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2020-2021 UTTC Assessment Plan

Mission

United Tribes Technical College provides quality post-secondary education and training to enhance knowledge, diversity, and leadership for all indigenous nations.

Introduction

Assessment is a systematic process that educators use to evaluate, measure, and document student knowledge to enhance programs and improve student learning outcomes. Implementing a plan to assess student learning is a key component of the Higher Learning Commission's (HLC) criteria for accreditation and assumed practices. As an accredited institution, United Tribes Technical College (UTTC) commits to clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals; using the information gained from assessment to improve student learning; and linking processes for assessment of student learning, evaluation of operations, planning, and budgeting.

This assessment plan is designed to align UTTC's assessment strategies at the institution, program and course levels with its mission, strategic plan, general education outcomes, and HLC standards of quality. It provides information for faculty, administrators, and student support staff about assessment practices. The goal is to create a culture of assessment that leads to reflection and action and allows for continuity of assessment efforts.

The purpose of assessment is to improve student learning by:

- Gathering evidence on what students are and are not learning and
- Proposing changes to instruction or curriculum based on the findings.

Four-step process:

- 1) Articulate learning goals or objectives: What do you want students to be able to **do** as a result of taking this course or completing this program?
- 2) Collect information on student achievement of these goals, both *direct* and *indirect* measures.

Direct includes specific measures of student learning, such as:

- Performance on exam questions related to specific learning goals, not just overall grades;
- Performance on written work related to specific learning goals as evaluated by specific criteria or rubrics;
- Performance in capstone experiences, portfolios, exhibitions, presentations, internships, or creative or research experiences related to specific learning goals as evaluated using specific criteria or rubrics;
- Scores on standardized national tests or pass rates on certification or licensure exams. It's especially helpful if the standardized tests have sections that allow you to see where students are achieving specific learning aims and where they are not.

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Indirect includes measures such as:

- Surveys or focus groups of students' or alumni perceptions of their own learning;
 - Surveys of employers;
 - Placement of graduates into jobs;
 - Placement of graduates into graduate and professional programs;
 - Department or program review data;
 - Student achievements such as honors, awards, and scholarships;
 - Exam or course grades
- 3) Use the results you collect from the direct and indirect measures to determine what step(s) need to be taken to improve student learning.
 - 4) Share the results, findings or actions with others.

General Education Outcomes

The general education outcomes detail the competencies that UTTC regards as essential for the education of every student. General education course objectives are aligned with the general education outcomes. Syllabi are reviewed to determine how many of the general education objectives are being delivered into, and actively implemented in, the classroom. The general education outcomes can be found in Appendix A.

Assessment of Student Learning Committee

The Assessment of Student Learning (ASL) Committee at UTTC provides organization and structure to the assessment process and promotes assessment of goals and outcomes as a means of continuous improvement.

The members of the ASL Committee include:

Brenda Rhone, Elementary Education Program Coordinator/Faculty, Chair
Lisa Cantlon, General Studies Chair/Faculty
Francine McDonald, Business Administration Chair/Faculty
Scott Graeber, Automotive Technology Instructor
Jane Braaten-Overmoe, Speech/Humanities Faculty
Tiffany Pinckney, Human and Social Services Faculty
Brett Williamson, Psychology Faculty
Alicia Andes, Environmental Science and Research Faculty
Leah Woodke, Institutional Research Director, Ex-Officio Member
Leah Hamann, Dean of Instruction, Ex-Officio Member
Lisa Azure, Vice President of Academic Affairs, Ex-Officio Member

The committee's responsibilities are to:

1. Establish timelines for assessment activities, plans, and reports.
2. Create procedures and templates for assessment plans and reports.
3. Provide training and consultation with faculty regarding assessment.
4. Promote campus discussion on assessment.

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5. Coordinate implementation of assessment plans by program with the Dean of Instruction and Career and Technical Education Director.
6. Collaborate with the Institutional Research Office to disseminate assessment results.

Assessment Process

With the understanding that assessment is a continuous process, the following processes will guide the faculty and staff in their efforts: identify goals and outcomes, develop assessment tools to assess and measure each goal and outcome, use assessment tools to gather evidence, review and analyze results, implement changes, document impact of those changes on goals and outcomes, and report efforts to UTTC stakeholders.

UTTC has identified four levels of assessment: course, program, institutional, and co-curricular. Course assessment is the methods developed by individual faculty based on their teaching approach, students, and learning outcomes. Program assessment uses the program's goals and outcomes as the basis for assessment. Institutional assessment uses the institution's goals as the basis for assessment. It answers the overall question of institutional effectiveness; how well is UTTC achieving its mission and goals. Co-curricular assessment measures the contribution that programs and activities outside of the classroom have on student learning.

