Components of Tribal College Assessment Programs

Anne Marie Karlberg

Assessment Coordinator
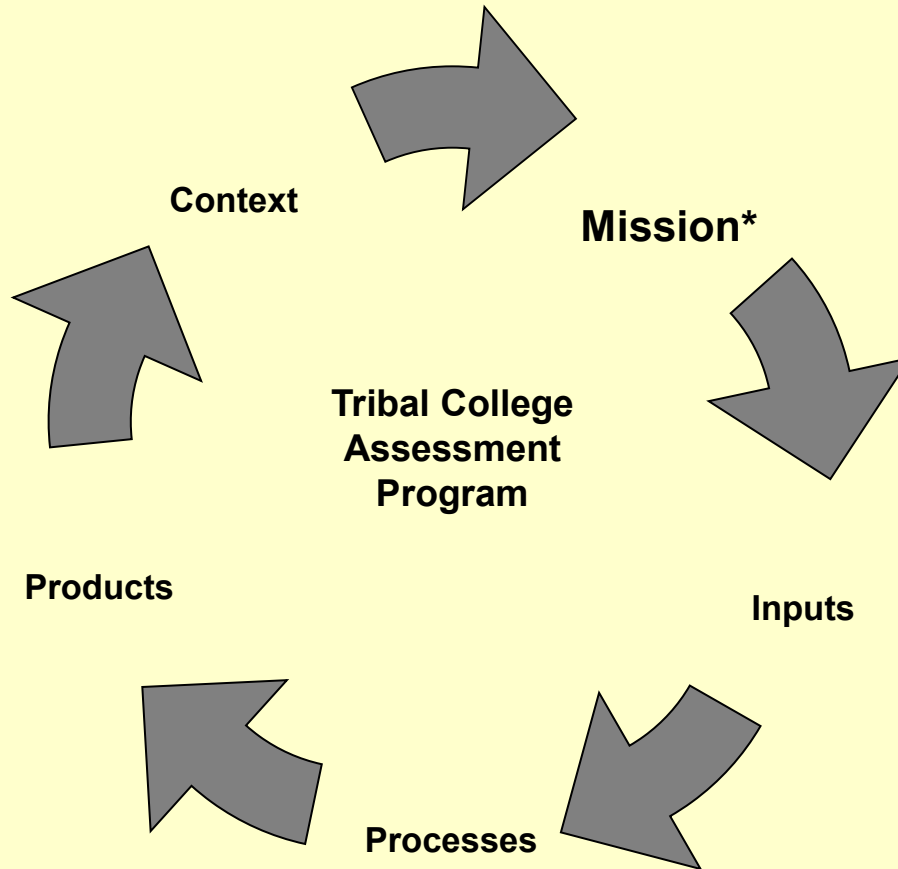
Northwest Indian College
http://www.nwic.edu/faculty/assessment/assessment.htm

(360) 392-4255

amkarlberg@nwic.edu

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Components of a Tribal College Assessment Program

Context

Mission*

Tribal College
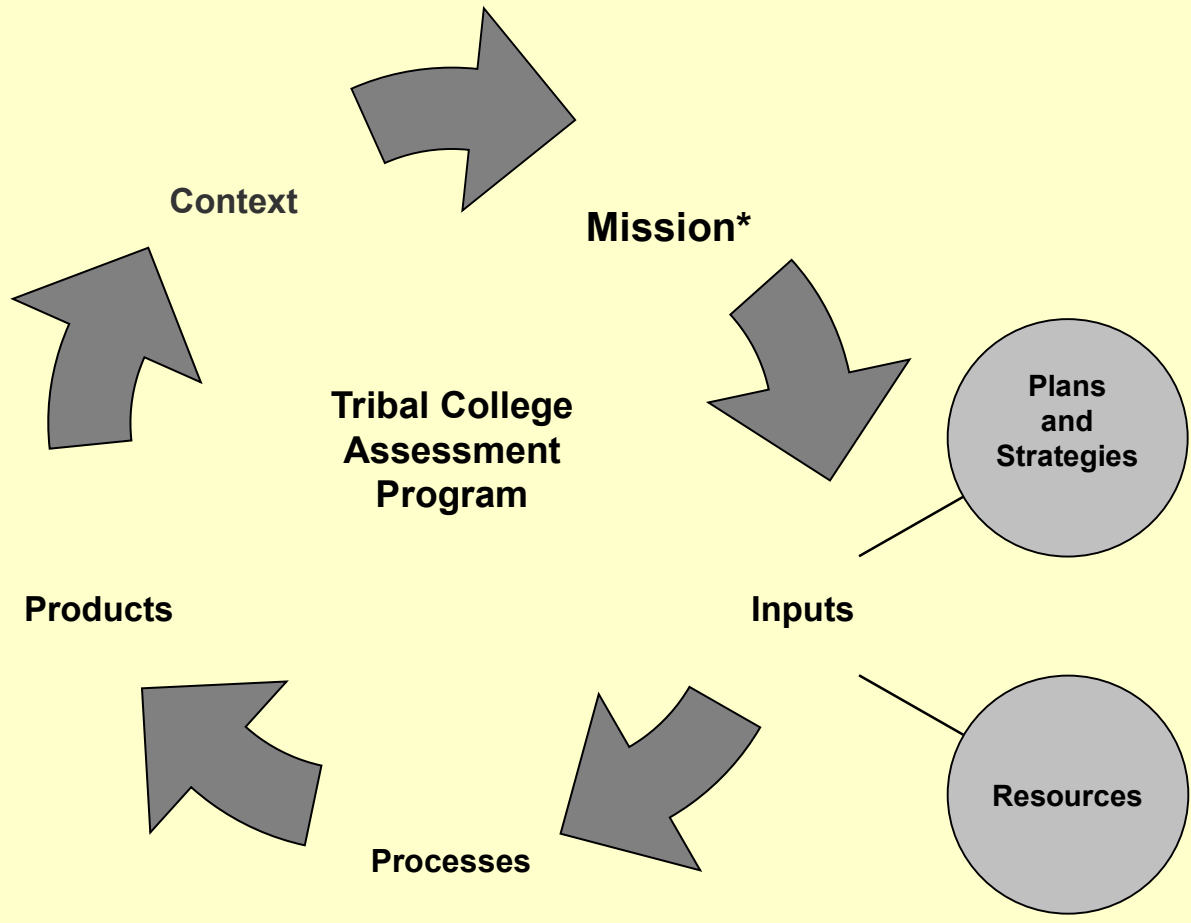Assessment
Program

Products

Inputs

Processes

Mission Statement*

a. update mission statement
    (during the strategic planning process)

b. increase familiarity with, appreciation
    of, and support for the mission

c. accomplish the mission

"Through education, Northwest Indian College promotes indigenous self-determination and knowledge."

Components of a Tribal College Assessment Program: Inputs

Context

Mission*

Plans and Strategies

Tribal College Assessment Program

Products

Inputs

Resources

Processes

Inputs: Plans and Strategy

Tribal colleges are more likely to have successful assessment programs if they…

a. **Strategic planning initiative:** conduct an inclusive strategic planning initiative or some other process that results in a unified vision (including tribal community members, tribal college staff, and students).

b. **Assessment inventory:** conduct an inventory of current assessment practices at the college.

c. **Assessment plan:** develop a systematic assessment plan (including direct indicators, indirect indicators, and institutional and community data) and/or proceed in the most obvious and necessary direction (where faculty or staff have the most enthusiasm and where they are guaranteed to be successful).

