



**Findings and Recommendations of Course-
level Student Learning Assessment**

Academic Years 2012-2016

Overview

This report is a compilation of findings and recommendations from faculty assessment of student learning at the course level for academic years 2012 through 2016. These findings and recommendations were collected as part of the ongoing systematic assessment process performed by faculty to assess student proficiency in meeting program-level and institutional-level student learning outcomes.

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AY 2012-2013

Quarter	Course	Analysis	Actions or Recommendations
Fall 2012	CMPS 101	The students learned to effectively manage files and folders on a computer	No action or recommendations at this time.

Quarter	Course	Analysis	Actions or Recommendations
Fall 2012	ENGL 98	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.
		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.
		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.

Quarter	Course	Analysis	Actions or Recommendations
Fall 2012	ENGL 101	85% of the students showed ability to meet program outcome.	Assignment is a valid assessment instrument for this outcome. Maintain assignment as is.
		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.

AY 2013-2014

Quarter	Course	Actions or Recommendations
Fall 2013	CMST 101	Native Leadership –Effectively communicate in diverse situations, from receiving to expressing information, both verbally and non-verbally.

Quarter	Course	Analysis	Actions or Recommendations
Winter 2013	ENGL 101	Students who followed scaffolding assignments were more successful than the ones who crammed at the very end. 2 out of 4 students identified 5 sources, but didn't include all of them on the final paper.	Keep firm deadlines! Reinforce importance of completeness!
	ENGL 102	The 4 students at the "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

Quarter	Course	Analysis	Actions or Recommendations
Winter 2013	ENGL 95	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"

Quarter	Course	Analysis	Actions or Recommendations
Spring 2014	ENGL 95	Students were quite articulate about who they were relative to tribal origin. All were able to talk about the needs of the community; the two at the beginning has more trouble writing about it.	More discussion throughout the quarter. Work more on expository writing relative to the student and how they "fit" in the community.

AY 2013-2014	Course	Analysis	Actions or Recommendations
	CMST 101	Students were assessed in the CMST 101 classes in fall, winter, and spring quarters. Four classes were assessed based on two general outcomes: To analyze, synthesize and organize. A total of 68 students were assessed. The persuasive speech was the Capstone assignment used in the assessment. The 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.	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.

AY 2014-2015

Quarter	Course	Analysis	Actions or Recommendations
Fall 2014	CMST 101	<p>The year, the 84% completion rate is substantially higher than 2013's 54%. The main factor was for improvement centered on the ITV students. In 2014, students from four ITV sites were enrolled and in 2014 only one site was enrolled in each class. Therefore, the ITV students were able to finish at the same rate as campus students. Those who completed the informative speech were able to move forward with ease and complete the persuasive speech assignment. 5 students did not move forward.</p>	<p>Continued review of the ITV process needs to occur. Consistency by the site coordinators will need to continue. An "evidence gathering" activity was added to the course. This will be continued and strengthened. ITV students have limited resources to seek evidence. Strategies using electronic media were taught.</p>

Quarter	Course	Analysis	Actions or Recommendations
Fall 2014	MATH 107	<p>It's clear that we have not yet taught students that consistent work throughout the quarter is part of the expectation, and we have not yet taught them that withdrawing is better than remaining enrolled and failing.</p>	<p>We have already made changes to the wording of the syllabi in the developmental classes to emphasize the importance of ongoing, consistent effort throughout the quarter. We plan to use some of the extended time that we have in Math 98 & 99 to do periodic check-ins with each student to affirm their progress and emphasize the importance of effort.</p>
		<p>The students who made presentations seem to have learned what it means to make a hypothesis and have a basic idea of what it means to test it. All of them were able to research some data. A couple of students were not at the developing level because of a misunderstanding of some statistics concepts; one student was not able to relate the evidence to the hypothesis.</p>	<p>Changing the requirement to include a hypothesis, asking students to write hypotheses throughout the quarter, and giving a sample presentation in which I used the rubric all seem to have worked!</p>
		<p>About 8 students met course requirements. Most of the students who did not meet the course requirements has a very low attendance rate or had dropped out by the middle of the quarter.</p>	

