Annual Institutional Narrative Assessment Report
Northwest Indian College
Academic Year 2013

A successful NWIC student acquires and demonstrates knowledge, skills, and abilities that strengthen personal and tribal identity. Upon attainment of their educational goals successful students lead healthy and productive lives promoting tribal sovereignty and prosperity. At NWIC, assessment is an evolutionary process that is guided by the Continuous Improvement Model.

Overview: The annual institutional narrative assessment is a synthesis of the academic program assessment work performed at Northwest Indian College performed during academic year 2013, covering Fall quarter 2012 through Spring quarter 2013. The articulated student learning outcomes for each program of study guide the assessment process. This report provides evidence of assessment of academic program level learning outcomes. As described in the Assessment Plan (2012-2017), faculty members develop assessment strategies; gather appropriate data for each assessment strategy and analyze the findings. Program outcomes have been developed for 11 of the 13 programs of study at NWIC. This report represents assessment of learning outcomes for five academic programs and one student support program.

The goal for AY 2013 was to assess two program outcomes each quarter and one institutional outcome during fall quarter. Each full-time faculty member was to identify one program course each quarter then develop and implement at least one assessment strategy for one of the identified program outcomes. The expectation is that annually a program narrative report is completed and turned in with a complete assessment matrix for each course used in the assessment. The first table of this report provides a snapshot of the progress each program made toward this goal. The program narrative report and matrix follow this table for each program.

Institutionally, we are working to improve in our efforts to close the assessment loop by identifying specific actions or recommendations, implementing them, and then tracking changes to the program. As we continue practicing assessment of learning outcomes and finding meaning in the activity we will improve our ability to close the loop. Work also continues with our design of a communication system that ensures our findings are accessible and used to refine policy and practice at the program level, determines whether a program is meeting its objectives, discovers the strengths and challenges in the learning process, and determines whether the program is meeting the needs of the students and communities the College serves.

Assessment of Program Outcomes

AY 2013 Report

Program	Assessment Opportunity	Outcome & Findings	Recommendation	Action Plan
BSNES Communication Ways of finding out Sense of Place Assessed at all levels of proficiency - Beginning (B), Developing (D), & Accomplished (A)	BIOL 203	Communication & Sense of Place60% A 40% D	-more opportunities to practice oral and written communication skills -4th yr. TA's, and -local tribal members to mentor with field activities	
	ENVS 265	Multiple perspectives- 50% D (goal D) Content Knowledge- 100% B (goal D) Communication – 100% B (goal D) Graphic Communication – 100% B (goal D)	-additional time to develop skills and integrate knowledge -additional time to learn to analyze the data contained in maps -additional time on written and graphic attributes	
	ENVS 201	Multiple Perspectives 100% A Communication 100% A	1. develop a pre-test to compare final results 2. encourage students to explore research topics across the curriculum 3. align course and program outcomes 4. Continue to encourage students to use the poster presentation approach	Please note that this course is not a requirement of the BS-NES program and the assessment conducted in it was for exploratory purposes. I have continued to emphasize points 2 and 4 but have not pursued points 1 and 3 given the status of the course with respect to the BS-NES. The Science FIG has discussed making this a required course but has not pursued this further.

	CHEM 113	Communication
		   Written-grammar 1 A and all others D
		   Written development n
			-provide full feedback on student writing
			-every science class should require one paper that will receive critical feedback from the instructor
			-Place more emphasis on weekly CHEM 113 written lab	

		synthesis 2 A, 2 D, & 1 Beginning (goal D)
		    Oral-preparation 3 A & 2 D
		    Oral-depth 1 A & 4 D (goal met)
			reports
			
			-Practice! Ask one student per week to orally present findings from the previous week's lab. Have the class provide constructive feedback	

DTA Organize, Analyze & Synthesize Assessed at Developing (D) and Accomplished (A) levels of proficiency	ENGL 101	Organize 100% D (goal met) Analyze & Synthesize 100% D (goal met)	-Firm deadlines and encourage completion of scaffolding assignments -Reinforce importance of completeness	-
	ENGL 102	Organize 60% A 40% D (goal 70% A)) Analyze and Synthesize 60% A 40% D (goal 70% A))	-Provide more APA style and quotation practice -	
	MATH 107	Organize 46% A, 49% D (goal 60% A) Analyze and Synthesize 61% A (goal met)	-There is an ongoing need to refocus the class on a smaller set of concepts and ideas and spiral the concepts more throughout the class -Reduce the scope of possible topics covered	
	CMST 101	Organize, Analyze & Synthesize 70% A (goal 100%)	-time spent on explaining research, document, and cite evidence	-Chang in the syllabus and approach to secure this competency
B&E Quantitative Analysis & To be a People Assessed at Developing (D) level of proficiency	BUAD 121	Quantitative Analysis – 93% D (goal met)	-Perhaps, more one on one feedback and assistance from the instructor could help achieve 100% Developing proficiency	
	PTAD 200	To be a People 69% A15% D (goal met)	-Include an assignment that offers an opportunity for all students to participate and keep them engages to increase retention	

ECE	ECED 106	Teaching & Learning 58% A & 42% D (goal met) Sense of Place 92% D (goal met)	-additional activities prior to role plays to enhance student comfort with the learning situation -Detail tribal elements and their importance more thoroughly on assignment instructions and on rubric. Add video, readings, discussions about sense of place	-Expand the teaching technique of coaching for role play
Teaching & Learning, Sense of Place and To be a People Assessed at Developing (D) and Accomplished (A) levels of proficiency	ECED 197B	Teaching and Learning 86% A (goal met) To be a People 29% A, 43% D, & 14% B (goal 50% Accomplished & Developing)	-Continue to stress attendance as the key to achieving outcomes -Develop expectation	-Distribute a rubric at the beginning of the quarter and build in reminders
	ECED 107	Teaching & Learning 33% A & 66% D (goal met) To be a People 100% A	-The program outcomes rubrics still need revision for greater ease of use -find a way for this course to be more widely available to other programs of study students	
IT Basic operations, Programming structures & Sense of Place Assessed at Accomplished (A) level	CMPS 105	Basic operations 92% Accomplished (goal met) Sense of Place 100% Accomplished	No Recommendations; however, I want to include more writing by expanding the research report and creating actual models	Find funding for a 3D printer
	CMPS 206	Program structures 80% Accomplished (goal met)	-bigger blocks of time could be better for projects	
	CMPS 225	Flowchart 90% Accomplished (goal met)	-Assess the program with a capstone class	Integrate into capstone

FYE	HMDV 110	Connect to community needs 90% Accomplished (goal met) Service Learning 50% Accomplished,40% Developing, & 10 % Beginning	-Maintain research poster assignment and showcase as well as collaboration with other FY faculty as best practices -Incorporate a weekly reflection to identify and celebrate service learning contributions -Recognition ceremony as positive reinforcement -additional class time to participate	-update syllabus to include weekly reflections
Connection to community needs, Service Learning, English skills, and Problem Solving Assessed at Developing (D) and Accomplished (A) levels of proficiency Data points – Retention and Pre college course completion	ENGL 95	Connection to community needs 75% Beginning 25% Developing (goal Developing)	-Provide service learning opportunity to connect more with the needs of the community	-Incorporate Service Learning
	ENGL 98	Connection to community needs 77% Developing 23%Beginning Demonstrate English skills 74% Developing 16% Accomplished (goal met)	-Emphasize academic voice, self-editing, and vocabulary	
	MATH 99	Demonstrate problem solving skills 69% Accomplished	-Track students beginning fall quarter -Revise and refine rubric to limit variation of interpretations -Assess student work together	
	MATH 98	Demonstrate problem solving 50% Accomplished 28% Developing		-Assess students at entry

BSNES Bachelor of Science – Native Environmental Science

Findings & Recommendations for BIOL 203
Inferred from the Spring quarter 2013
Assessment Process

Findings

- 60% of students are scoring at the Accomplished level for the oral, and written components of the program outcomes.

- 40% of students are scoring at the Developing level for the oral, and written components of the program outcomes.

- 60% of students are scoring at the Accomplished level for the Sense of Place component of the program outcomes.

- 40% of students are scoring at the Developing level for the Sense of Place component of the program outcomes.

Recommendations

- Students should be given a greater number of opportunities to practice their oral and written communication skills within the class.

- Advanced students should be given stipends and employed as Teaching Assistants. The assumption here is that some students that are particularly resistant to the traditional pedagogical approaches of teaching these communication skills, may be better able to receive these skills from peers. This would have the additional benefit of instilling TAs with some of the elements of leadership, by placing them in positions of additional responsibility. This recommendation would also provide instructors with some assistance in grading, as a further recommendation will be to incorporate addition writing assignments that will need to be graded.

- Identify local tribal members who are willing to participate in field activities with the class, so that students could be further exposed to a native sense of place that incorporates an understanding of the local history, ritual, and ceremony.

Program Name: BSNES

PROGRAM ASSESSMENT MATRIX – Winter 2013

Course: ENVS-265

Program Outcomes	Assessment Strategies (Who, what, how, when?)	Measurement Goal (expected results)	Findings (Actual results)	Analysis of Data (What students learned & what they didn't learn)	Action or Recommendation
1. Ways of finding out					
Multiple perspectives	Final Exam ENVS-265 Mark Moss	Developing	Out of two students in the class 1 was at the developing and 1 at the beginning level.	Both students can recognize the differences of multiple perspectives but find it difficult or impossible to integrate it into their maps.	As this class is an introduction to GIS and a multitude of information is presented I might cut out a little more time for multiple perspectives and content knowledge.
Content knowledge	Final Exam ENVS-265 Mark Moss	Developing	2 of 2 students were at the beginning level	Students struggled to analyze the data contained in their maps.	
2. Communications					

Written	Final Exam ENVS-265 Mark Moss	Developing	Two of two students placed in the beginning level of both writing and graphic communications.	Both students were unsure of what data was needed for their maps and writing this information down or present date on a map.	As this class is an introduction to GIS and a multitude of information is presented. I have limited time to spend on one aspect of all the subjects in this class. I can devote a little more time on the written and graphic attributes of the course.
Oral	n/a	n/a			
Graphic	Final Exam ENVS-265 Mark Moss	Developing			

Program outcomes assessment
BSNES 2012-2013

Class and Instructor	Assessment Strategies (Who, what, how, when?)	Measurement Goal (expected results)	Findings (Actual results)	Analysis of Data (What students learned & what they didn't learn)	Action or Recommendation
John Rombold Chemistry 113	Assessment of independent research project written presentations				All instructors on campus should provide full feedback on student writing.
	Demonstrate fluency in written communications: grammar and organization	100% at the developing level	Mean class score = 2.2 One student at the accomplished level, all others at the developing level	Students in this class are developing writing skills, but are still mostly not at the college level.	More writing: every science class should require at least one paper that will receive critical feedback from the instructor.
	Demonstrate fluency in written communications: development and synthesis	100% at the developing level	Mean class score = 2.2 Two students at the accomplished level, 2 students at the developing level, and one student at the beginning level	40% of the class thought deeply about their studies. It was encouraging to see students engaging in synthesis of ideas. They have learned the basic structure of a science report.	Place more emphasis on weekly chem 113 written lab reports.