Course Assessment

Course assessment is a process of systematically examining and refining the fit between the course activities and what the students should know at the end of the course. The goal of course assessment is to monitor the progress of student learning through the course to ensure students are learning as expected. Instructors will analyze the results from direct and indirect course assessment measures to make curricular change that will improve teaching and student learning. They will re-assess outcomes to determine the effect those changes had on learning.

Once per semester, faculty complete a CRS/Matrix (Appendix B) to address the following:

1. Identify course objectives that are meaningful and measurable.
2. Determine what assessment techniques will be used to measure learning.
3. Identify the anticipated criteria. What is the grade/score/percentage you expect students to earn when completing this assessment?
4. What were the actual results? What were the students' scores, how many of them scored in what range, and so on?
5. Describe the system used to compile and analyze the data.
6. Identify your recommendations for improving learning based on the results and analysis.
7. Provide an example of the assignment/assessment measure you used with the any student identifying information removed.
8. Detail how the assessment data was used to improve student learning. What decisions or changes were made based on the data?

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The results from the CRS/Matrix are shared in department meetings and the completed forms are saved in the department folder on the s/drive.

Program Assessment

Program assessment measures student learning across courses or a series of connected activities in order to measure how students are learning as they progress through a specific program. The goals of program assessment are to ensure the program's goals and outcomes are being addressed across the curriculum, identify ways the program can be improved, and inform faculty about relevant issues that can impact their program and student learning.

Curriculum maps are not an assessment measure but are necessary for the assessment process. Maps display a visual of how courses are sequenced and “fit” together, shifting the focus from an individual course to the program. Mapping also supports curriculum revision, as the activity often reveals curricular strengths, gaps, overlaps and needs (e.g. Do students get enough practice to achieve an outcome?). Maps can be used to inform resource allocation, identify potential growth areas, and support reporting. (Source: <https://www.cmu.edu/teaching/assessment/assessprogram/levels/levels3.html>)

UTTC administers eight program assessment measures.

1. Program Assessment Summary

Every semester, programs assess outcomes as reflected on the Program Assessment Summary (Appendix C) that includes the following:

1. Identify the program outcome that is being assessed for proficiency this semester.
2. Determine what assessment techniques will be used to measure learning.
3. Identify the anticipated criteria. What is the grade/score/percentage you expect students to earn when completing this assessment?
4. What were the actual results? What were the students' scores, how many of them scored in what range, and so on?
5. Describe the system used to compile and analyze the data.
6. Identify your recommendations for improving learning based on the results and analysis.
7. Provide an example of the assignment/assessment measure you used with the any student identifying information removed.
8. Detail how the assessment data was used to for program improvement. What decisions or changes were made based on the data?

The results from the Program Assessment Summary are shared in department meetings, included in institutional reports, and saved on the s/drive.

2. Annual Program Enrollment Report

At the end of the spring semester, the Director of Institutional Research prepares the Annual Program Enrollment Report. The report details enrollment by program for both the

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fall and spring semester, the courses taught by each faculty member, grade distribution for each course, and the number of students enrolled in each course. The Vice President of Academic Affairs uses this report for monitoring course enrollment, faculty teaching load, grade trends, and program enrollment. This report informs staffing decisions and decisions regarding programs with consistently low enrollment. This report is not shared on the public IE Portal because of the low number of students in some of the courses.

3. Program Review

UTTC conducts a comprehensive program review to assess the strengths of each program and to discover areas for growth and improvement. Program reviews are conducted on a rotating schedule with all programs reviewed every five years. The Institutional Research (IR) Office leads the program review process, working closely with the department chairs. Results from the review are shared with the Institutional Effectiveness Committee. A summary of each review is posted to the IR page on the UTTC website and shared at the first All Hands Meeting in the fall, at the beginning of each academic year. Data-informed decisions about the program are determined by the program reviews.

4. ND CTE Program Review

A program review is completed for each career and technical education (CTE) program. On a five-year rotating schedule, North Dakota CTE (NDCTE) evaluates UTTC's CTE programs. The purpose of the review is to ensure the commitment to quality CTE programs, compliance with federal Carl Perkins legislation, and compliance with North Dakota State Board for CTE policies. The evaluation process consists of a self-evaluation completed by all CTE program faculty and an on-site evaluation and review. During the on-site evaluation, evaluators meet individually with program faculty to discuss the self-evaluation. The evaluators meet with UTTC administrators, staff and students. In addition, they review facilities, equipment, and curriculum. The team provides commendations, suggestions, and recommendations for improvement.