Quarter	Course	Analysis	Actions or Recommendations
Fall 2014	ENGL 101	<p>Assessment of the 15 papers submitted yielded the following:</p> <ol style="list-style-type: none"> 1. 80% of papers effectively communicated concepts in using the written word with Standard English mechanics and grammar at least 80% of the time. 2. 73% of papers utilized APA stylistic conventions at least 80% of the time. 3. 60% of papers composed a basic research question based on social issue with at least 80% accuracy and clarity. 4. 60% of papers demonstrated performance of research to investigate the historical and rhetorical contexts. 	<p>Examine the courses holistically from the view of “Research as Ceremony” as presented by Shawn Wilson yielded the following:</p> <ul style="list-style-type: none"> • Action: Assigning three students each class to report on the previous day’s lecture to class. Result: Better retention of materials and deadlines. Recommendation: Very effective. • Action: Identify student topic interests early in the quarter and pair them according to interests to encourage mutual scholarship. Result: Somewhat helped students find allies in research, but hard to make them accountable. Recommendation: Continue encouraging partnerships, but realize that personalities and time constraints will affect outcome. • Action: Insert service learning opportunity near the beginning of the quarter to provide a practical approach to research and to reinforce the importance of clarity and detail. Result: SLC project didn’t necessarily result in adequate research later as previously envisioned. Recommendation: Revisit the SCL project proposal, but consider reverting to encouraging students to participate in established events. Action: Create weekly assignment for the annotation of readings using an open format instead of imposing style as in previous quarters. Result: Annotation skills weakened. Recommendation: Return to previous method of practicing citation skills for each annotation. <ul style="list-style-type: none"> • Action: Provide more guidance in tying up research into effective conclusions. Result: This was hampered by students waiting until the last minute to complete drafts and rushing. Recommendation: continue to emphasize the importance of deadlines, model conclusions in class, and move deadline of final portfolio back one week. <p>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.</p>

Quarter	Course	Analysis	Actions or Recommendations
Spring 2015	HMDV 110	<p>4 students reached the Accomplished level, which was not anticipated.</p> <p>100% of the students turning in a self-evaluation paper reported that at least one habit from the curriculum was useful and had made positive changes in their life.</p>	<p>The new textbook <i>The 7 Habits of Highly Effective College Students</i> was effective in teaching students to be more effective in at least one area of their life, adding life skills and developing their connections with their identity. Next quarter, I will change the weight of the homework journals so that they are less than 50% of their final grade. Homework will be begun in the classroom. This quarter I had to throw out 2 homework grades to get the averages up. More emphasis on organization will be done early in the course, with a focus on weekly assignment planner reviews. TC students fell behind classroom students in their performance, mostly due to their not accessing the materials on Moodle as instructed, turning in less homework and not on time, not following directions, and not doing their research project. Of the TC students three of 7 made F's, two made C's, one B and one A. These Beginning level TC students are not well served by the lack of ongoing monitoring of their progress in the ITV classroom, despite repeated emails to them and their site managers, and they should be taught HMDV 110 on site! Additional work is necessary to help ensure that students can successfully complete writing assignments. Continued support for practices that help support student writing is recommended. For students in this course, it was apparent that a significant amount of individual and collective discussion, reflection, exploration, etc. was necessary to help the students meet course outcomes. Particularly relevant to this course is the high degree to which student introspection, creativity, and collaboration are required to address course outcomes. Additional work is necessary to finalize an assessment rubric (note that the rubric used herein is a draft) and perhaps to revise course outcomes to be in alignment with the current program outcomes. It is recommended that consideration be given to using the Teaching and Learning Institute essential questions in revising the NESC 303 curriculum.</p>

Quarter	Course	Analysis	Actions or Recommendations
Spring 2015	Math 99	There was only one student at the Beginning level who regularly attended class. This student is actually taking an incomplete. Everyone else was at the Developing level or higher. Three of the students at the beginning level were student who hadn't completed the graph on the original piece they turned in and then never did a rewrite. I believe there were only three students legitimately still at the beginning level from what I observed during class.	I give students an opportunity to turn in a rewrite of their portfolio work at the end of the quarter. One thing I could do better is to remind students more often of that option and send out an e-mail reminder. My recommendation is the same as for the first outcome. I should stress the rewrite more and collect it earlier.