Class and Instructor	Assessment Strategies (Who, what, how, when?)	Measurement Goal (expected results)	Findings (Actual results)	Analysis of Data (What students learned & what they didn't learn)	Action or Recommendation
John Rombold

Chemistry 113 | Assessment of independent project oral presentations

Demonstrate fluency in oral communications: preparation

Demonstrate fluency in oral communications: depth | 100% of the class at the developing level

100% of the class at the developing level | Mean class score = 2.6
Three students at the advanced level, two students at the developing level

Mean class score = 2.2
One student at the advanced level.
Four students at the developing level | The students are developing strong oral presentation skills. While most of them are effective orators, they need to learn how to present data. They also need to develop their ability to discuss findings and/or implications of their studies. | Within the science program, students should have as many opportunities as possible to give oral presentations.

Practice! Ask one student per week to orally present findings from the previous week's lab. Have the class provide constructive feedback. |

Program outcomes assessment
BSNES 2012-2013

Program outcome: ways of finding out

Class and Instructor	Assessment Strategies (Who, what, how, when?)	Measurement Goal (expected results)	Findings (Actual results)	Analysis of Data (What students learned & what they didn't learn)	Action or Recommendation
John Rombold Math 210	Independent data analysis project: written and oral report.				Students need more practice integrating math with other disciplines. Math, like writing, should appear in many places in curricula across the NWIC campus
	Multiple perspectives: pathways of inquiry	100% at the developing level	Mean class score = 1.25 One student at the developing level, three at the beginning level	The students showed that they can perform statistical analyses. They struggled to put their analysis into a broader context.	In math 210, place more emphasis on the biology part of biostatistics.
	Multiple perspectives: synthesis of ideas	100% at the developing level	Mean class score = 1.25 One student at the developing level, three at the beginning level	Again, the students showed that they can do basic statistical analysis. Where they had difficulty was interpreting the importance of their findings. They need to anticipate the "so what?" questions.	In math 210, give students repeated practice anticipating and answering "so what?" questions.

Class and Instructor	Assessment Strategies (Who, what, how, when?)	Measurement Goal (expected results)	Findings (Actual results)	Analysis of Data (What students learned & what they didn't learn)	Action or Recommendation
John Rombold Math 210	Independent data analysis project: written and oral report. Content knowledge: breadth	100% of the class at the developing level	Mean class score = 2.0 One student at the advanced level, two at the developing level, and one at the beginning level.	The students acquired a diverse toolkit of useful statistical analyses.	Math 210 should be offered as early as possible in the BSNES curriculum, so that students can incorporate statistics into their own research. Within Math 210, students should have more assignments that require them to recognize appropriate pathways of analysis. Minitab software has made powerful statistical analysis accessible for our students!
	Content knowledge: depth	100% of the class at the developing level	Mean class score = 1.75 Three students at the developing level. One student at the beginning level.	The students are mostly familiar with the assumptions, procedures, and interpretation of different statistical analyses.	

AAS – DTA Associate of Arts and Science – Direct Transfer

Program Outcomes – English 101/102 (Saxton)

AAS – General Direct Transfer Degree Annual Program Assessment Narrative – AY 2013

Program Statement: Designed for students to explore and develop skills in global issues, communication, natural sciences, cultural awareness, social conditions, and critical thinking.

Description of the Assessment Process

For the purposes of this assessment, the outcomes of (1) "Organize" and (2) "Analyze and Synthesize" were evaluated. The following criteria were identified; students will be able to:

a. Prioritize effectively to accomplish goals. Due Dates (assignments)
b. Prepare for, engage in, and complete tasks, projects, and procedures. Project Task management
c. Apply logic and organizational skills essential to a successful life experience. Critical Thinking
d. Use information, logical reasoning processes, and analysis to solve problems in a variety of contexts.
e. Formulate and apply critical thinking in a variety of situations and content disciplines. (already addressed by c)
f. Effectively assess the legitimacy of information sources.

Discussion of Findings

The final papers for Engl. 101 and 102 were assessed. Data was gathered for Fall/Winter Engl 101 and Winter/Spring Engl 102. For each class, the assignment was the culminating project for the course and focused on a social issue affecting a contemporary tribe. For Engl 101, it was expected that 70% of the students who completed the assignment would show a "developing" level of skill and for Engl 102, it was expected that 70% would show an "accomplished" level of skill in all criteria noted above.

Developing" skill level was defined as:

1. Identify and gather 5 credible sources related to a specific issue and locate relevant quotes in the texts.
2. Articulate relevance of 5 credible sources to a specific issue using exact quotes or accurate paraphrasing.
3. Source 5 references from at least one credible database, then accurately cite/include sources to support thesis/essay argument.

"Accomplished" skill level was defined as:

1. Identify and gather 5 credible sources related to a specific issue. Locate relevant quotes in the texts, and synthesize material relative to four social discourse questions.
2. Articulate relevance of 5 credible sources to a specific issue using exact quotes or accurate paraphrasing and applying the quotes to four social discourse questions.

3. Source 5 references from at least one credible database, accurately cite/include sources to support thesis/essay argument, and include relevance of quotes to the four social discourse questions.

Analysis of Data

Assessment of the two courses over their respective two quarters yielded an average score of 84% for Engl 101 and 86% for Engl 102. The assessor perceives that the goals were met for both courses, but it also appears that attempts to improve the results from one quarter to the next were inconclusive. Deadlines with scaffolding exercises to support student development of the final paper were identified for Engl 101 and more comprehensive practice of APA citation was identified for Engl 102 as areas of improvement. Poor attendance appears to have affected outcomes in both classes.

Action or Recommendation

Recommendation to examine the courses holistically from the view of Research as Ceremony as presented by Shawn Wilson. Actions may include:

- Assigning a student each class to mind attendance sheet and provide handouts to late comers.
- Assigning three students each class to report on previous day's lecture to class.
- Introduce concepts of Writing/Research as Ceremony by tying the idea of 'reserved space' to the paper writing process.
- Engage students in the process of creating class rules of conduct for mutual respect and responsibility.
- Identify student topic interests early in the quarter and pair them according to interests to encourage mutual scholarship.
- Insert service learning opportunity near the beginning of the quarter to provide practical approach to research and to reinforce the importance of clarity and detail.

Instructor will attempt to include as many of these actions as possible with the recognition that assessment of each may be difficult since they are not easily measured individually. The final paper, however, will be retained as the assessment tool for each course.

AAS – GENERAL DIRECT TRANSFER DEGREE – English 101 (Saxton)
PROGRAM ASSESSMENT MATRIX – Fall 2012/AY 2013

Program Statement: Designed for students to explore and develop skills in global issues, communication, natural sciences, cultural awareness, social conditions and critical thinking.

Program Outcomes	Assessment Strategies (who, what, how, when?)	Measurement Goal (expected results)	Findings (Actual results)	Analysis of Data (What students learned & what they didn't learn)	Action or Recommendation
1. Organize:					
1a. Prioritize effectively to accomplish goals. Due Dates (assignments)	English 101A & B, APA paper, weekly goals from week 7 on to accomplish academic paper.	The completed APA papers will be assessed and at least 70% of the students are expected to show a "developing" level of skill.	Seven students completed the assignment. Four scored at Accomplished, three at Developing, and one at Pre-Novice for this outcome.	85% of the students showed ability to meet program outcome.	Assignment is a valid assessment instrument for this outcome. Maintain assignment as is.
1b. Prepare for, engage in, and complete tasks, projects, and procedures. Project Task management	English 101A & B, weekly goals, "accomplished" paper.	As above.	As above.	As above.	As above.
1c. Apply logic and organizational skills essential to a successful life experience. Critical Thinking	English 101A & B, weekly goals, quality research, "accomplished" paper.	As above.	As above.	As above.	As above.

2. Analyze and Synthesize:					
2a. Use information, logical reasoning processes, and analysis to solve problems in a variety of contexts.	English 101A & B, APA paper. 5 credible outside sources used effectively to support student analysis and synthesis of 4 investigative questions.	The completed APA papers will be assessed and at least 70% of the students are expected to show a "developing" level of skill.	Seven students completed this assignment. Three scored at Accomplished, three at Developing, and one at Pre-Novice for this outcome.	85% of students identified, gathered, articulated the relevance, and accurately sourced 5 credible outside sources to support a social discourse argumentative essay.	Assignment is a valid assessment instrument for this outcome. Emphasize importance of accurate in-text citations for all sources.
2b. formulate and apply critical thinking in a variety of situations and content disciplines. (already addressed by 1c)	English 101A & B, APA paper.	As above.	As above.	As above.	As above.
2c. Effectively assess the legitimacy of information sources.	English 101A & B, APA paper. 5 credible outside sources used effectively to support student analysis and synthesis of 4 investigative questions.	As above.	As above.	As above.	As above.

AAS – GENERAL DIRECT TRANSFER DEGREE – English 101 (Saxton)
PROGRAM ASSESSMENT MATRIX – Winter 2013/AY 2013

Program Statement: Designed for students to explore and develop skills in global issues, communication, natural sciences, cultural awareness, social conditions and critical thinking.