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Inputs: Resources

Tribal colleges are more likely to have successful assessment programs if their administrators…

a. **Assessment Coordinator:** hire a full-time assessment coordinator who is knowledgeable about assessment best practices and is sensitive to the college's cultural environment.

b. **Financial support:** provide funds for the administration of assessment-related tasks (e.g., conducting surveys, paying faculty salaries for completing complex and time-consuming assessment work during non-contract times, paying students to complete long surveys, etc.) and provide necessary opportunities for learning about and implementing assessment initiatives.

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Inputs: Resources (continued)

Tribal colleges are more likely to have successful assessment programs if their administrators…

c. **Technical support:** provide an adequate enrollment database system and an effective data collection system and hire a data administrator who is able to extract the data and create reports.

d. **Administrators:**

- provide visible advocacy for assessment
- refer regularly to the assessment program and its results in reports and presentations to both internal and external audiences (i.e., leadership team, advisory boards, tribal community, and board of trustees)
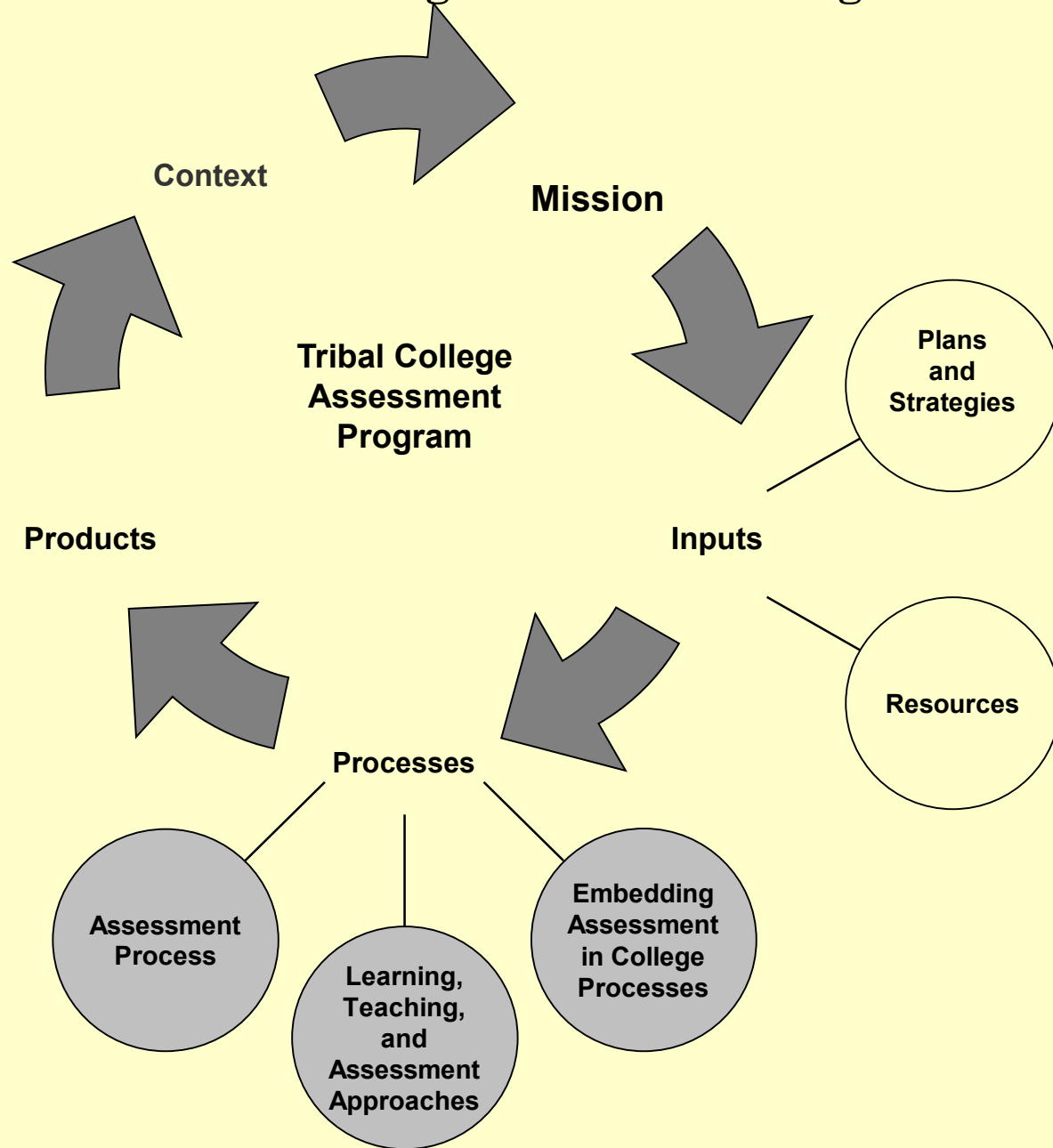- use the assessment results to make decisions

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Inputs: Resources (continued)

Tribal colleges are more likely to have successful assessment programs if their faculty…

e.   **Faculty members:**

- remain **open-minded** and respond in respectful, cooperative, and **collaborative** ways

- take **ownership** of assessment and embrace it as an intrinsically valuable developmental process whereby teaching and learning can be continually improved through evaluation, reflection, and identification of needs for change

- provide students with numerous, varied, and meaningful opportunities to **practice skills** and to **receive feedback** in ways that are integrated, contextualized, relevant, and experiential

- use assessment and its results to improve student learning

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Components of a Tribal College Assessment Program: Processes

Context

Mission

Tribal College Assessment Program

Plans and Strategies

Products

Inputs

Resources

Processes

Assessment Process

Learning, Teaching, and Assessment Approaches

Embedding Assessment in College Processes

Assessment Process

Tribal colleges are more likely to have successful assessment programs if they create assessment processes that…

- are **streamlined**, **simplified**, and **ongoing** and time is used effectively
- are **participatory (faculty, student, staff, community)**, consultative, collaborative, and flexible
- start with faculty/staff who are **interested** and **supportive**
- are sensitive to the needs/pace/time of all staff at the college
- are **culturally appropriate**
- are conducted in a responsible, respectful, and ethical manner
- are relevant, valuable, and **meaningful to the college**
- report results in an **ongoing** way
- educate all staff / students to improve their assessment skills

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Learning, Teaching, and Assessment Approaches

Tribal colleges are more likely to have successful assessment programs if they create an environment where students are learning and being assessed using…

- meaningful, relevant, and contextualized experiences

- approaches traditionally used by tribal people, such as apprenticeships, observations, and practice

- an integrated, experientially grounded, and "place-based" curriculum

- authentic approaches (e.g., self-reflecting and self-assessing, applying concepts to a relevant context, teaching material to peers, writing about a subject, and asking essential questions)

- a curriculum founded in Native perspectives, traditional culture, and knowledge

