -- six students were enrolled students from Lummi Campus, one from Nez Perce, and one from Tulalip. Of the graduates, six were female and two were male. The students represented seven different Tribal Nations. In addition, three BSNES graduates pursued graduate degrees after conferring their degree (Western Washington University, Department of Environmental Sciences; Northern Arizona University, Department of Climate Policy, and George Washington University, Department of Environmental and Health Science). Of the remaining graduates, four are working for their respective tribes, and one is teaching part-time in the field of Native Environmental Science. At the end of the spring quarter, there were 81 students enrolled in the Native Environmental Science program (including the Associate of Science –Transfer in Life Sciences and Associate of Science – Transfer in Native Environmental Science).

BSNES 2016 Graduates / Program Assessment (using Capstone Projects)

Lindsey Crofoot (Tlingit Colville Okanogan) - Tulalip Site
Lisa Cook (Lummi) - Lummi Site
Jefferson Emm (Yerington Paiute Tribe) - Lummi Site
Sheridan Nodestine (Navajo Nation) - Lummi Site
Amy Riley (Blackfeet Tribe of the Blackfeet Indian Reservation of Montana) - Lummi Site
Josie Kamkoff (Lummi) - Lummi Site
Sonni Tadlock (Colville) - Lummi Site
Elizabeth White (Nez Perce community member) - Nez Perce Site

Each faculty chose one course to assess and two program outcomes (in addition to their own course outcomes). Historically, the assessment process is faculty driven with little coordination between faculty. As such, a comprehensive assessment of the program was not achieved - rather a snapshot into the program. In addition, a standard metric was not always achieved making cross-comparisons between courses difficult. Faculty tended to have a metric of “Accomplished” for all course outcomes, rather than just the upper-division course outcomes. This mismatch between expectations and level achieved skews the results.

This work has highlighted the continuing need to complete the curriculum map, determine which courses address specific program outcomes (as opposed to course outcomes) at various levels, and make the entire process more coherent, clear, and meaningful.

Courses that were part of the program assessment for the 2015-2016 Academic Year:

Course	***Instructors***	***Program Outcomes that were assessed***	***# of Students / Students Reached A/D/B***	***Findings***
Fall				
BIO 101	*R. Arnold*	*Sense of Place (6b – old outcomes)*	*4 / 0 - D*	*The pacing was too fast for an introductory course - More encouragement and positive feedback will be used for attendance*
POLS 225	*R. Asgeirrson*	*Sense of Place (6b – old outcomes) Native Leadership (6c – old outcome)*	*10 / 4 (A) 1 (D) 4 (B)*	*Need to frontload materials to assure that outcomes are met*
CHEM 111	*J. Rombold*	*Inquiry Communication (old outcomes)*	18 / 8 (A) 6 (Intermediate / Developed) / 4 (B) (4) at the beginning level.	*Continue to support lab write ups as a means to communicate with multiple audiences and inquiry*
NESC 303	*B. Compton*	*Inquiry Communication*	*4 / 2 (A), 2 (D)*	*Continue to work with writing mentor to support student writing projects. Need to work on rubric.*
NESC 360	*E. Norman*	*Sense of Place Communication*	*3 / 3 A 3/ 2(A) 1 (D)*	*Pulling course theme through specific water body enhances sense of place and communication*
Winter				
BIO 130	*R. Arnold*	*Sense of Place Communication*	*Data missing*	*Data missing*
CHEM 112	*J. Rombold*	*Inquiry* *Communication*	*60 % (A) / 25% (D)* *80% A/ 20% D*	Specifically focus on those who are at the developing level: 1) one-on-one instruction with these students. 2) enlist the help of students who understand who to do a lab write-up to work with those who have a less firm grasp

				3) negative sanctions do not work. Early in the quarter, it is possible to predict which students will not complete their independent projects. These are the same students that have poor attendance, do not turn in work, and perform poorly on exams. Perhaps work with the Science Advisor to uncover what issues are preventing these students from becoming learners.
BIO 202 (NP)	*T. Backman*	*Sense of Place (old outcomes)*		This was the first time we attempted to include both an ethno botany content into the botany course and labs to demonstrate how to use plants. We plan improving lab materials and procedures so the students can take home products they make in the lab.
POLS 225	*R. Asgeirrson*	*Sense of Place* *Native leadership (old outcomes)*	*19 / 8 (A) /5 (B) / 4 (D) 2 Prenovice*	*- connection to different tribes experiences pulled through material - guests / students / elders - help ground material field excursion early on helps class bond and build trust early*
NESC 305	*B. Compton*	*Inquiry Communication*	*6 / 0*	*0 students completed final assignment*
GEOG 488	*E. Norman*	*Communication Relationality*	*4/ 3 (A) 1 (D)*	*Students engaged critically in a graduate level seminar - the relevancy of the topic - toxic pollutants and fish consumption - stimulated rich dialog*
Spring				
CHEM 113	*J. Rombold*	*Inquiry Communication*	*78 % (A)*	After implementing changes from previous years: 1) The students are not intimidated by data analysis. 2) The students have learned how to present and discuss data in a written report 3) The students fully understand the structure of a scientific report 4) The student are capable of conducting small-scale research