Program Outcomes	Assessment Strategies (who, what, how, when?)	Measurement Goal (expected results)	Findings (Actual results)	Analysis of Data (What students learned & what they didn't learn)	Action or Recommendation
1. Organize:					
1a. Prioritize effectively to accomplish goals. Due Dates (assignments)	English 101N, APA paper, weekly goals from week 7 on to accomplish academic paper.	The completed APA papers will be assessed and at least 70% of the students are expected to show a "developing" level of skill.	4 total final papers were submitted. All showed "developing" level of skill.	Students who followed scaffolding assignments were more successful than the ones who crammed at the very end.	Keep firm deadlines!
1b. Prepare for, engage in, and complete tasks, projects, and procedures. Project Task management	English 101N, weekly goals, "accomplished" paper.	As above.	As above.	As above.	As above.
1c. Apply logic and organizational skills essential to a successful life experience. Critical Thinking	English 101N, weekly goals, quality research, "accomplished" paper.	As above.	As above.	As above.	As above.

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2. Analyze and Synthesize:					
2a. Use information, logical reasoning processes, and analysis to solve problems in a variety of contexts.	English 101N, APA paper. 5 credible outside sources used effectively to support student analysis and synthesis of 4 investigative questions.	The completed APA papers will be assessed and at least 70% of the students are expected to show a "developing" level of skill.	4 total final papers were submitted. All showed "developing" level of skill.	2 of 4 students identified 5 sources, but didn't include all of them on the final paper.	Reinforce importance of completeness!
2b. Formulate and apply critical thinking in a variety of situations and content disciplines. (already addressed by 1c)	English 101N, APA paper.	As above.	As above.	As above.	As above.
2c. Effectively assess the legitimacy of information sources.	English 101N, APA paper. 5 credible outside sources used effectively to support student analysis and synthesis of 4 investigative questions.	As above.	As above.	As above.	As above.

AAS – GENERAL DIRECT TRANSFER DEGREE – English 102 (Saxton)
PROGRAM ASSESSMENT MATRIX – Winter 2013/AY 2013

Program Statement: Designed for students to explore and develop skills in global issues, communication, natural sciences, cultural awareness, social conditions and critical thinking.

Program Outcomes	Assessment Strategies (who, what, how, when?)	Measurement Goal (expected results)	Findings (Actual results)	Analysis of Data (What students learned & what they didn't learn)	Action or Recommendation
1. Organize:					
1a. Prioritize effectively to accomplish goals. Due Dates (assignments)	English 102A, APA paper, weekly goals from week 7 on to complete academic paper.	The completed APA papers will be assessed and at least 70% of the students are expected to show a "accomplished" level of skill.	10 final papers were submitted. 60% showed "accomplished" and 40% showed "developing" level of skill.	The 4 students at "developing" level sourced and quoted 5 resources, but didn't accurately cite in their papers. These students typically had inconsistent attendance.	Provide more APA style and quotation practice.
1b. Prepare for, engage in, and complete tasks, projects, and procedures. Project Task management	English 102A, weekly goals, "accomplished" paper.	As above.	As above.	As above.	As above.
1c. Apply logic and organizational skills essential to a successful life experience. Critical Thinking	English 102, weekly goals, quality research, "accomplished" paper.	As above.	As above.	As above.	As above.

AY 2013 Institutional Assessment Report - DTA

2. Analyze and Synthesize:					
2a. Use information, logical reasoning processes, and analysis to solve problems in a variety of contexts.	English 101A & B, APA paper. 5 credible outside sources used effectively to support student analysis and synthesis of 4 investigative questions.	The completed APA papers will be assessed and at least 70% of the students are expected to show a "accomplished" level of skill.	10 final papers were submitted. 60% showed "accomplished" and 40% showed "developing" level of skill.	The 4 students at "developing" level sourced and quoted 5 resources, but didn't accurately cite in their papers. These students typically had inconsistent attendance.	Provide more APA style and quotation practice.
2b. formulate and apply critical thinking in a variety of situations and content disciplines. (already addressed by 1c)	English 101A & B, APA paper.	As above.	As above.	As above.	As above.
2c. Effectively assess the legitimacy of information sources.	English 101A & B, APA paper. 5 credible outside sources used effectively to support student analysis and synthesis of 4 investigative questions.	As above.	As above.	As above.	As above.

AAS – GENERAL DIRECT TRANSFER DEGREE – English 102 (Saxton)
PROGRAM ASSESSMENT MATRIX – Spring 2013/AY 2013

Program Statement: Designed for students to explore and develop skills in global issues, communication, natural sciences, cultural awareness, social conditions and critical thinking.

Program Outcomes	Assessment Strategies (who, what, how, when?)	Measurement Goal (expected results)	Findings (Actual results)	Analysis of Data (What students learned & what they didn't learn)	Action or Recommendation
1. Organize:					
1a. Prioritize effectively to accomplish goals. Due Dates (assignments)	English 102 A&N, APA paper, weekly goals from week 7 on to complete academic paper.	The completed APA papers will be assessed and at least 70% of the students are expected to show a "accomplished" level of skill.	13 final papers were submitted. 54% showed "accomplished," 45% showed "developing" level of skill, 1% showed pre-novice skill.	The 5 students at "developing" level and the one student at "prenovice level" sourced and quoted 2-3 resources and inconsistently cited in their papers. These students typically had inconsistent attendance.	Continue to provide more APA style and quotation practice and set harder deadlines for drafts.
1b. Prepare for, engage in, and complete tasks, projects, and procedures. Project Task management	English 102 A&N, weekly goals, "accomplished" paper.	As above.	As above.	As above.	As above.
1c. Apply logic and organizational skills essential to a successful life experience. Critical Thinking	English 102 A&N, weekly goals, quality research, "accomplished" paper.	As above.	As above.	As above.	As above.

AY 2013 Institutional Assessment Report - DTA

2. Analyze and Synthesize:					
2a. Use information, logical reasoning processes, and analysis to solve problems in a variety of contexts.	English 102A & N, APA paper. 5 credible outside sources used effectively to support student analysis and synthesis of 4 investigative questions.	The completed APA papers will be assessed and at least 70% of the students are expected to show a "accomplished" level of skill.	13 final papers were submitted. 54% showed "accomplished," 45% showed "developing" level of skill, 1% showed pre-novice skill.	The 5 students at "developing" level and the one student at "prenovice level" sourced and quoted 2-3 resources and inconsistently cited in their papers. These students typically did not fully answer the four discourse questions.	Continue to provide more APA style and quotation practice.
2b. formulate and apply critical thinking in a variety of situations and content disciplines. (already addressed by 1c)	English 102A & N, APA paper.	As above.	As above.	As above.	As above.
2c. Effectively assess the legitimacy of information sources.	English 10@A & N, APA paper. 5 credible outside sources used effectively to support student analysis and synthesis of 4 investigative questions.	As above.	As above.	As above.	As above.

DTA/Math Program Assessment Narrative Report

Fall 2012

A. Description of the Assessment Process

Regarding *"… solve problems in a variety of contexts",* we decided that the best single assignment to assess student's mastery of this outcome was the cumulative final exam, which we have written with the goal of providing the students with a variety of contexts in which to apply their (mathematical) problem-solving skills.

Regarding *"prioritize effectively to accomplish goals"*, we were confronted with the challenge that we do not necessarily know what student goals are, so we operated on the assumption that the students' goal is to be a successful student and master the course outcomes of the class. In our recent work we have had a lot of discussions regarding what it means to have mastered the course outcomes, and the assessment tool that we used reflects our current understanding. It includes a holistic look at the student's performance throughout the quarter, and includes multiple ways to demonstrate mastery.

Regarding *"…tasks and procedures"*, we chose to focus on the student's completion of an in-class presentation. This is one of the avenues that students can use to demonstrate mastery of (some) course outcomes, and includes a significant portion of preparation. In Math 102 students do a presentation covering the material on their lowest quiz score. If they show that they have satisfactorily learned the material their quiz score is raised.

Regarding *"…organizational skills"*, Cassandra decided that one organizational skill that students could learn and demonstrate in a math class is to maintain an organized binder of notes and to take useful notes during class. It is important to note that although we have begun to emphasize more and more the importance of note taking and organization it is not currently a formal part of the class. Cassandra collected the binders from students while they were taking their Final exam, and scored them according to a rubric that we have developed for our experimental HMDV 188 class.   Matteo decided that he would instead

B. Discussion of Findings

Regarding *"… solve problems in a variety of contexts",* four students demonstrated an accomplished ability to solve a variety of problems presenting a variety of different situations, and two demonstrated developing skills in that area.

Regarding "…*legitimacy of information sources,*" four students were able to BOTH provide a reason why a conclusion based on a correlation was incorrect, AND say that an inference based on a poll was incorrect by identifying a discrepancy between the sample and the population. Three additional students were able to provide reason why a conclusion based on a correlation was incorrect, and one student was able to say that an inference based on a poll was incorrect by identifying a discrepancy between the sample and the population.

Regarding *"prioritize effectively to accomplish goals"*, four students demonstrated that they had prioritized effectively to gain an accomplished understanding of the course outcomes, and two demonstrated developing skills in that area.

On *"…tasks and procedures",* in math 107 two students did NOT complete any of the optional presentations, one completed multiple presentations and met the vast majority of the requirements; six completed presentations that met some, but not all of the requirements.

In math 102, ten out of eighteen students gave a presentation. Three were at the developing level, six at the accomplished level, and one was at the mastery level according to our rubric.

On *"…organizational skills"*, out of 18 students total, only eight students brought their binders to the final. Four of those binders were at the developing level and four were at the unsatisfactory level.

C. Analysis of Data

On *"…tasks and procedures",* in math 107 students had practice assessing the quality of one student's presentation on a rubric, and were familiar with the task they were being asked to perform. Some students still chose not to complete presentations (as was their choice) and hence could not be assessed. Some students gave presentations that met the requirements, while others gave presentations that did not meet all of them – a situation about which the students themselves were aware.

In math 102, one of the recommendations we had last quarter was for the instructor to give an example of a good/poor presentation. Cassandra did two short presentations (one "good" quality/one comically bad)
The presentations were noticeably better.