- formative classroom assessment techniques (short, frequent, ungraded attempts to assess student learning) to provide immediate in-class feedback
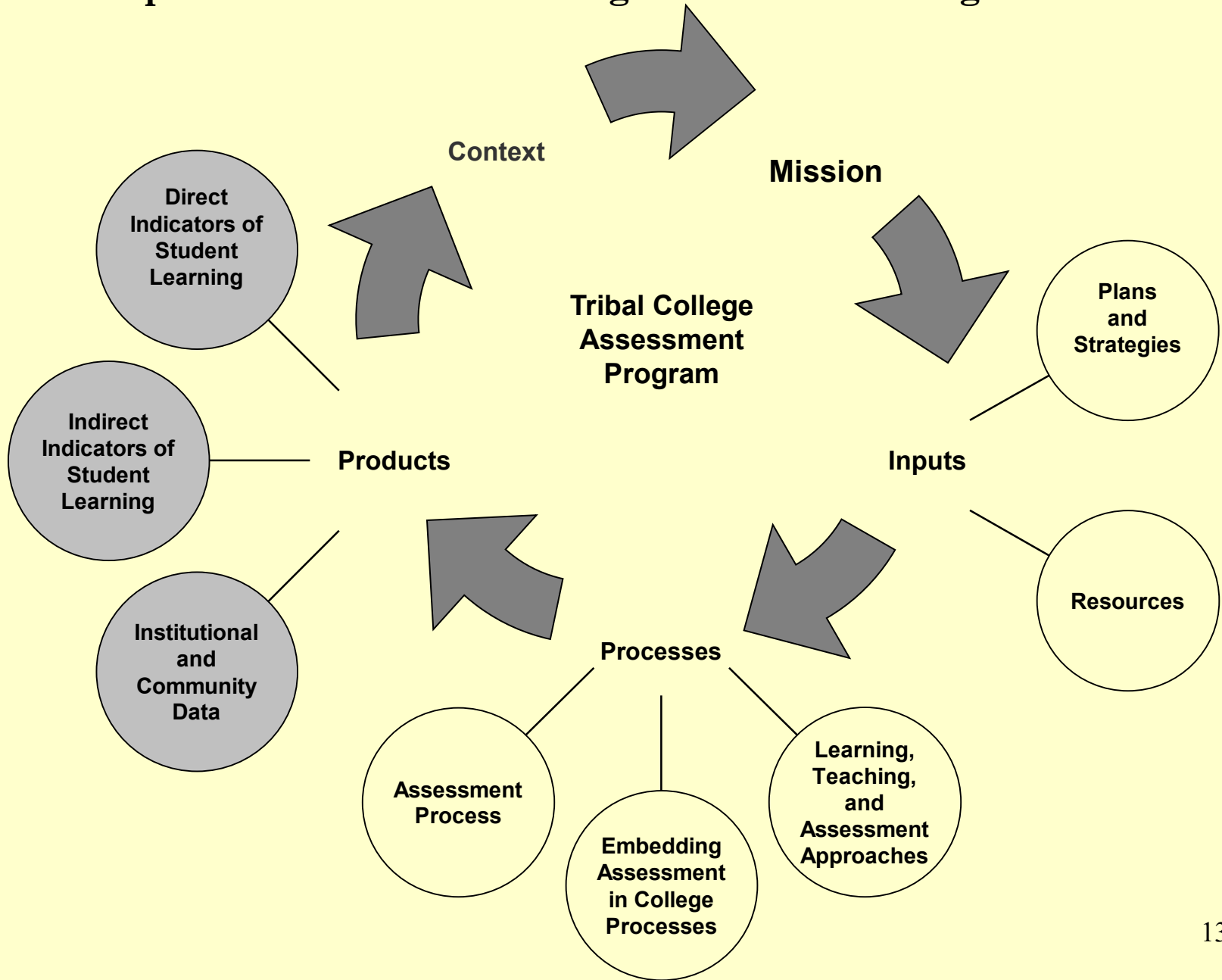
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Embed Assessment in College Processes

Tribal colleges are more likely to have successful assessment programs if they embed assessment throughout college processes, such as…

- strategic planning
- curriculum review
- budgeting
- program review
- First Year Experience
- college catalogue
- college publications
- website

- job descriptions and announcements
- grading criteria
- service learning
- learning communities and cohorts
- faculty/staff/student meetings

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Components of a Tribal College Assessment Program: Products

Context

Mission

Direct Indicators of Student Learning

Tribal College Assessment Program

Plans and Strategies

Indirect Indicators of Student Learning

Products

Inputs

Institutional and Community Data

Resources

Processes

Assessment Process

Embedding Assessment in College Processes

Learning, Teaching, and Assessment Approaches

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Assessment Data (Products)

1. **Direct indicators (outcomes) :** require students to demonstrate their learning (e.g., essays, tests, capstone projects, demonstrations, and presentations)

2. **Indirect indicators (perceptions):** ask students to reflect on their learning (e.g., surveys, such as graduate surveys or course evaluations)

3. **Institutional and community data:** do not necessarily indicate student learning but do reflect the overall condition and effectiveness of the college (e.g., retention and graduation rates, and enrollment trends, transfer data)

…Try to use a combination of these 3 types of data at the *community, college, program,* and *course* levels!

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Direct Indicators
of Student Learning (Outcomes)

1. **Tribal community level:** where community members are assessed with regard to cultural priorities (e.g., literacy, Native language, etc.)

2. **College level:** where students are assessed with regard to a set of general education or college-wide outcomes (e.g., **cultural**, written communication, oral communication, computer, quantitative, reading)

3. **Program level:** where students demonstrate their learning of program outcomes through capstone experiences (e.g., Env. Sci. outcomes)

4. **Course level:** where students are evaluated on their short-term learning of course outcomes (e.g., using MS Excel)