Quarter	Course	Actions or Recommendations
Spring 2015	ENGL 95	Instead of giving them their final paper in the last two weeks of the course, I would like to give it to them in the beginning and require periodic drafts. This way, they can see how they grow as writers, and they can also incorporate grammar they learn throughout the course in a methodic manner.

Quarter	Course	Analysis	Actions or Recommendations
Spring 2015	ENGL 98	All 5 students showed improvement (beginning to developing level) in the program outcomes of communication, cultural awareness, and social conditions.	Emphasis on attendance, lab (in-class) time, guest "speakers" on verbal and written communication in the workplace and socioeconomic situations, place-based readings. Emphasis on attendance, templates and intro paragraphs done in class, one day a week lab time, discussion of deadlines in the "real" world, analysis of procrastination issues, time management, resources available academically and in the community, group work to reach steps of assignments

Quarter	Course	Analysis	Actions or Recommendations
Spring 2015	ENGL 101	The three students who completed the assignment learned to improve their Standard English writing skills through revision, the basics of research, and the importance of critical reading and responding to texts. The remaining 7 learned some of these skills, but did not show proficiency.	Recommendation to cut number of readings per quarter by half and incorporate more in-class writing and revision. Athletes, Running Start, Rocket Program, and Early Childhood Learning Program students need to be identified early and contact with their mentors should be continuous. This quarter was impacted by a chicken pox and hoof-and-mouth outbreak at the childcare center as well as athletics and field trips for extra-curricular activities. Program mentors should be encouraging students to continue their studies while they travel.

Quarter	Course	Analysis	Actions or Recommendations
Spring 2015	ENGL 102	The 4 students who completed the assignment learned to improve their Standard English writing skills through revision, the advanced research methods, and the importance of critical reading and responding to texts. The other 2 learned some of these skills, but did not show proficiency.	<p>Recommendation to cut number of readings per quarter by half and incorporate more in-class writing and revision.</p> <p>Athletes, Running Start, Rocket Program, and Early Childhood Learning Program students need to be identified early and contact with their mentors should be continuous.</p> <p>This quarter was impacted by a chicken pox and hoof-and-mouth outbreak at the childcare center as well as athletics and field trips for extra-curricular activities. Program mentors should be encouraging students to continue their studies while they travel.</p>

AY 2015-2016

Quarter	Course	Action or Recommendations	Narrative
Fall 2015	ENGL 100	More exposure to relevance of problem solving skills to real life situations. Continued focus on the different "sides" to the story allowed students to move beyond their own experience	Weekly critical thinking/problem solving "games" seems to help transferability of said skills to other areas. Current social issues give students an awareness of relevance to their lives and a more global awareness of social justice and Indigenous peoples.

Quarter	Course	Analysis	Actions or Recommendations	Narrative
Fall 2015	ENGL 102	4 students met the course outcomes at an 'accomplished level for textual analysis, grammar/punctuation/spelling, and assigned style (MLA and APA). 9 did not meet course outcomes as noted in previous column	The amount of time devoted to in-class reading and lecture will be reduced from 6 days to 4 days and more attention will be devoted to the revision cycle to bring out the ideas and connections the student is attempting to communicate. Group/paired work will also be emphasized. Lastly, work on the final paper will be combined with the Unit 3 paper to compensate for the reduction in contact time between Fall and Winter quarter. Review external factors impacting student attendance/assignment completion such as athletics, Running Start, family crises, and substance abuse/recovery.	The increased time for revision and the inclusion of a lab improved skill development for all students who completed the final project

Quarter	Course	Analysis	Action or Recommendations
Fall 2015 (Based on FYE Outcomes)	HMDV 110	All students writing a self-reflection indicated that at least one Habit from the curriculum was useful and had made positive changes in their life.	<p>Student evaluations of this course are in the 4-5 range, and feedback is that the material is useful to them. I will continue using the 7 Habits text and augmenting it with indigenous materials. The number of students at the Developing level was higher than predicted. Beginning level was lower than predicted. It may be that in trying to encourage them I am grading too easy and need to set higher expectations. Their self-evaluations were at a lower (and possibly more realistic) level than my grading of them.</p> <p>Feedback on doing group (clan) projects and Service Learning was that it helped them work cooperatively toward a common goal. I will keep this class component, and add more team assignments.</p> <p>Add a pre and post Study Skills self-assessment. I put more emphasis early in the quarter on organization and using their academic planner. The students reported that keeping track of their assignments in the academic planner made a significant difference in their ability to stay on track in their classes. I also put most of the study skills instruction in the first half of the quarter, so that those who were not able to complete the quarter had this foundation.</p>