On *"…organizational skills"*, in math 107, four couple of students were conscientiously either present in class or let me know that they would be absent and made arrangements to meet with me to understand the material they missed; four were not always consistent with these practices; and one missed a number of days, did not make an effort to make up their work, and did not take the second part of the final exam.

In math 102 we replaced the textbook with a binder full of all the handouts, homework etc. that students will need throughout the quarter. Many of the handouts contained space to take notes with prompts, such as "the main ideas of today's class were…" "a question I have is…"

Each unit began with a list of questions that by the end of the unit the student should be able to answer.

Despite this layout, half of the binders were still unsatisfactory. In some ways this could be discouraging, however, half of the binders were at the developing level and in terms of improvement-over-time the binders certainly contained a more complete set of homework/handouts/tests/answer keys. Perhaps if we expect students to use the provided binders *more* effectively we could do quick checks with feedback multiple times throughout the quarter.

D. **Action or Recommendation**

We have wondered about assessing program-level outcomes (particularly broad and aspirational outcomes like the ones in the DTA) at the course level. For example, in regards to "prioritize effectively to accomplish goals": if the student's goal is to "pass Math 102 because it is the last obstacle in the way of obtaining my AAS", then the criteria that we have selected (in terms of mastery of the course outcomes) are inappropriate, because perhaps the student is satisfied with a lower level of performance than the one we have identified, and they will have prioritized effectively by devoting resources to other priorities. Or if the student's goal is "I want to take calculus because I will need it for my accounting degree" then the performance level that we have identified is not as high as it could be.

Our previous method of grading did not allow us an accurate view of students' understanding of the specific course outcomes. But we have changed our grading practice to be more closely aligned to meeting the course outcomes, so collecting data on that front will be a much easier task in the future.

In Math 107, there is an ongoing need to refocus the class on a smaller set of concepts and ideas, so that the students can confront themselves with them from a rich variety of perspectives, and spiral the concepts more throughout the class.

AAS – GENERAL DIRECT TRANSFER DEGREE

PROGRAM ASSESSMENT MATRIX – 2012-2013

Program Statement: Designed for students to explore and develop skills in global issues, communication, natural sciences, cultural awareness, social conditions and critical thinking.

Program Outcomes	Assessment Strategies (who, what, how, when?)	Measurement Goal (expected results)	Findings (Actual results)	Analysis of Data (What students learned & what they didn't)	Action or Recommendation
1. Organize:					
1a. Prioritize effectively to accomplish goals.	Matteo's Math 107; mastery of course outcomes throughout the quarter (see attached syllabi); after final exam	We predict that 60% of students will have accomplished this	in matteo's 107: 4 accomplished, 2 developing	MT: See Narrative Report	This outcome cannot be easily measured at the classroom level, and should be measured at the program level. We did not use a method that easily allowed us to measure mastery of course outcomes, but our new grading method does so much more easily.
1b. Prepare for, engage in, and complete tasks, projects, and procedures. Project Task management	Cassandra's Math 102, Matteo's Math 107; evaluation of student presentation (see attached rubrics); after student presentation	We predict that 60% of students will complete this task at a satisfactory level	in matteo's 107: one accomplished, six developing. In Cassandra's math 102: 3 developing, 6 accomplished and one mastery according to the rubric.	CC: One of the recommendations we had last quarter was for the instructor to give an example of a good/poor presentation. Cassandra did two short presentations (one "good" quality/one comically bad) The presentations were noticeably better. MT: some presentations benefited by having a student volunteer to be assessed by their peers, but this was not evident for all kinds of presentations for all students.	CC: Continue doing a "good/bad presentation" play. MT: perhaps deepen the practice of students assessing a peers' presentation to doing so for every presentation, or explicitly asking students to do a self-assessment.
1c. Apply logic and organizational skills essential to a successful life experience.	Cassandra's Math 102: student's binder (see attached binder rubric); Matteo's math 107: communication with instructor about absences, making up work, etc.	We predict that 50% of students will complete this task at a satisfactory level	in matteo's class: 4 accomplished; 4 developing in Cassandra' Math 102: 4 developing 4 unsatisfactory	CC: If we focus on the fact that four were at the developing level this could be a *small* sign of improvement given that more binders included a more complete set of handouts/hw/quizzes etc MT: Some students still had not developed "college readiness" skills. some showed improvement over	We could do binder checks with feedback multiple times throughout the quarter. However, this would take class time and would best be done by another faculty/tutor during class.

1. Analyze and Synthesize:					
2a. Use information, logical reasoning processes, and analysis to solve problems in a variety of contexts.	Matteo's Math 107; selected problems on the final exam.	We predict that 60% of students will complete this task at a satisfactory level	4 accomplished; 1 developing	MT: 4 students demonstrated an accomplished ability to reason about a variety of elementary statistical situations, while one other demonstrated an ability to do so consistently.	MT: Reduce the scope of possible topics covered in Math 107, to focus more intently on a smaller set of ideas.
2b. formulate and apply critical thinking in a variety of situations and content disciplines. **(already addressed by 1c)**					
2c. Effectively assess the legitimacy of information sources.	Matteo's Math 107: selected problems on the final exam.	We predict that 60% of students will complete this task at a satisfactory level	4 accomplished; 4 developing	MT: see narrative report	MT: Reduce the scope of possible topics covered in Math 107, to focus more intently on a smaller set of ideas.

Annual Program Assessment Narrative Report Guidelines

2012-2013 academic year

E. **Description of the Assessment Process**

Students were assessed in the CMST 101 classes in the fall, winter and spring quarters. Four classes were assessed based on two general outcomes: to analyze and synthesize and to organize. A total of 68 students were assessed. The persuasive speech was the capstone assignment used in the assessment. This assignment captured most of the significant outcomes expected for the building blocks of competency for public oral communication. These included being prepared, rehearsed, using appropriate evidence for support, focusing topic, and most importantly the transferability of skill to other academic and non-academic endeavors.

F. **Discussion of Findings**

Fall quarter:	CMST 101A	17 enrolled	13 accomplished level	3 above accomplished
	CMST 101B	13 enrolled	7 accomplished level	1 above accomplished
Winter quarter	CMST 101A	19 enrolled	8 accomplished level	6 above accomplished
Spring quarter	CMST 101A	23 enrolled	19 accomplished level	4 above accomplished

All of the students enrolled were in their first year of their program. None indicated that they were graduating; however, the data for spring is still somewhat inconclusive.

G. **Analysis of Data**

The data shows that approximately 70% completed the capstone assignment at the accomplished level. Although 100% completion would be desirable, for a first year course this level of completion is encouraging. However, the low number completing above the accomplished level is a concern. In the winter quarter, the line between accomplished and above accomplished was stark. Those that did move into the above level have shown to become outstanding students and campus leaders. Although the outcomes established were the same for each class, more examination of data needs to be done.

H. **Action or Recommendation**

In evaluating the student work, it became obvious that the time spent on explaining how to research, document, and cite evidence was the most intensive on this assignment. Changes in the syllabus and the approach to securing this competency will need to be discussed, and reformulated.

The low number of students who worked toward a higher level of accomplishment needs to be reviewed and perhaps a different motivation for this level made.

AAS – GENERAL DIRECT TRANSFER DEGREE—CMST 101 Speech to Persuade is the "capstone" or class "final." (Post-test)

PROGRAM ASSESSMENT MATRIX – Fall 2012 / AY 2013

Program Statement: Designed for students to explore and develop skills in global issues, communication, natural sciences, cultural awareness, social conditions and critical thinking.

Program Outcomes	Assessment Strategies (who, what, how, when?)	Measurement Goal (expected results)	Findings (Actual results)	Analysis of Data (What students learned & what they didn't learn)	Action or Recommendation
1. Organize:					
1a. Prioritize effectively to accomplish goals. Due Dates (assignments)	The student delivered speech on date signed up to speak in class.	Did speech on time for 100% of the students at an accomplished skill level.			
1b. Prepare for, engage in, and complete tasks, projects, and procedures. Project Task management	Was prepared and followed assignment perimeters.	Evaluation form for 100% of the students at an accomplished skill level.			
1c. Apply logic and organizational skills essential to a successful life experience. Critical Thinking	Audience understood logic and argument	Evaluation form for 100% of the students at an accomplished skill level.			
2. Analyze and Synthesize:					
2a. Use information, logical reasoning processes, and analysis to solve problems in a variety of contexts.	Appropriately quoted creditable sources. Followed logical train of thought	Speech reference list—bibliography and evaluation form for 100% of the students at an accomplished skill level.			

Program Outcomes	Measurement Tool	Measurement Goal	Findings	Analysis of Data	Action or Recommendation
2b. formulate and apply critical thinking in a variety of situations and content disciplines. (already addressed by 1c)	Develop a logical sequence for argument	Student/audience Evaluation for 100% of the students at an accomplished skill level.			
2c. Effectively assess the legitimacy of information sources.	Review bibliography	Reference to source instructions for 100% of the students at an accomplished skill level.			

AAS – GENERAL DIRECT TRANSFER DEGREE

PROGRAM ASSESSMENT Matrix – 2012-13

Program Statement:

Program Outcomes	Assessment Strategies (Who, what, how, when?)	Measurement Goal (expected results)	Findings (Actual results)	Analysis of Data (What students learned & what they didn't learn)	Action or Recommendation
1. Organize					
1a. Effectively manage files and folders on a computer	• Mark Moss • CMPS-101 A • Student can create folders, save files, locate, copy, move, delete and open existing files. • Assignments • Week 08 Winter 2013	65% of students meet measurement goal.	80% of students were able to complete the tasks.	The students learned to effectively manage files and folders on a computer.	No action or recommendations at this time.
1b. Apply Auto Filters to display only specified data in a worksheet	• Mark Moss • CMPS-101 A • Can apply auto filters at will to display only specified data in a worksheet. • Assignments • Week 08 Winter 2013	55% of students meet measurement goal.	40% of students were able to complete the tasks.	Less than half of the students were able to apply Auto Filters to display only specified data in a worksheet.	Need to expand lecture on this subject..
1c. 1. Create cell references to data in other worksheets or workbooks	• Mark Moss • CMPS-101 A • Be able to Access data from a separate file and combine results of formulas using cell references. • Assignments • Week 08 Winter 2013	50% of students meet measurement goal.	40% of students were able to complete the tasks.	Students were unable to conceptualize creating references in other workbooks.	Recommendation: expand the lecture on this section and give more examples and have students work on several problems working with references to other workbooks.