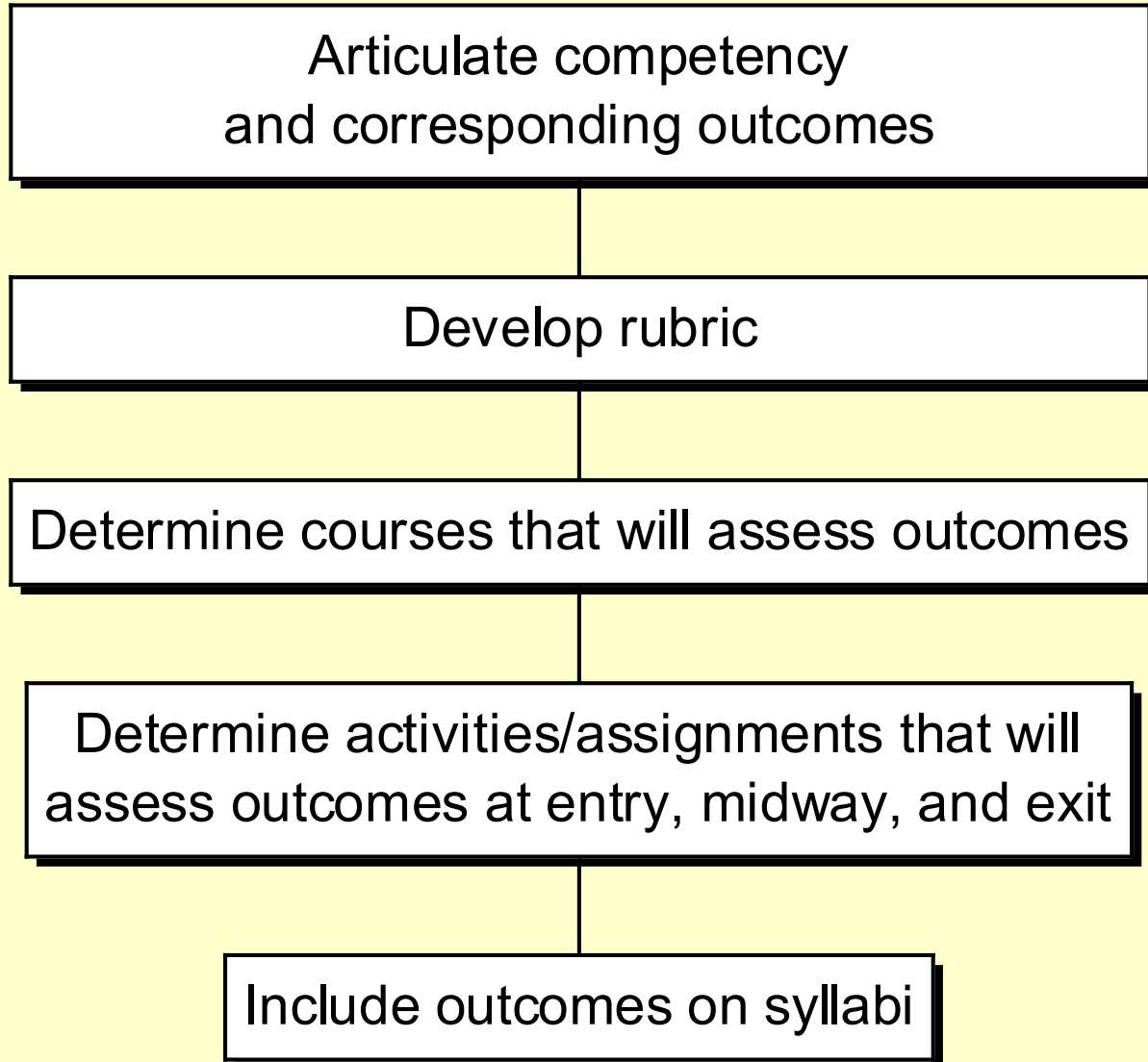# Direct Indicators: Assess College, Program, and Course Outcomes

"Assessment as learning" (Alverno College)

- students should always learn something from being assessed
- this information should be used to improve student learning

Two steps involved…

1. Development of outcomes
2. Implementation of outcomes

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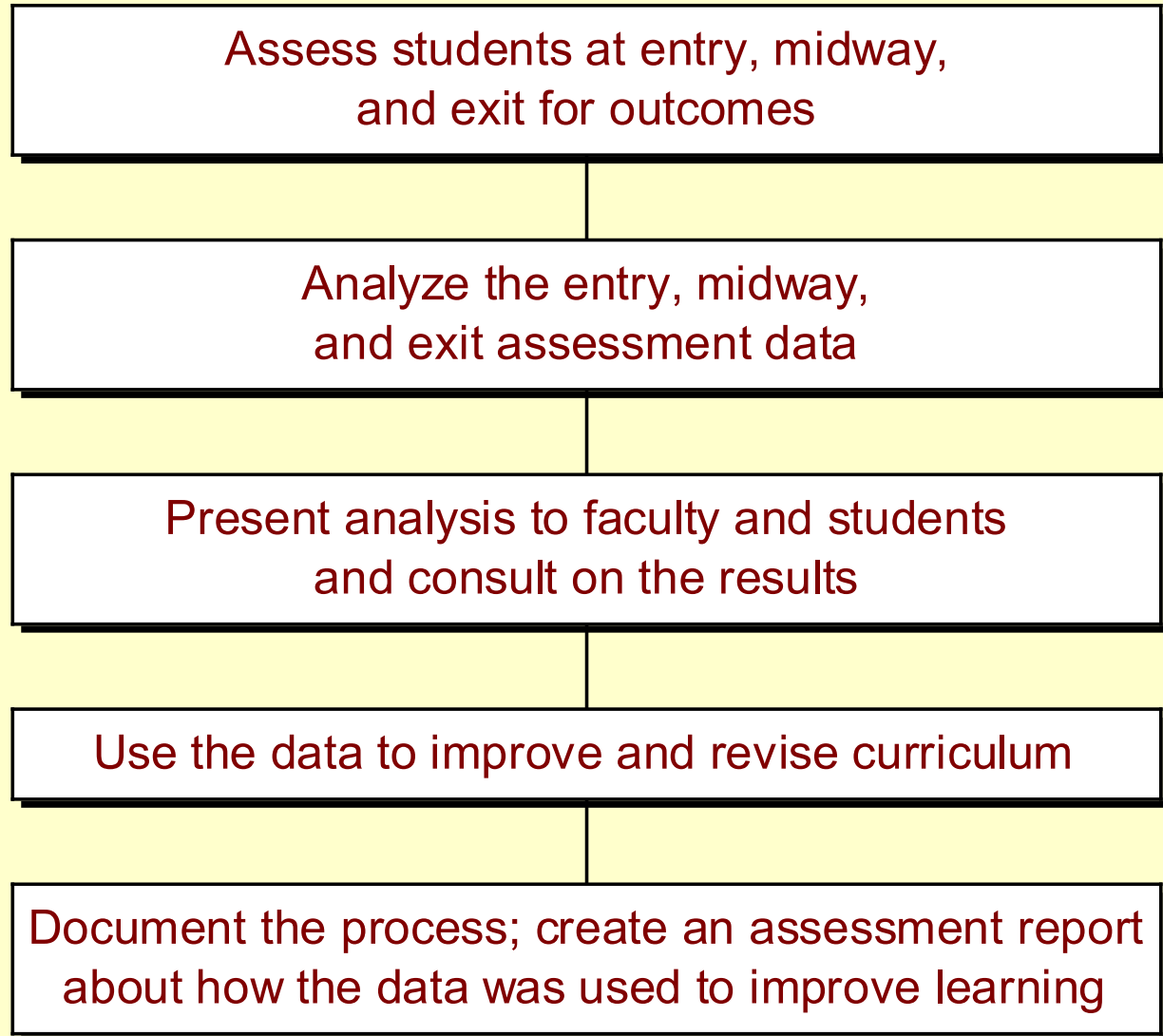# 1. Development of Outcomes

Articulate competency
and corresponding outcomes

Develop rubric

Determine courses that will assess outcomes

Determine activities/assignments that will
assess outcomes at entry, midway, and exit

Include outcomes on syllabi

NWIC Computer Skills Outcomes (section of draft)

