

TGBM Annual Program Assessment Narrative Report

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

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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



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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 students capstone project in class.