AAS – GENERAL DIRECT TRANSFER DEGREE

PROGRAM ASSESSMENT Matrix – 2012-13

Program Statement:

Program Outcomes	Assessment Strategies (Who, what, how, when?)	Measurement Goal (expected results)	Findings (Actual results)	Analysis of Data (What students learned & what they didn't learn)	Action or Recommendation
2. Organize					
1a. Effectively manage files and folders on a computer	• Mark Moss • CMPS-101 B • Student can create folders, save files, locate, copy, move, delete and open existing files. • Assignments • Week 08 Winter 2013	65% of students meet measurement goal.	61% of students were able to complete the tasks.	The students learned to effectively manage files and folders on a computer.	No action or recommendations at this time.
1b. Apply Auto Filters to display only specified data in a worksheet	• Mark Moss • CMPS-101 B • Can apply auto filters at will to display only specified data in a worksheet. • Assignments • Week 08 Winter 2013	55% of students meet measurement goal.	46% of students were able to complete the tasks.	Less than half of the students were able to apply Auto Filters to display only specified data in a worksheet.	Need to expand lecture on this subject.
1c. 2. Create cell references to data in other worksheets or workbooks	• Mark Moss • CMPS-101 B • Be able to Access data from a separate file and combine results of formulas using cell references. • Assignments • Week 08 Winter 2013	50% of students meet measurement goal.	38% of students were able to complete the tasks.	Students were unable to conceptualize creating references in other workbooks.	Recommendation: expand the lecture on this section and give more examples and have students work on several problems working with references to other workbooks.

AY 2013 Institutional Assessment Report - DTA

AAS – GENERAL DIRECT TRANSFER DEGREE

PROGRAM ASSESSMENT MATRIX – 2012-2013

Program Statement: Designed for students to explore and develop skills in global issues, communication, natural sciences, cultural awareness, social conditions and critical thinking.

Program Outcomes	Assessment Strategies (who, what, how, when?)	Measurement Goal (expected results)	Findings (Actual results)	Analysis of Data (What students learned & what they didn't learn)	Action or Recommendation
1. Organize:					
1a. Prioritize effectively to accomplish goals. Due Dates (assignments)	English 98 A&B, Final "Tribal Environmental Issue" paper, DTA assessment rubric, last week of the quarter	80% of students will at the "Beginning" level	A total of 20 students were enrolled in the two 98 sections. 15 students completed the final paper at the "Beginning" level (75%)	Students learned that they need to prioritize to meet due dates. That didn't mean they did it effectively.	Weekly "lab" time with assistance from instructor and work study writing mentor.
1b. Prepare for, engage in, and complete tasks, projects, and procedures. Project Task management	See above	See above	See above	Students learned that they could accomplish a seemingly large assignment if they followed the plan of breaking the paper down into weekly "chunks".	Weekly required check-in at the M&W Center.
1c. Apply logic and organizational skills essential to a successful life experience. Critical Thinking	See above	See above	See above	Students at the "Beginning" level need a connection and/or relevance of planning/organizational skills to real life	An assignment that mimics the planning/organizational skills in a "real-life'situation

AY 2013 Institutional Assessment Report - DTA

2. Analyze and Synthesize:					
2a. Use information, logical reasoning processes, and analysis to solve problems in a variety of contexts.	English 98 A&B, Final "Tribal Environmental Issue" paper, DTA assessment rubric, last week of the quarter	80% of students will at the "Beginning" level	A total of 20 students were enrolled in the two 98 sections. 15 students completed the final paper at the "Beginning" level (75%)	Students learned that a variety of reliable information is needed to support their reasoning processes. Students need practice with "logical reasoning process and analysis to solve problems"	Critical thinking work. Direct TV ads (slippery slope-logical fallacies)
2b. formulate and apply critical thinking in a variety of situations and content disciplines. (already addressed by 1c)	See above	See above	See above	See above	See above
2c. Effectively assess the legitimacy of information sources.	See above	See above	See above	Students learned that there are a variety of sources- some better than others	State Farm "The Internet Doesn't Lie" ad, bogus web pages, Google Scholar, academic databases

AAS – B&E

Associate of Arts and Science

Business & Entrepreneurship

TRIBAL OUTCOMES

INSTITUTIONAL ASSESSMENT Matrix – 2012-13

Mission Statement: Trough education, Northwest Indian College promotes indigenous self-determination and knowledge

Institutional Outcomes	Assessment Strategies (Who, what, how, when?)	Measurement Goal (expected results)	Findings (Actual results)	Analysis of Data (What students learned & what they didn't learn)	Action or Recommendation
1. Sense of Place:					
2. What it is to be a People					
Evaluate the preparation and management of specific public and tribal budgets to describe historical data on resource utilization to effectively plan for the future.	PTAD 200 – Budgeting course offered Fall 2012. This course meets twice a week Tuesday and Thursday at 1-2:20 pm. The assignment used for assessment will be the final presentation to be held the last week of class.	Expected result will be for 50 – 75 % of the students assessed at the accomplished level.	85% completed the assignment 15% did not complete the assignment 69% completed at the accomplished level 15% completed at the developing level	Students were able to relate the budget course to the organizational department and how this involved their community.	Recommend an assignment before the end of the quarter in order to offer an opportunity for all students to participate and keep them engaged to hopefully increase retention.

AAS – BUSINESS & ENTREPRENEURSHIP

PROGRAM ASSESSMENT MATRIX – 2012 - 13

Program Statement: Provides students with essential quantitative, communication and core business skills and knowledge to immediately perform successfully in a commercial enterprise or community organization.

Program Outcomes	Assessment Strategies (Who, what, how, when?)	Measurement Goal (expected results)	Findings (Actual results)	Analysis of Data (What students learned & what they didn't learn)	Action or Recommendation
1. Quantitative Analysis:					
4.a. Apply appropriate financial metrics for measuring business performance. 4.b. Calculate financial ratios given requisite information. 4.c. analyze and integrate financial metrics into the business decision making process.	Who – Steve Zawoysky What – BUAD 121 Test #2 How – Correctly complete answers to test questions regarding annuities, real rate of return, Debt Service to Income ratio, Asset to Debt ratio, and the Liquidity Ratio. When – Winter Quarter 10th Week	75% of students Will meet the Developing Level	4a. 80% (4/5) at Developing or greater proficiency 4b. 100% (5/5) at Developing or greater proficiency 4c. 100% (5/5) at Developing or greater proficiency	• All students gained at least a developing proficiency on outcomes 4a and 4b. • All students but one gained at least a developing proficiency on 4c. • The one student who gained only a Beginning proficiency was challenged by calculations of annuities and the real rate of return.	• The curriculum and associated exercises seemed to meet the needs of the majority of students. • Perhaps, more one on one feedback and assistance from the teacher could help achieve a 100% score at the Developing level.

AAS-T ECE Early Childhood Education
Annual Program Assessment Narrative Report
2012-2013 academic year

I.   Description of the Assessment Process

I conducted assessment in three (3) courses. Each course is taught once per year.

Program Outcome Assessment: I selected Program Outcome 4: Teaching and Learning, because it was written in a way that lent itself well to assessment in the courses I taught.

Tribal Outcome Assessment: Fall quarter, I assessed ECE *Program-specific* Tribal Outcomes. This was an error, as I should have been assessing *Institutional* Tribal Outcomes. To correct this for the remainder of the year, I assessed *Institutional* Tribal Outcome 1: To Be a People during winter and spring quarters.

In table format, here is what that looks like:

Fall 2012	ECED 106	12 students	Program Outcome 4b, Program Tribal Outcomes 1 and 2
Win 2013	ECED 197B	7 students	Program Outcome 4a, Institutional Tribal Outcome 1a
Spr 2013	ECED 107	3 students	Program Outcome 4a, Institutional Tribal Outcome 1c

B. Discussion of Findings

All students met or exceeded measurement goals for Program Outcomes measured in all three courses.
No students met measurement goals fall quarter or winter quarter for tribal outcomes.
All students exceeded measurement goals for tribal outcomes in spring quarter.

Numbers who assessed at each level

	ECED 106-Fall			ECED 197B-Win		ECED 107-Spr		
	PO 4b	PTO 1	PTO 2	PO 4a	ITO 1a	PO 4a	ITO 1c	
Accomplished	7	0	0	6	2	1	3	19
Developing	5	11	1	0	3	2	0	22
Beginning	0	1	7	0	1	0	0	9
Pre-Novice	0	0	4	1	1	0	0	6
Totals	**12**	**12**	**12**	**7**	**7**	**3**	**3**	56

Graduates: There were two (2) 2013 graduates in ECED 106.
Both assessed at "accomplished" level for Program Outcome 4b.
One assessed at "developing" and "beginning" for Program Tribal Outcomes 1 and 2, respectively.
The other assessed at "developing" and "pre-novice" for Program Tribal Outcomes 1 and 2, respectively.

C.   Analysis of Data

All three courses are 100-level courses, so I would expect assessment to indicate a "developing" level of accomplishment.

Program Outcome 4 annualized totals:

Outcome	Total # students assessed	Individual students at each level	Percentage

Program Outcome 4 (both a and b)	22	Total at "Accomplished" level = 14	63.6%
		Total at "Developing" level = 7	32%
		Total at "Beginning" level = 0	0%
		Total at "Pre-novice" level = 1	4.4%

Assessing 64% at the accomplished level and 32% at the developing level on program outcome 4, indicates that the courses support student learning well in this area. (The one student who assessed at pre-novice did not finish the course). These results indicate that the program is doing an accomplished job from the beginning of a student's educational career in ECE at supporting student learning of these outcomes.