Quarter	Course	Analysis	Actions or Recommendations
Fall 2015 (Based on FYE Outcomes)	MATH 107A	Students, who regularly attended the classes and turned in the assignments, acquired at least the minimum expected level of understanding on all course outcomes. Some went beyond the expectations and applied what they had learned into their optional projects. Most of the students who did not meet the course requirements had a very low attendance rate or had dropped out by the mid of the quarter.	Students are constantly encouraged to attend classes regularly, and are reminded how important it is for them to be in class. They are advised that by attending classes, they have the chance to see various problems and approaches, and develop a strong understanding of the outcomes that as a result will lead them towards achieving higher grades and meeting their degree requirements.

Quarter	Course	Analysis	Actions or Recommendations
Fall 2015 (Based on FYE Outcomes)	MATH 107B	Students, who regularly attended the classes and turned in the assignments, acquired at least the minimum expected level of understanding on all course outcomes. Some went beyond the expectations and applied what they had learned into their optional projects. Most of the students who did not meet the course requirements had a very low attendance rate or had dropped out by the mid of the quarter.	More graphical representations of data are included in the course in order for students to see various forms of displaying data. Students are constantly encouraged to attend classes regularly, and are reminded how important it is for them to be in class. They are advised that by attending classes, they have the chance to see various problems and approaches, and develop a strong understanding of the outcomes that as a result will lead them towards achieving higher grades and meeting their degree requirements.

Quarter	Course	Analysis	Actions or Recommendations
Winter 2015	CMST 101	<p>This winter, 76% completion</p> <p>Is fairly close to my 80% completion rate. I was pleased with this outcome. I was particularly pleased that only two of the nine ITV students failed to finish the assignment. I have learned how to project all sites on the camera and believe this is a definite factor.</p> <p>Those students who completed the informative speech were able to move forward with ease and complete the persuasive speech assignment.</p> <p>One student withdrew after completion.</p>	<p>Continued review of the ITV process needs to occur. Consistency by the site coordinators will need to continue.</p> <p>An "evidence gathering" activity was added to the course. This will be continued and strengthened.</p> <p>ITV students have limited resources to seek evidence. Strategies using electronic media were taught.</p>

Quarter	Course	Analysis	Actions or Recommendations
Winter 2015	ENGL 101	<p>Over the course of the quarter, grammar and usage improved due to the use of Revision Worksheets.</p>	<p>Instructor is advised to continue using Revision Worksheets as an activity to support usage and grammar skills.</p>

AY	Course	Analysis	Actions or Recommendations
2015-2016	CMST 101	<p>There were a number of students in the fall that were not ready for college. The result was that several dropped the class right away and others vanished after the first assignment. Completion rates for Winter and Spring were well over 80% and I consider this good.</p>	<p>Placement of students in the fall is critical. The college had a shortage of advisors in the fall of 2015, and a new First Year Experience advisor. I believe that correct placement will assist students in making the appropriate choices for initial classes.</p>

AY	Course	Analysis
2015-2016	NESC 303	Several of the students participated in writing assignments with support from the Science Writing Mentor but not all students completed final, approved writing assignments that correspond to associated writing rubric details.