		Level of Accomplishment			
Criteria	Pre-Novice (1)	Beginning (2)	Developing (3)	Accomplished (4)	Exemplary (5)
Outcome a: The student uses word processing software for communication					
Word processing (e.g., MS Word)		Produces a basic word-processed document with minimal (default) formatting.	Produces a word-processed document, such as a basic class report, an informal letter, or resume, using basic formatting tools (e.g., fonts, spacing, indents, margins, and spellchecking).	Produces a word-processed document that is formatted to the standards of a second-year university research paper (using MLA format).	Produces a word-processed document that is publication-quality (using, for example, galley templates, expanded formatting and automatic footnoting).
Outcome b: The student uses spreadsheet software for communication, computation and graphic data representation					
Spreadsheets (e.g., MS Excel)		Produces a basic spreadsheet file with minimal (default) formatting.	Produces a spreadsheet file using basic formatting tools (text, cells, rows, columns and sheets formatting).	Produces a spreadsheet file using extended quantitative tools (such as using quantitative formulae).	Produces a spreadsheet file that is presentation quality using expanded program capabilities (e.g., generating graphics from data, and exporting contents to ancillary programs such as word-processing, database management, etc.)
Outcome c: The student uses presentation software for communication					
Presentations (e.g., MS PowerPoint)		Produces a basic presentation file with minimal (default) formatting.	Produces a presentation file with basic text formatting.	Produces a presentation file using extended formatting tools (with digital image formatting, e.g., graphs, pictures, etc.), and successfully narrates the presentation.	Produces a presentation file that is publication quality using expanded program capabilities (e.g., adding animation, audio, video, etc.).

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2. Implementation of Outcomes

Assess students at entry, midway,
and exit for outcomes

Analyze the entry, midway,
and exit assessment data

Present analysis to faculty and students
and consult on the results

Use the data to improve and revise curriculum

Document the process; create an assessment report
about how the data was used to improve learning

NWIC Outcomes Plan (draft)

NWIC will…	Baseline (Dec. 2006)	Goal				
		2007 – 2008	2008 – 2009	2009 – 2010	2010 – 2011	2011 – 2012
a. articulate college competencies (comps) and corresponding outcomes	Draft of 5 competencies	1 comp	2 comps	3 comps	4 comps	5 comps
b. develop course level rubrics	Draft of 5 rubrics	1 comp	2 comps	3 comps	4 comps	5 comps
c. determine which courses will be used to reinforce and assess college outcomes at entry, midway, and exit (curriculum map)	No competencies	1 comp	2 comps	3 comps	4 comps	5 comps
d. determine or create the activities, experiences, projects, essays, or assignments in required courses that will be used to assess college outcomes at entry, midway, and exit	Ideas generated	1 comp	2 comps	3 comps	4 comps	5 comps
e. attach anchor papers for each level of the rubric scale	No competencies	1 comp	2 comps	3 comps	4 comps	5 comps
f. include college outcomes on syllabi (draft and revisited)	Draft outcomes on some syllabi (59/183 [32%] of college-level courses)	40% of course syllabi	55% of course syllabi	70% of course syllabi	85% of course syllabi	100% of course syllabi
g. assess students at entry, midway, and exit for outcomes	None		1 comp	2 comps	3 comps	4 comps
h. analyze the entry, midway, and exit assessment data	None			1 comp	2 comps	3 comps
i. present analysis to faculty and students and consult on the results	None			1 comp	2 comps	3 comps
j. use the data to improve and revise curriculum	None			1 comp	2 comps	3 comps
k. document the process; create an assessment report about how the data was used to improve learning	None	✓	✓	✓	✓	✓
l. educate students about the role of assessment in their education	None	✓	✓	✓	✓	✓

Course Outcomes Plan (draft)

NWIC will…	Baseline (Dec. 2006)	Goal				
		2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012
a. articulate course outcomes	59/183 (32%) of college-level courses	40%	55%	70%	85%	100%
b. develop course level rubrics	0/183 (0%) of college-level courses	15%	30%	45%	60%	75%
c. include course outcomes on syllabi	59/183 (32%) of college-level course syllabi	40%	55%	70%	85%	100%
d. determine or create the activities, experiences, projects, essays, or assignments that will be used to assess the outcomes	0/183 (0%) of college-level courses	15%	30%	45%	60%	75%
e. attach anchor papers for each level of the rubric scale	0/183 (0%) of college-level courses	15%	30%	45%	60%	75%
f. assess students at the beginning, midway, and end of the course for outcomes	No college-level courses	15%	30%	45%	60%	75%
g. analyze the assessment data	No college-level courses	15%	30%	45%	60%	75%
h. use the data to improve and revise curriculum and to improve learning	No college-level courses				10%	20%
i. share the results with faculty (occasionally)	No college-level courses				10%	20%
j. compare the outcomes of different students in the same course over time	No college-level courses				5%	10%
k. document the process	No college-level courses				5%	10%
l. educate students about role of assessment in their education	None	✓	✓	✓	✓	✓

Course Outcomes

Faculty are consulting with one another and are developing consistent standards for all courses regardless of where or how the courses are taught.

Each course identifies two types of learning outcomes that will be assessed during the course…

1. NWIC outcomes
2. Course specific outcomes (unique set of outcomes)

The outcomes are assessed in two ways:

1. Directly: instructors assess students' work
2. Indirectly: students identify how well they think they have mastered each of the outcomes on course evaluation forms at the end of the quarter

Cultural Outcomes (examples)

Students will be able to…

- know their tribal inherent rights and understand why those inherent rights are important
- practice their traditional ways of living (e.g., art, rituals, traditional practices, music, dance)
- know about their past
- know their elders
- increase tribal civic participation (e.g., voting)
- understand the historical experience of Native Americans
- know their Native language
- understand contemporary Native issues

List of NWIC Cultural Outcomes (draft)

Students will demonstrate an understanding of…
1. sense of place.
2. what it means to be a people.

Draft List of Faculty Cultural Outcomes

	Criteria	Level of proficiency			
		Pre-Novice (1)	Beginning (2)	Developing (3)	Accomplished (4)
Outcome A: The faculty member demonstrates understanding of the roots and implications of assimilation and colonization.					
	History	Thinks "What's assimilation?" Thinks it has always been this way for everyone.	Knows the existence of the terms assimilation and colonization.	Can articulate accurate definitions of the words and give examples. Can enumerate a few key historical events from Greece to modern times leading to practices of colonization and assimilation.	Can clearly outline the historical events leading to the current relationship between Coast Salish and non-Coast Salish Peoples and Governments. Can explain why Indian people have varying degrees of assimilation.
	Worldview	Is not aware of worldviews other than own.	Recognizes the existence of more than their own worldview.	Can describe Western (Euro-American) worldview and a few key differences with Coast Salish worldview. Can give examples of how this makes NWIC different from community colleges.	Can articulate the difference between acquired rights and inherent rights. Can clearly articulate how this understanding affects their teaching at NWIC. They can describe how their changing understanding has affected how they live.
Outcome B: The faculty member demonstrates understanding of tribal land ownership issues.					
	History	Has no idea of history of tribal land ownership issues.	Recognizes that "reservations" are different from traditional territories.	Can describe key events leading to current tribal land ownership situation.	Can explain the different types of land ownership in Coast Salish lands and explain their history.
	Relationship to colonization	Does not see the connection between land ownership and assimilation and colonization.	Recognizes that there is a connection.	Can describe the connection between key historical events and worldview of colonization.	Can describe numerous significant current implications of the connection between history and land ownership.