Tribal Outcomes:
Fall 2012

Outcome	Total # students assessed	Individual students at each level	Percentage
Both Program Tribal Outcomes (fall)	24	Total at "Accomplished" level = 0	0%
		Total at "Developing" level = 12	50%
		Total at "Beginning" level = 8	33%
		Total at "Pre-novice" level = 4	17%

Program Tribal Outcomes: In fall, while students had lively discussions on tribal topics in class, the connection between the discussions and infusing their final projects with tribal content was not evident for 17% and only beginning or developing for the other 83%. It is my judgment that the even the two graduates, who had taken many ECED classes, assessed so poorly on these outcomes because the expectation to do so was not clearly expressed in the assignment handouts or the rubrics.

Tribal Outcomes:
Winter and Spring 2013

Institutional Tribal Outcome (winter & spring)	10	Total at "Accomplished" level = 5	50%
		Total at "Developing" level = 3	30%
		Total at "Beginning" level = 1	10%
		Total at "Pre-novice" level = 1	10%

Institutional Tribal Outcomes: Having clarified for myself that I was to be assessing institutional tribal outcomes (not program-specific tribal outcomes), I could move forward. Institutional Tribal Outcomes I assessed were that students would "prioritize the collective good of the group" (winter) and that they would "commit to hearing from each person in a group" (spring).

Winter quarter results were better (29% accomplished, 43% developing, 14% beginning, and 14% pre-novice). This indicates that ECED 197A is contributing well to students' learning and development.

Spring quarter results were better yet (100% of students assessed at the accomplished level), indicating that ECED 107 "Frameworks for ECE" is particularly good at helping students meet this program outcome.

Instructor focus on tribal outcomes along with the attendant improvement of assignment rubrics yielded better results from one quarter to the next.

D. Action or Recommendation

Program Outcomes:

1. Expand the teaching technique of coaching students in ECED 106 for their role plays (the assignment used for this assessment) to help them succeed at the intended outcome.
2. Continue to stress attendance as key to success. Life, trauma, illness, sick children, working late because a parent didn't pick up their child on time, and so on interfere with this key aspect of success, but it is still important.
3. An entire revision of ECE Program Outcomes is needed in order to:
   a. Include input from tribal early learning program directors and staff about what they hope that graduates of our program should know and be able to do.
   b. Create rubrics for the new outcomes that are more useful for assessment purposes.
   c. Be more congruent with developments in the field of ECE as demonstrated by the 2010 revision of National Association for the Education of Young Children (NAEYC) professional standards for associate's degree programs.

   NOTE: (This revision may not occur in the coming year due to my sabbatical year. My leave-replacement faculty may just have to make do with what we currently have.)

Tribal Outcomes:

1. I will continue to upgrade the way I write assignments and rubrics so they are detailed enough to help me explain and help students understand my expectations.
2. Use what we know in the ECE program as an assist to other programs of study for helping students learn to connect and succeed through peer support, as is done in ECED 107.

AAS-T IN EARLY CHILDHOOD EDUCATION

PROGRAM ASSESSMENT MATRIX-Fall 2012-13

Program Statement: Students are prepared for positions as lead teachers and a variety of other employment opportunities in birth-to-six programs.

ECED 106 Guidance in Early Childhood

Program Outcomes	Assessment Strategies (Who, what, how, when)	Measurement Goal (Expected results)	Findings (Actual Results)	Analysis of Data (What students learned and what they didn't learn)	Action or Recommendation
Program Outcome 4. Teaching and Learning					
4b. Use *developmentally* and culturally effective approaches.	Who: Shelley Macy What: ECED 106 Guidance in Early Childhood. Project 1: "Direct Guidance through Listen, Limit, Listen." How: Students will receive a score based upon their "Setting Limits Role Play" (Project 1 of 3 in the course). When: Week 5 of Fall quarter	For this 100-level course, 50% of students will assess at the "Accomplished" level. 42% will assess at the "Developing" level. 8% will assess at the "Beginning" level. 0% will assess at "Pre-Novice" level.	Assessment Goals were met. 58% (7 of 12 students) assessed at "Accomplished." 42% (5 of 12) at "Developing," and 0% (0 of 12) at "Beginning or Pre-Novice."	Though they were not eager to perform role plays, they were very interested in the techniques that they learned, and found that they resonated with their cultural values of respect for children and adults. All students did perform their role plays.	Offer coaching to students prior to performing their role plays to help them express what it is they intend to express. They wanted to demonstrate their understandings more clearly, in some cases, than they did. The role play situation inhibited some.

4b. Use developmentally and *culturally* effective approaches.	Who: Shelley Macy What: Projects : Indirect Guidance: Environments. How: Students will receive a score based upon the assignment rubric for project #3. When: Week 12 of Fall quarter	At least 70% of students (10 of 14) will assess at the Accomplished level. Thirty percent (4) or fewer will assess at the Developing level. No students will still be at the Beginning level.	This outcome was assessed as a Tribal Outcome. Please see Tribal Outcomes Assessment Matrix.		

AAS-T IN EARLY CHILDHOOD EDUCATION

PROGRAM ASSESSMENT MATRIX-Winter 2012-13

Program Statement: Students are prepared for positions as lead teachers and a variety of other employment opportuntiies in birth-to-six programs.
Course: ECED 197B Practicum II: Playing Responsively

Cultural Outcomes	Assessment Strategies (Who, what, how, when)	Measurement Goal (Expected results)	Findings (Actual Results) A= Accomplished D=Developing B=Beginning PN=Pre-Novice	Analysis of Data (What students learned and what they didn't learn)	Action or Recommendation
Tribal Outcome 1: Demonstrates understanding of what it means to be a people.					
Demonstrate commitment to prioritzing the collective good of the whole group.	Who: Shelley Macy What: Instructor will inform students verbally and via syllabus of the cooperative nature of practicum seminars for enriching one anothers' learning. How: Student's attendance, self-assessment, and classmates' appreciations on Handout #10 will be evaluated on a 3-point Assessment Strategy rubric. When: Last week of winter quarter.	50% of students will assess at the accomplished(A) level and 50% at the developing (D) level. None will be at the beginning (B) or pre-novice (PN) level.	Of seven students: A= 29% (2 students) D = 43% (3 students) B = 14% (1 student) PN = 14% (1 student)	Student achievement of this program outcome was lower than I expected. This was the first quarter that I included this tribal outcome deliberately in this course. Students were introduced to the stated criteria at the beginning, somewhere in the middle, and end of the quarter. Students began to see that I was looking for cooperative, prosocial behaviors, including coming prepared to class which helps everyone learn from one another as well as finding ways to include the iTV students consistently in discussions.	I will distribute a rubric for this outcome at the beginning of the quarter for discussion and provide reminders more frequently related to the outcome and rubric.

Spring

PROGRAM ASSESSMENT MATRIX-Spring 2012-13

Program Statement: Students are prepared for positions as lead teachers and a variety of other employment opportuntiies in birth-to-six programs.

Course: ECED 107 Frameworks for ECE

Cultural Outcomes	Assessment Strategies (Who, what, how, when)	Measurement Goal (Expected results)	Findings (Actual Results) A= Accomplished D=Developing B=Beginning PN=Pre-Novice	Analysis of Data (What students learned and what they didn't learn)	Action or Recommendation
Tribal Outcome 1: Demonstrates understanding of what it means to be a people.					
c. Demonstrate commitment to hearing from each person in a group.	Who: Shelley Macy What: Students will engage in a class support group each week. How: Students will complete a course-specific post-assessment that includes an assessment of the growth of their ability to listen well to each person in a group. Instructor will keep field notes on each person's development as a listener in the group. When:June 5--second to the last class.	50% of students will assess at the accomplished(A) level and 50% at the developing (D) level. None will be at the beginning (B) or pre-novice (PN) level.	3 of 3 (100%) of students assessed at the Accomplished (A) level. Measurement Goals were reached and exceeded.	A main focus of this course is listening. This course and instructor do a particularly stellar job of inspiring students to listen to one another and engaging their desire to hear one another.	Continue to teach this class and find a way for it to be more widely available to students in other programs of study.

Associate of Technical Arts Degree Information Technology

2012-2013 Annual Program Assessment

Final Report September 13, 2013

2012-2013 Annual Program Assessment Narrative Report

A.   Description of the Assessment Process

A.1   Assessment Strategies
A wide variety of assessment strategies were used including:

1. hands-on;
2. projects;
3. quizzes;
4. oral presentations;
5. informal questioning of students;
6. group work;
7. student self-evaluations;
8. student course evaluations;
9. peer evaluations, and;
10. supervisor evaluations.

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.

Assessment was constant and continuous throughout each quarter for the first six items and "as scheduled" for the remaining items. Timely and frequent student assessment was important to direct the flow/direction of the class and to address student learning styles/needs. This means that while the content, objectives, and ideas are sufficiently addressed in each class, the path to achieving them is wide, changing, and has many support stations.

A-2.   Addressing the Findings and Recommendations from the Program Assessment
The most meaningful information came from the student self-evaluations and the student course evaluations. These two provided a broader perspective of each course as an entity. An important and potentially program-changing finding, primarily through student remarks and course evaluations, is that certain project-oriented classes need larger blocks of time. Daily work often was just getting into some of the details when the period ended and work had to be picked up at the next class.

As a result, the course scheduling will be examined during the Fall quarter to learn whether or not modifications are possible within the College's scheduling framework.

B.   Discussion of Findings

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

Course	No. of Students	% Achieved Measurement Goal
CMPS 205 Software II (F)	10	80%
CMPS 206 Robotics (W)	6	90%
CMPS 225 Intro to Programming (S)	10	100%

Assessing three different classes that have similar components doesn't easily provide data for potential program improvement; class improvement most definitely. Assessing different program outcomes for the classes doesn't provide meaningful data about the program either. Both the winter and spring assessments involved classes that were centered on programming. Student reactions, engagement, and comments indicated that programming a robot was much more meaningful and satisfying than was programming a computer to do "static" things. Both courses covered similar material, i.e. fundamentals of programming; however, the teaching and learning methodologies were very different.

C.   Analysis of Data:

Students do well overall. Attendance, motivation, "drama", etc. all have a great bearing on student performance which affect class/program outcomes. 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.

The Tribal Outcome, assessed at the end of Fall 2012, 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 the new ideas about an individual's ancestral lifestyle. This concept will be repeated for Fall 2013 to compare results.