Actions or Recommendations: The students were presented details of current program outcomes and assessment practices within the context of the course to help them develop their course materials. The reflective paper and associated presentation assignments relate to students' rationales for choosing to pursue the Interdisciplinary Concentration Option (ICO). It may also be noted that faculty were requested to try to new approaches to teaching during the 2015-2016 academic year based on experiences at the most recent Teaching and Learning Institute, which was supported through participation by representatives of the Coast Salish Institute and the Native Studies Leadership and Community Advocacy and Responsive Education in Human Services departments. The NESC 303 students were presented with the same essential questions that were provided to faculty at the Teaching and Learning Institute. The students unanimously praised the value of the essential questions—not only for faculty, but also for themselves as related to the NESC 303 curriculum. Much of what was represented in student writing and presentations addressed several aspects of those essential questions, and the students recommended including some aspects of the questions in future iterations of the course. Two students produced final reflective papers, one student produced a draft reflective paper, and one student only completed the associated worksheet without delivering a reflective paper although that student read from a paper in class on the presentation date two students used PowerPoint or Prezi in support of their oral presentations. One student described interests in ethno pharmacology, ethno botany, and genomics and how working in these areas connects to that student's personal background and plans for graduate studies associated with relationships between Indigenous peoples, plant foods, and aspects of wellness as related to health concerns in tribal communities. One student wrote very eloquently regarding the relationship of family, community, and the values that are inherent in those as related to the student's academic studies. The student contrasted her experience at NWIC with recent experiences at a conference, and specifically referenced aspect of her work as related to program outcomes—particularly relationality—and how the ICO allows for a more holistic approach to her studies and a broader approach that she saw as represented in the work of other students at the conference. The student's writing further emphasized the value of the ICO in terms of how it supports the student's academic activities as related to personal wellness and her graduate plans, which hopefully may include working with Dr. Robin Wall Kimmerer at SUNY. One student—with a background and strong interests in computer technology and gaming—connected aspects of traditional Diné culture with the student's interest in the ICO; specifically, with reference to develop a computer game. The student wrote about how this work builds upon the student's experiences in working with plants in the student's home community, but further details remain to be developed regarding how the student's ICO work ultimately may relate to broader program outcomes. One student—with a background in tribal cultures and health care—has developed preliminary goals related to the possible relationships between healing plants, tribal cultures, climate change impacts, and wellness. This work is very preliminary, and the student did not provide final work in written form.

AY	Course	Analysis	Actions or Recommendations
2015-2016	MATH 98	<p>Of the three students who were beginning in the “mathematical conclusions” category, 2 had really weak skills to begin with and one only attended about 20/50 days.</p> <p>The same explanation holds for the “multiple representations”, with one extra student who was really withdrawn and had really low self-confidence.</p>	<p>The creation of Math 091 and its implementation along with the new incomplete policy is the main action I took to address these concerns. The two students who did not reach the developing level received incomplete grades and a recommendation to take Math 091 in the following winter 2016.</p>

AY	Course	Analysis	Actions or Recommendations	Narrative
2015-2016	MATH 99	<p>All except one student with higher than 70% attendance were at the developing level or higher. All students with higher than 90% attendance were at the Accomplished level.</p>	<p>Only one student did not perform at the level I had set as a reasonable target goal. The student in question performed at the beginning level, but had a higher than 70% attendance rate. This particular student came into the class with a weaker background than most other students. Their attendance was also fairly low; 72%. My Measurement goal for this assessment was in line with passing the class with a C or better. The overall results inform me that the criteria I set for passing with a C is reasonable. One change I plan on making is increasing the number of activities which are group work or paired work and sorting randomly so students are working with a variety of different people more often.</p>	<p>I set the goal this quarter to emphasize earlier and to set a firm deadline for students turning in a rewrite of their portfolio work. This had the result that more people turned in a rewrite (though fewer people overall needed to). I only had one student who needed to turn in a rewrite, but didn't, as opposed to three students last quarter.</p>

AY	Course	Analysis	Actions or Recommendations
2015-2016	POLS 225	Describe how early Indian policy contributed toward a dependency by tribes on US government.	Spending extra time on reviewing what trust responsibility means in connection to the Marshall Trilogy cases, and how this is still present in various ways today helped develop student understanding in the Winter 2016 POLS 225 class. Also spending time in the beginning of the course (versus latter part of course) discussing what inherent rights and sovereignty mean, in verb and noun forms, and how each relates to trust responsibility and the expansion or reduction of sovereignty.

AY	Course	Actions or Recommendations
2015-2016	MATH 107	More graphical representations of data are included in the course in order for students to see various forms of displaying data. Students are constantly encouraged to attend classes regularly, and are reminded how important it is for them to be in class. They are advised that by attending classes, they have the chance to see various problems and approaches, and develop a strong understanding of the outcomes that as a result will lead them towards achieving higher grades and meeting their degree requirements.

AY	Course	Analysis	Actions or Recommendations
2015-2016	TGBM 315	Students show demonstrated results in the area of developing project management goals, objectives, and resource needs on a Final Project.	In-class (hands on) execution of Homework project management tools (templates and estimates), rather than lecture/discussion facilitation model based on PPT presentation.