Tribal Community Outcomes (examples)

The tribal college…

- improves the local tribal economy and quality of life
- improves the standard of living
- increases the capacity for tribal leadership
- promotes wellness and healthy lifestyles
- restores traditional values and skills
- rebuilds cultural knowledge
- provides hope for tribal community members
- preserves and revitalizes the use of Native languages

Indirect Indicators of Student Learning (Perceptions)

Tribal colleges can gather information about students' perceptions of their learning (using surveys, focus groups, interviews, etc.), for example through…

- Course evaluations (may ask students to rate how well they mastered course outcomes in the course evaluation) (ongoing)

- Student opinion surveys (cyclical)

- Graduate surveys (ongoing of current graduating students)

- Alumni surveys (of students who graduated several years ago) (cyclical)

- Student engagement surveys, such as the Community College Survey of Student Engagement (and Faculty Survey) (exploring active student involvement in learning) (cyclical)

- Exit surveys

Indirect Indicators: NWIC Surveys

- Needs Assessment (locally designed, 2003)

- Teaching and Assessment Methods (locally designed, 2003)

- Student Opinion (ACT and locally designed, 2003)

- Alumni Survey (ACT & locally designed, 2004)

- Community College Survey of Student Engagement and the Faculty Survey of Student Engagement (exploring active student involvement in learning) (2005)

- Institutional Health (locally designed, 2005 and 2006)

- Graduate Survey (online, ongoing, 2006)

- Course Evaluations (online, ongoing, 2006)
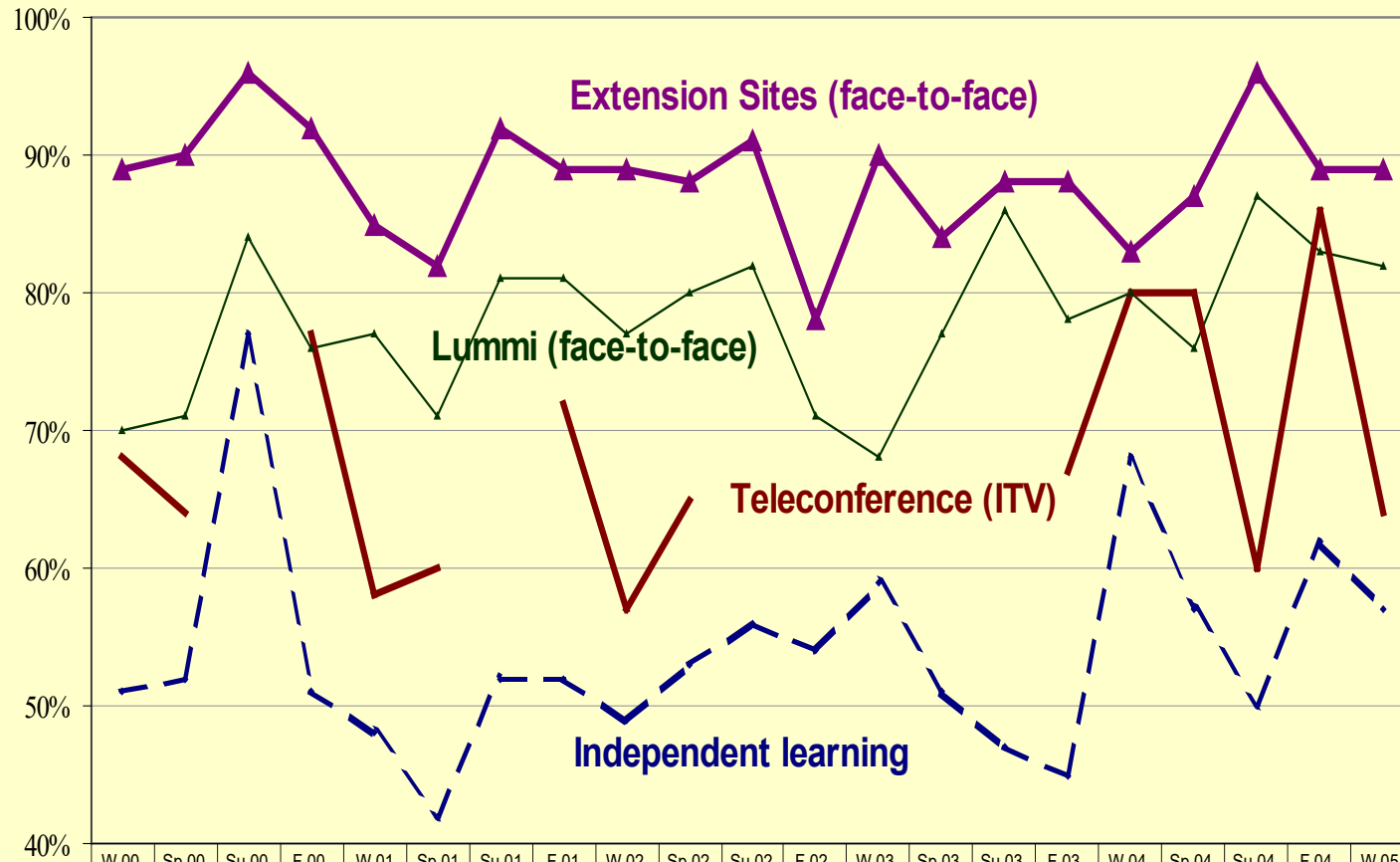
Institutional Data

Tribal colleges can track information about different types of students over time (e.g., degree and certificate-seeking students, nondegree-seeking students, and ABE/GED students), such as…

- student enrollment data (e.g., FTE and ISC)
- retention rates (e.g., one quarter/semester, quarter to quarter or semester to semester, fall to fall, and fall to spring)
- graduation rates (3 or 4 year rates) and numbers of graduates
- program completion rates and numbers
- course completion rates and numbers by level of course (e.g., CEU, ABE/GED, 100+) and by mode of learning (e.g., online, face-to-face) and by program
- transfer data (e.g., from ABE to college-level and from the tribal college to four-year colleges comparing grades and retention)
- time to completion

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Course Completion Rates by Mode of Learning
*Credit Courses 100 level and above**
2000 - 2005

Extension Sites (face-to-face)

Lummi (face-to-face)

Teleconference (ITV)

Independent learning

* The % of successful completion **enrollments** of credit courses 100 level and above.