The 10% increase in the Spring's measurement goal is probably because of the successes in the Winter class where the concepts were introduced as well as the student-to-student support system that is central to the IT classes.

D.   Action or Recommendation:

Assessing the program with a capstone class may be problematic because of the five different concentrations that a student can pursue. Rethinking the depth of the program assessment is in order.

In general, the Program Outcomes were measured and met at or above the established criteria. This reinforced the teaching style and the content presentation of these classes. This being said, I believe that if class outcomes address and meet the College's Mission, "Through education, Northwest Indian College promotes indigenous self-determination and knowledge", then the program outcomes and the institutional outcomes, by association, must be being met.

Perhaps the "true" assessment of a career/vocational program is whether or not a student obtains a place in the work force in the area of his study. As of Fall 2013, the hires for IT or DTA with IT concentration graduates stands at approximately 85%.

School Year 2012-2013 Assessed Program Outcome Fall 2012   CMPS 105

Program Outcomes	Assessment Strategies	Measurement Goal	Findings	Analysis of Data	Action or Recommendation	
Program Outcome #2: Software Applications	**The Instructor will require the student to:**					
Outcome 2a: Students will be able to demonstrate basic operations with an office suite composed of a word processor, a spreadsheet, a database, and presentation software		Practical test that poses tasks for each of the applications in the office suite		92% (1 student vanished) students finished at the Accomplished level		
Outcome 2b: Students will be able to demonstrate proficiency with software utilized by computer professionals	Practical test that poses tasks for each of the applications.	Meet Accomplished level of proficiency at 80% level	Not Assessed Fall 2012	See Attached	See Attached	
Outcome 2c: Students will be able to install and use software and hardware appropriate to a given situation	Given a series of tasks, students will identify and install the appropriate software to accomplish each task.	Meet Accomplished level of proficiency at 80% level	Not Assessed Fall 2012	See Attached	See Attached	

Program Outcomes	Assessment Strategies	Measurement Goal	Findings	Analysis of Data	
Outcome 3a: Students will be able to design and implement a computer program	**The Instructor will require the student to:**				**Action Recon**
Flowchart	Create a flowchart as the underlying structure for a program Design and create a flowchart with appropriate symbols	Meet Accomplished level of proficiency at 80% level	66% (4/6) students finished at the Accomplished level. 34% (1/6) finished at the upper end of the Developing Level.	See Attached	See A
Pseudo code	Translate a program's flowchart into pseudo codeWrite in conversational English a program that will accomplish the task	Meet Accomplished level of proficiency at 80% level	66% (4/6) students finished at the Accomplished level. 34% (1/6) finished at the upper end of the Developing Level.	See Attached	See A
Coding	Use correct programming syntaxWrite the program in standard structured format for the programming language being studied	Meet Accomplished level of proficiency at 80% level	100% (6/6) students finished at the Accomplished level.	See Attached	See A

FYE First Year Experience Program

Annual Program Assessment Narrative

Northwest Indian College-First Year Experience (FYE) Program

Northwest Indian College (NWIC) has had a First Year Experience (FYE) program to support first year student success and retention for over ten years. It has fluctuated in its effectiveness due to funding by grants that have come and gone. NWIC received a grant for the 2012-13 school year from the Gates Foundation that was used to form a support team of first year faculty, advisors, mentors, and Indigenous Service Learning for first year students. The team met weekly and created philosophy statement, goals, and three outcomes to assess for the FYE program based on the four pillars of identity, engagement, achievement, and leadership:

FYE Outcomes:

- Exhibits self-awareness and connections to their identity
- Displays commitment to community and civic responsibility
- Demonstrates the math and English skills necessary to perform at college level

Each outcome has 2-3 criteria, and there is a rubric to assess each criterion at the beginning, developing, and accomplished levels. First year faculty (English, Math, Communications, and Human Development) chose an assignment in their first year classes Fall, Winter, and Spring quarters to assess an outcome's criteria. Each quarter generated an assessment with:

- Description of the Assessment Process
- Discussion of Findings
- Analysis of Data
- Action or Recommendation

Measure 3.3 – demonstrate skills to be successful at a college level (use of available resources, library, tutoring, advisor, and instructor)

J. Description of the Assessment Process

We chose as a measure of college readiness students use of campus resources. Different departments (library, tutoring, advisor, mentors, instructors) were asked to record for the cohort a single "x" if a student had contacted them 1-2 (in the case of instructors this meant contact other than class time) and two "xx" if a student has reached out to them more than twice.

Who? Cassandra was responsible for collecting data from library, tutoring, advisors, mentors, instructors.

What was assessed? Student use of campus resources.

When? The Winter Cohort of FYE students during Winter quarter.

AY 2013 Institutional Assessment Report -FYE

K. Discussion of Findings

I was only able to collect data from tutoring, mentors, and instructors. Of the 72 student cohort the breakdown of outreach goes as follows:

One x: 7

Two x: 2

One x and one xx: 2

One xx: 3

Two xx: 4

Three xx: 1

According to the college readiness rubric this puts no one above the beginning level.

L. Analysis of Data

First off, the college readiness rubric that I had originally made was meant to be used after collecting data from all chosen areas. However, I was not able to get data from advisors and the library.

We can, however, look at this data separate from the rubric. 19 out of 72 students made use of their instructor, tutors, or mentors outside of class time.

M. Action or Recommendation

This next year I will assess just contact with faculty, tutors, and mentors since that is data I can collect on my own. There has been talk of making it a more explicit part of Developmental Education Courses that students learn to get in contact with instructors as soon as they know they will miss class and make plans to stay up on the work.   That is a common message we can send in various ways. As we continue to reinforce that message throughout this next year I would like to look specifically at each new cohort (meaning I do not want to track the fall cohort throughout the year on how *students* improve in their communication, but rather the fall, winter, spring cohorts to see how *we* as instructors improve our messaging).

A. Description of the Assessment Process

Students were assessed in the CMST 101 classes in the fall, winter and spring quarters. Four classes were assessed based on two general outcomes: to analyze and synthesize and to organize. A total of 68 students were assessed. The persuasive speech was the capstone assignment used in the assessment. This assignment captured most of the significant outcomes expected for the building blocks of competency for public oral communication. These included being prepared, rehearsed, using appropriate evidence for support, focusing topic, and most importantly the transferability of skill to other academic and non-academic endeavors.

B. **Discussion of Findings**

Fall quarter: accomplished	CMST 101A	17 enrolled	13 accomplished level	3 above
accomplished	CMST 101B	13 enrolled	7 accomplished level	1 above
Winter quarter accomplished	CMST 101A	19 enrolled	8 accomplished level	6 above
Spring quarter accomplished	CMST 101A	23 enrolled	19 accomplished level	4 above

All of the students enrolled were in their first year of their program. None indicated that they were graduating; however, the data for spring is still somewhat inconclusive.

C. **Analysis of Data**

The data shows that approximately 70% completed the capstone assignment at the accomplished level. Although 100% completion would be desirable, for a first year course this level of completion is encouraging. However, the low number completing above the accomplished level is a concern. In the winter quarter, the line between accomplished and above accomplished was stark. Those that did move into the above level have shown to become outstanding students and campus leaders. Although the outcomes established were the same for each class, more examination of data needs to be done.

D. **Action or Recommendation**

In evaluating the student work, it became obvious that the time spent on explaining how to research, document, and cite evidence was the most intensive on this assignment. Changes in the syllabus and the approach to securing this competency will need to be discussed, and reformulated.

The low number of students who worked toward a higher level of accomplishment needs to be reviewed and perhaps a different motivation for this level made.

Course assignments were assessed in correlation to First Year Experience outcomes. Specifically related to my class were (1) Demonstrate connection of themselves to the needs of the community and (2) Participate in service learning activities through first year experience courses

Outcome 1
Description of Assessment Process

HMDV 110 – Introduction to Successful Learning students were instructed to complete a research poster/presentation on an issue or topic impacting their respective communities. Research posters were submitted to the Emerging Native Scholars Research Symposium (ENSRS), which is a symposium specifically for first year experience students to showcase their work. The ENSRS takes place near the last three weeks of the quarter. This assignment is worth

25% of student's overall grade. Three parts of the assignment were assessed: (1) Topic, (2) Background, and (3) Action.

Discussion of Findings

Outcome 1
Criteria 1- Topic
Approximately 98% of the students who completed the assignment performed at an Accomplished level, which means they chose a topic that was relevant, meaningful and it was clearly defined how the topic is currently impacting the students respective community AND student clearly demonstrates a personal connection to the topic and exhibits enthusiasm, passion and pride for the topic. The remaining students performed at Developing level, which means they selected a topic that was relevant and is impacting Indian country, but presented with little indication of how this is affecting the student's community and student demonstrated some personal connection and exhibits some enthusiasm for the topic.

Criteria 2- Background
Approximately 90% of students who completed the assignment performed at accomplished level, which means the student cited more than 3 credible sources, clearly presented the interview with the Elder/Community Leader and establishes a strong support for research results, and student provided thorough information about topic in a **creative (individually unique)** way that is easy to understand and follow. The remaining students performed at a Developing level, which means the students cited 3 credible sources, clearly presented the interview with Elder/Community leader and establishes support for research, and provided information about the topic in a way that is easy to understand and follow.

Criteria 3- Action
Approximately 81% of the students performed at an Accomplished level, which means the student went above and beyond to impact the issue presented, presented a well-defined plan to follow through with action statement, and demonstrated that he/she has thought of every possible way to stay active and positively impact the issue. The remaining students performed at a Developing level, which means the students presents some clever ways to stay involved or impact the issue presented.

Analysis of Data

HMDV students have a great understanding of important issues and topics that are impacting their home communities. This knowledge is critical to understanding the needs of the community and how the student can personally impact the future development of their respective communities. Now that the students are exposed and have gained a general sense of these topics and issues, I foresee students continually progressing in the ACTION of this finding.