				independently
NESC 499B	*M. Hatch*	*Communication Inquiry*	*1/1 (A)*	This student completed the capstone paper in his Junior Year and then chose to participate in oral presentation again. Both times he reached accomplished - although the last one was notably stronger.
NESC 499B	*B. Compton*	*Communication Inquiry*	*2/2 (A)*	Research and analysis methodologies, archival and ethnographic research techniques, questionnaire implementation and analysis techniques, videography. Students may still benefit from attention to writing knowledge and skills as well as additional support regarding survey tool development and data analysis
NESC 499B	*All BSNES Lummi Campus Faculty*	*Sense of Place Relationally Inquiry Communication*	*8 / 8 (A)*	*When viewing the capstones as both the written and oral product, all students reached an Accomplished Level. However, when assessing just the written component*

C. Analysis of Data

The strength of the assessment from this academic year, is the self-reflection on individual courses and the changes that instructors make on their own courses and practices. However, looking at the data together, it is clear that a lack of a usable curriculum map has impacted effective assessment for the BSNES program. In particular, the progression from Beginning to Developing to Accomplished does not occur from the 100 to 400 level. Rather, all of the courses, even the intro courses are expecting to have the students achieve at an "accomplished level" -- rather than building the skills up through the courses.

Also, there are gaps in assessment from key courses that are taught by part-time faculty - in particular GEOL 101 and POLS 319. In addition, core courses such as Native Science and other required courses should prioritized over elective courses. Gaps also occurred in Spring Quarter 2016, particularly with lack of capstone assessment from individual faculty on record.

The gap year between outcomes also makes this year's assessment challenging as faculty are not consistently engaging in the new program outcomes. This omission occurred as the rubric was not fully operational at the beginning of the year.

That said, communication - particularly oral communication - is a strong suit of our students. Program assessment based on capstone projects (from NESC 499B) demonstrated that students attained all four of the program outcomes more clearly in the oral presentations. In some cases, the written product did not reflect that program outcomes were met at an achieved level, but oral presentations did. This is not surprising, given that the NES department is working on refining course materials to assure that all BSNES graduates reach the program outcomes at an accomplished level by their senior year. In addition, we are still exploring how the written product of the capstone can achieve each program outcome at an accomplished level -- or, if it would be better if we should show the achievement of the program outcomes through a portfolio approach.

Action or Recommendation

- Develop clear curriculum map with assessment goals consistent with level of course (and progression in series)
- Work closely with faculty to assure core and other required courses are all assessed (indicated below with*); and
- Assure that of the outcomes are equally assessed (which will occur naturally through a curriculum map).
- Work closely with faculty to have a standard NESC 499 a / b syllabi with clear rubrics for both student attainment of course outcomes, and a rubric for achieving program outcomes.
- Have *an Assessment Day* where faculty complete all of their assessment reports (matrices) before they depart for summer.
- Overall, norming needs to occur in the process of assessment. As the NES department was in between assessment rubrics, some of our faculty used old outcomes, while others used new outcomes.
- The BSNES faculty discussed the possibility of doing program assessment through a portfolio approach, as a capstone paper does not always reflect the depth of student work and achievement.

***Courses to be assessed:**

NESC 310: Native Science
NESC 393A-C: Native Environmental Science Seminar III
NESC 493 A-C: Native Environmental Science Seminar IV
NESC 497: Internship in Native Environmental Science
NESC 499A: Native Environmental Science Cpastone Project
NESC 499B: Native Environmental Science Capstone Project
POLS 319: From the Beginning of Time: Native American Fishing Rights

Environmental Science Option:

BIOL 201	Cell Biology
BIOL 202	Plant Biology
BIOL 203	Animal Biology
BIOL 310	Ecology
MATH 210	Biostatistics
ENVS 430	Aquatic Ecology
ENVS 440	Ecology of the Salish Sea
ENVS 481	Eco-physiology

Interdisciplinary Concentration Option

NESC 305	Native Environmental Science Concentration Seminar

BSNES Faculty Reading 2015-2016 Capstone Papers and Norming with new Program Outcomes.

APPENDIX ONE: BSNES Outcomes

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. Rationality 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 rationality, 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 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.