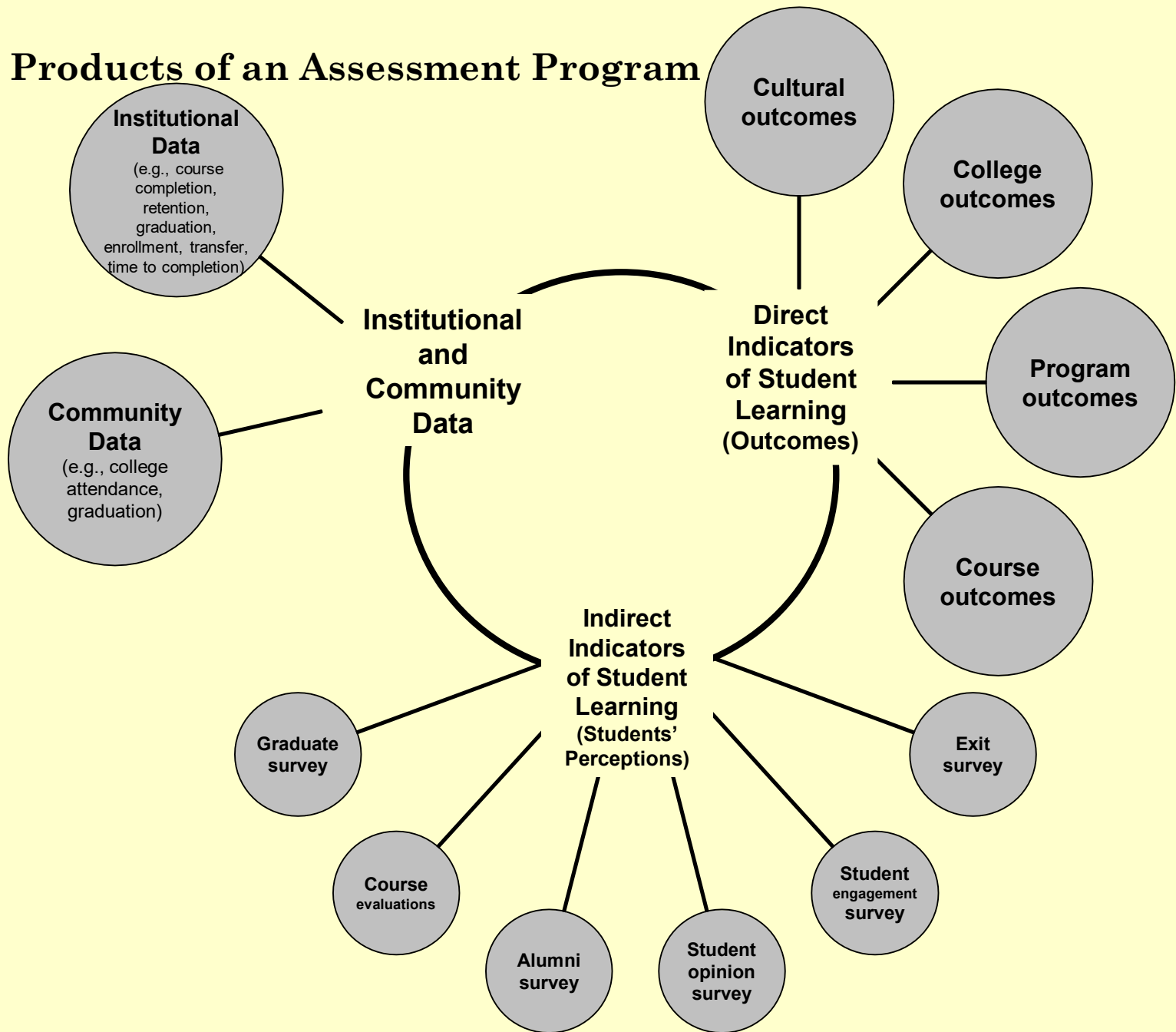|	W 00	Sp 00	Su 00	F 00	W 01	Sp 01	Su 01	F 01	W 02	Sp 02	Su 02	F 02	W 03	Sp 03	Su 03	F 03	W 04	Sp 04	Su 04	F 04	W 05
Off campus (face-to-face)	89%	90%	96%	92%	85%	82%	92%	89%	89%	88%	91%	78%	90%	84%	88%	88%	83%	87%	96%	89%	89%
Lummi (face-to-face)	70%	71%	84%	76%	77%	71%	81%	81%	77%	80%	82%	71%	68%	77%	86%	78%	80%	76%	87%	83%	82%
Teleconference	68%	64%		77%	58%	60%		72%	57%	65%						67%	80%	80%	60%	86%	64%
Independent Learning	51%	52%	77%	51%	48%	42%	52%	52%	49%	53%	56%	54%	59%	51%	47%	45%	68%	57%	50%	62%	57%
Total	73%	77%	91%	80%	74%	71%	79%	81%	76%	74%	79%	71%	76%	74%	81%	74%	78%	75%	80%	83%	81%

Community Data

The tribal college can track tribal community data over time, such as…
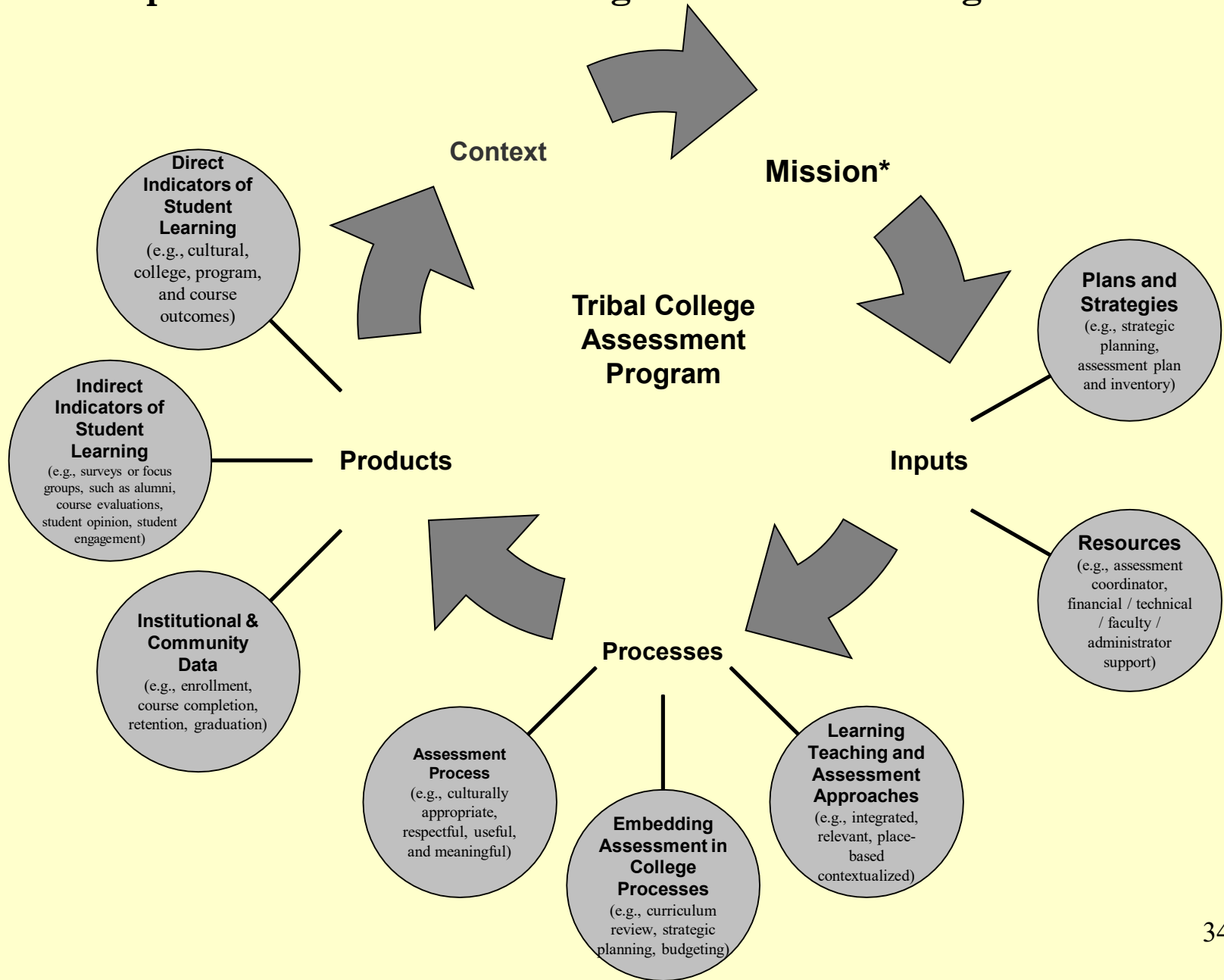
- college graduation rates
- college attendance patterns