Action or Recommendation

An alarming 25% of students (7 students total) did not complete this assignment, which was worth a significant portion of their grade. I offered Grade Change options for three of the students, which I did not take advantage of the opportunity yet. The first quarter of this assignment I observed that the students had too much time to complete this assignment. The Winter quarter I narrowed the timeline down to a week of preparation, which was definitely NOT sufficient. I introduce this assignment 2 weeks sooner and collaborate with other faculty to prepare for the Spring 2013 quarter. Also, in the Winter 2013 I tried another method of presentation delivery, which I do not prefer. Therefore, I went back to doing Research posters instead of presentations and had a campus showcase to highlight the student's work.

Outcome 2
Description of the Assessment Process

HMDV 110 students participated in service learning projects throughout the quarter including planting medicinal plants, installing a deer proof fence for the medicine wheel garden, participating in campus-wide service days and conducting research projects. At the end of the quarter students are assigned to complete a service learning reflection which allows them to write about what service learning is, why or how it is important, and list all the service learning initiatives they were involved with throughout the quarter.

Discussion of Findings

In the Winter 2013 Quarter 26 HMDV students completed a total of 443.5 service learning hours through the HMDV course. Approximately 50% of students scored at accomplished level, which means students provided evidence of experience in civic-engagement activities and describes=d what she/he had learned about her or himself as it relates to a growing sense of commitment to service. Approximately 10% performed at the beginning level, which means the student provided little evidence of her/his experience in service learning activities and did not connect experiences to service to the community.

Analysis of Data

Many of the students shared what they learned from their class service learning activities and how much they liked working together as a team for a positive common purpose. However, others expressed that being a first year student can be an overwhelming experience. Many students stated that they know the importance and like to do service learning activities, but had little time to commit to doing service learning activities out of class due to other obligations and responsibilities.

Action or Recommendation

I've witnessed students doing great things for their family, community, and college community everyday without realizing it. I will incorporate a weekly reflection that will help them identify

and celebrate their service learning contributions. I would also like to have a recognition ceremony with the Indigenous Service Learning staff and present students with awards. This positive reinforcement will help them to understand the importance of giving back and also serve as a motivation factor for them to continue doing great service learning work. I will also promote more campus service learning opportunities and allow class time to participate in such activities.

First Year Experience

PROGRAM ASSESSMENT Matrix – 2012-13-English 98

Mission Statement: Through education, Northwest Indian College promotes indigenous self-determination and knowledge

Program Statement: **Philosophy Statement:** As a tribal college, we recognize our responsibility to prepare first year students academically and to be leaders in their communities. FYE programming promotes Native leadership through exploration of self-identity, tribal identity, connection to place, and civic responsibility to enhance self-determination.

Program Outcomes	Assessment Strategies (Who, what, how, when?)	Measurement Goal (expected results)	Findings (Actual results)	Analysis of Data (What students learned & what they didn't learn)	Action or Recommendation
Measure 3.1 Construct effective paragraphs with appropriate transitions to build a five or more paragraph essay and practice self editing	English 98, weekly five paragraph essay starting in week four continuing through week 9 (assess week 9 essay)	All students should be at the developing level	Two students were still at beginning level, 14 at developing, and three accomplished.	Students learned the necessity of planning their writing, using a framework, and the importance of the thesis statement	More emphasis on academic voice, self-editing, and vocabulary.

FYE OUTCOMES – English 95-Winter 2012

INSTITUTIONAL ASSESSMENT Matrix – 2012-13

Mission Statement: Through education, Northwest Indian College promotes indigenous self-determination and knowledge

Philosophy Statement: As a tribal college, we recognize our responsibility to prepare first year students academically and to be leaders in their communities. FYE programming promotes Native leadership through exploration of self-identity, tribal identity, connection to place, and civic responsibility to enhance self-determination.

FYE Outcomes	Assessment Strategies (Who, what, how, when?)	Measurement Goal (expected results)	Findings (Actual results-see rubric)	Analysis of Data (What students learned & what they didn't learn)	Action or Recommendation
1. Exhibits self-awareness and connections to their identity					
Measure 1.1 –Students communicate understanding about themselves in relation to their identity Measure 1.2 – Student will demonstrate connection of themselves to the needs of the community.	• English 95 (Kathy SS) • Final Project Poster/Power Point/Paper There are a number of aspects of life that play a large part in determining who we are. You will examine some of these categories in yourselves. How does your personality interact with your culture, beliefs and values, family, and experiences to shape your character? How do the location, culture, and economics of your upbringing affect how you see yourself and your place in society?	Expected results for pre-college level class would be 50% at a beginning level .	1.1 All of the students were at Developing level 1.2 Six students were at Beginning level and two at Developing (Eight students completed their final project)	Students learned that they are shaped by their families, communities, and experiences. They evaluated their value systems.	Service Learning to connect more with the "needs of the community"

First Year Experience (HMDV 110 – Tammy James-Pino)

PROGRAM ASSESSMENT MATRIX – Winter 2013

Program Outcomes	Assessment Strategies (who, what, how, when?)	Measurement Goal (expected results)	Findings (Actual results)	Analysis of Data (What students learned & what they didn't learn)	Action or Recommendation
2. Displays commitment to community and civic responsibility					
• Participate in service learning activities through first year experience courses	HMDV 110 Students will participate in a service learning project(s) and complete a reflection paper indicating what service learning is, why it is important, and list service learning activities participated in.	80% of students will reach accomplished level and 20% of students will reach Beginning and Developing level combined.	50% of students scored at accomplished level, approximately 40% at developing and approximately 10% at beginning level.

26 HMDV students completed a total of 443.5 service learning hours. | Many of the students shared what they learned from their class service learning activities and how much they liked working together as a team for a positive common purpose.

Being a first year student can be an overwhelming experience. Many students expressed that they know the importance and like to do service learning activities, but had little time to commit to doing service learning activities out of class. | I believe that students do great things for their family, community, and college community everyday without realizing it. I will incorporate a weekly reflection that will help them identify and celebrate their service learning contributions. I would also like to have a recognition ceremony with the Indigenous Service Learning staff and present students with awards. This positive reinforcement will help them to understand the importance of giving back and also serve as a motivation factor for them to continue doing great service learning work. I will also promote more campus service learning opportunities and allow class time to participate in such activities. |

First Year Experience

PROGRAM ASSESSMENT Matrix – 2012-13-English 95 Spring Quarter

Mission Statement: Through education, Northwest Indian College promotes indigenous self-determination and knowledge

Program Statement: **Philosophy Statement:** As a tribal college, we recognize our responsibility to prepare first year students academically and to be leaders in their communities. FYE programming promotes Native leadership through exploration of self-identity, tribal identity, connection to place, and civic responsibility to enhance self-determination.

Assignment: Memoir Portfolio

Program Outcomes Outcome 1:	Assessment Strategies (Who, what, how, when?)	Measurement Goal (expected results)	Findings (Actual results)	Analysis of Data (What students learned & what they didn't learn)	Action or Recommendation
Measure 1.1 Students will communicate understanding about themselves in relation to their identity	English 95, final memoir portfolio, FYE rubric, last week of the quarter	All students should be at the developing level	9 of 9 students were at the developing level.	Students were quite articulate about who they were relative to tribal origin.	More discussion throughout the quarter
Measure 1.2 Demonstrate connection of themselves to the needs of the community	See above	See above	7 of 9 were at the developing level	All were able to talk about the needs of the community, the two at beginning had more trouble writing about it	Work more on expository writing relative to the student and how they "fit" in the community
Measure 1.3 Demonstrate connection to the learning community	See above	See above	4 of 9 were at developing level	7 are first quarter students and just beginning to find their place in the learning community	More emphasis on Indigenous scholarship

Measure 3.2 - Demonstrate what they think by using pictures, words, symbols and/or diagrams. (Math 99)

N. Description of the Assessment Process

One of the skills we are focused on developing in the developmental math classes is student's communication and presentation of their thoughts. An important skill in entering college level math is student's ability to clearly and effectively communicate carefully constructed arguments in a variety a ways (through pictures, models, diagrams, symbols, words). This is something we assess using a variety of rubrics through the classes. For the purposes of measuring student progress over time we chose one column off of one rubric that is used to assess this skill on tests.

Who? Amy, Matteo, and Cassandra

What was assessed? The highest quality work students had produced during class.

When? The Cohort of students enrolled in Math 70/Math 98/Math 99 Winter 2013 and that same cohort enrolled in Math 98/Math 99/Math 102 Spring 2013.

O. Discussion of Findings

Of the 42 students assessed last quarter approximately 9 were enrolled and assessed Winter 2013. Note these numbers are just approximates as this data is not yet complete. Six students stayed at the same level. One went up. Two went down.

P. Analysis of Data

Given the relatively small overlap in numbers and the fact that a variety of different people were assessing the same students these numbers don't really tell us anything meaningful.

Q. Action or Recommendation

What would be helpful?

It is possible that even though we are all using the same rubric our interpretations might be different. Looking at students development throughout the sequence could be very useful in guiding the discussion around what it means to each of us for a student to be at the Beginning/Developing/Accomplished level. In the past we have had this discussion by looking at specific student work and taking turns grading the same assignment. Perhaps next year we could use one of the last meetings in the year to look at student work *over the course of the whole year.* and use this discussion to revise and refine our rubrics. It is hard to predict everything that would come out of such a practice, but I'm sure it would be great!

I think in general, given the numbers are so small, I would like next year to focus on a small number of students in detail that guides our internal discussion around assessment. The overall numbers for each cohort could be separately included as an additional picture.

 Notes to self: Pick handful of students at the start of the year and have everyone save work from that student.

Measure: Student demonstrates skills to be successful in college by seeking out resources available to them.

A. **Description of the Assessment Process**

We created a list of resources available to students and used the attached rubric to decide the how connected students were to campus. For simplicity different people were asked to put a single ex (x) next to a student's name if they had come to them outside of class 1 – 2 times during the quarter. They were asked to put two exes (xx) if the student had sought them out more than two times.

B. **Discussion of Findings**

This data is still being collected.

C. **Analysis of Data**

D. **Action or Recommendations**

Looking at the data we have so far it seems it would be helpful to look at the overall numbers in each cohort separately as well as track the fall cohort over time.

Since collecting the data can be tedious perhaps at the end of each quarter there could be a meeting (FYE/Tuesday-Thursday or other) where all the relevant parties are in one room and we can just scan down the list of students and assess them together. This would likely take 20 minutes or so.