Products of an Assessment Program

Institutional Data (e.g., course completion, retention, graduation, enrollment, transfer, time to completion)

Community Data (e.g., college attendance, graduation)

Institutional and Community Data

Cultural outcomes

College outcomes

Direct Indicators of Student Learning (Outcomes)

Program outcomes

Course outcomes

Exit survey

Indirect Indicators of Student Learning (Students' Perceptions)

Graduate survey

Course evaluations

Alumni survey

Student opinion survey

Student engagement survey

Examples of Activities at Each Level of a Tribal College Assessment Program

Type of indicator	Tribal community	College	Program	Course
Direct indicators of student learning (outcomes assessment)	· update mission and/or increase familiarity and support for mission · tribal community outcomes (e.g., number of Native language speakers; improving tribal leadership qualities)	· update and/or increase familiarity and support for mission · develop cultural outcomes · implement cultural outcomes · develop college outcomes · implement college outcomes	· develop program outcomes · implement program outcomes	· develop course outcomes · implement course outcomes
Indirect indicators of student learning (surveys, focus groups, interviews)	· survey tribal employers to determine whether graduates are entering the workforce with appropriate skills	· graduate survey (ongoing) · faculty peer review (ongoing) · student opinion survey (cyclical) · alumni survey (cyclical) · student engagement survey (e.g., Community College Survey of Student Engagement) (cyclical)	· graduate survey · student exit survey	· course evaluations (include evaluation of outcomes)
Institutional and community data (rates and numbers)	Track rates … · college attendance · college graduation	Track rates and numbers… · student enrollment · graduation (3 or 4 year rates) · retention (one quarter, quarter to quarter, fall to spring, and/or fall to fall) · transfer · performance after transfer · time to degree completion	Track rates & numbers… · student enrollment · retention · graduation · time to program completion	Track rates & numbers… · student enrollment · course completion

Components of a Tribal College Assessment Program

Context

Mission*

Tribal College Assessment Program

Direct Indicators of Student Learning
(e.g., cultural, college, program, and course outcomes)

Plans and Strategies
(e.g., strategic planning, assessment plan and inventory)

Indirect Indicators of Student Learning
(e.g., surveys or focus groups, such as alumni, course evaluations, student opinion, student engagement)

Products

Inputs

Resources
(e.g., assessment coordinator, financial / technical / faculty / administrator support)

Institutional & Community Data
(e.g., enrollment, course completion, retention, graduation)

Processes

Assessment Process
(e.g., culturally appropriate, respectful, useful, and meaningful)

Embedding Assessment in College Processes
(e.g., curriculum review, strategic planning, budgeting)

Learning Teaching and Assessment Approaches
(e.g., integrated, relevant, place-based contextualized)

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Benefits of an Effective Tribal College Assessment Program

- **more meaningful conversations about teaching and learning among faculty and staff**
- **increased consistency among sites and instructors**
- **enhanced discussions and understanding about cultural outcomes and cultural priorities**
- **focus on essentials** (i.e., culture, writing, speaking, etc.)
- a **more unified vision** for the future of the tribal college based on common values
- improved instructional capacity and public image
- provides information for college planning & budgeting decisions
- increased college responsiveness to the needs of the tribal community
- resources redirected towards priorities outlined in the mission
- **long-term: improved student success and learning!**

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File   Edit   View   Favorites   Tools   Help

Address http://ww2.nwic.edu/faculty/assessment/assessment.htm

Google G▼   Go   Bookmarks▼ 32 blocked ABC Check ▼ AutoLink ▼ AutoFill ">   Settings▼   Links

Updated May 16, 2007

Faculty homepage

NWIC homepage

Survey results and reports

Overview of Assessment at NWIC (presentation)

Forms

Course Evaluations

Peer Review of Teaching

Graduate Survey

Assessment at NWIC

"Through education, Northwest Indian College promotes indigenous self-determination and knowledge"

If you have any questions or ideas about assessment-related topics, please contact Anne Marie Karlberg, NWIC's Institutional Assessment and Research Coordinator, at amkarlberg@nwic.edu or (360) 392-4255.

Northwest Indian College is dedicated to **student excellence.** Assessment of student learning is an essential step toward student excellence. Assessment is a systematic process of gathering, interpreting, and using information regarding student performance and perceptions for the purpose of improving student learning and the quality of academic programs. Currently, NWIC is developing formal processes to assess student learning at two levels: the college-wide and course levels.

NWIC competencies and outcomes: At the **college-wide level**, NWIC is articulating six NWIC competencies (and corresponding outcomes) in the first phase of its assessment of student learning efforts. Students who complete a program of study at NWIC will have a solid foundation in Native American culture, values, and history; written communication; oral communication; computer skills; quantitative skills and reading. Each of these competencies has specific outcomes that will be assessed when a student enters the college and reinforced throughout many courses in the student's program of study.

Course outcomes: At the **course level**, instructors are working together to create one set of course outcomes for each course taught at NWIC. All sections of a course – regardless of location or method of instruction – will have the same set of course outcomes. In addition, each course will reinforce several of the college-wide outcomes discussed above. Instructors will be able to access the list of outcomes for each course on our website. We hope this process will increase consistency and clarify standards for students and improve communication among faculty at NWIC.

Internet

Updated May 29, 2006

Surveys Results and Reports

Survey Results

1. **Community College Survey of Student Engagement (CCSSE)** (Winter 2005)
2. **Student Opinion Survey** (ACT) (Spring 2003)
3. **Alumni Survey** (1990 - 2003 graduates) **Alumni Narrative Responses** (2004)
4. **Teaching and Assessment Methods** (does not include summary) (2003) **Summary only**
5. **Needs Assessment** (does not include summary) (2003) **Summary only**

Reports

1. **Student Success** (includes enrollment numbers, graduation numbers and rates, retention rates and course completion rates; updated August 2006)
2. **First Year Experience** (March 2006)
3. **AIHEC American Indian Measures for Success (AIMS) Factbook (2005): Tribal Colleges and Universities Report** (includes quantitative and qualitative indicators of tribal college student success)
4. **Annual Enrollment** (2004 - 2005)
5. **IPEDS Data Feedback** (2005)
6. **NWIC Strategic Plan** (2004 - 2009)
7. **IPEDS Data Feedback** (2006)
8. **NWIC to WWU Transfer Data 1996-2006** (2007)

Blank Surveys (see results in reports above)

1. **Institutional Health** (conducted in 2005)
2. **Student Opinion** (NWIC-developed survey only) (conducted with the ACT Student Opinion Survey

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Questions? Comments?