5. External Approving Agencies

Program reviews are completed by three external accrediting organizations for the Elementary Education bachelors degree, the Welding Technology program and the Automotive Technology program. Elementary Education is reviewed by ND Education Standards and Practices Board (ESPB) and is approved through 2022. The Automotive Technology program was reviewed by Automotive Service Excellence (ASE) Education Foundation in 2018 and was approved for continued accreditation. The Welding Technology program is approved by the American Welding Society (AWS) as a testing certification site. These approvals are used as program assessments.

6. Exams, Certification and Licensure

Students in the Automotive Technology and Welding Technology programs can choose to take industry certification exams. Faculty members report the results of pass rates each year to the Institutional Research Office. These exams are often used as career and technical education program assessments. The Elementary Education program prepares students to sit for national exams that are required for employment in the industry. The results of pass rates are reported to the ND ESPB for continued program approval. These exams are used as career and technical education and academic program assessments.

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7. Skills of Teaching Observation Tool (STOT)

The Teacher Education Elementary Education program holds membership in the North Dakota Association of College's of Teacher Education (NDACTE) association with the public, private and other Tribal colleges in North Dakota that have Teacher Education professional licensure programs. The Skills for Teaching Observation Tool (STOT) was developed by Stacy Duffield at ND State University and piloted by all ND ACTE member institutions. The observation tool is used by all teacher preparation programs in ND for CAEP and state accreditation and is based on the InTASC Standards. The STOT is a common assessment tool used by all Teacher Education programs in ND. The instrument is administered by each college, including UTTC, and is an important piece for gathering quality data that can be used to improve teacher preparation and positively impact teaching and learning.

8. Placement Rates

The Career Services Director calculates job placement rates on an annual basis. The placement rate represents the percentage of total program graduates who obtain employment in, or related to, their field of study or who are seeking additional education. The data is collected six months after the end of the academic year to allow students time to obtain employment. The Institutional Research Office analyzes the data and has uses it for reporting purposes.

Institutional Assessment

Institutional assessment measures UTTC's institutional effectiveness, which is the ability to achieve the education goals and outcomes developed to support UTTC's mission. The goal of institutional assessment is to utilize continuous methods for the improvement of educational quality and student learning. It is a cyclical process where faculty and staff plan, assess, and improve learning of students through research-based planning and evaluation. The responsibility of institutional assessment rests with the faculty and is supported by the UTTC administration. Campus planning activities provide guidance to systematically integrate the strategic plan to link assessment of student learning and the evaluation of operations, planning, and budgeting. UTTC administers six different institutional level assessment measures.

1. Institutional Learner Outcomes

Institutional Learner Outcomes (ILOs) (Appendix D) are the knowledge, skills, abilities, and attitudes students are expected to develop as a result of their overall experiences with any aspect of the college, including courses, programs, and student services. ILOs are designed to help guide individual departments and disciplines in the development of learning outcomes for programs and courses and services, and to help shape the decision-making processes of UTTC. ILOs are the collective expression of the learning environment at UTTC. Each program does not need to fulfill every ILO, nor does each course within a program need to fulfill every program learning outcome.

2. ACCUPLACER

The Next Generation ACCUPLACER test is administered to all new students who do not have an ACT score or transfer in any college general education courses. The results of the test are used to determine the appropriate course level for entering students. As an open

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enrollment institution, students enter UTTC with a wide range in their academic preparedness. The students' scores are one of the methods used to determine placement. The IR Office pulls the test scores from Jenzabar, identifies course enrollment based on scores, completion rates of developmental courses, and student success defined as a "C", or higher, in subsequent courses. This report informs decisions regarding tutoring services, the number of course sections needed, staffing, and curriculum review for scope and sequence.

3. Survey of Entering Student Engagement (SENSE)

The Survey of Entering Student Engagement (*SENSE*) is an assessment tool that focuses on institutional practices and student behaviors in the earliest weeks of college. *SENSE* data are collected and analyzed to better understand the critical early student experience and to improve practices in ways that will increase student success in the first college year. Specifically, these data are useful in improving course completion rates and rates of student persistence beyond the first term of enrollment. By focusing energy and resources on "the front door" of the college experience, *SENSE* data is reviewed and used as student to facilitate improvement to institutional services for students.

4. Persistence, Retention and Completion Rates

The persistence, retention, and completion rates for varying cohorts are calculated as measures of student success. UTTC reports these rates based on guidelines set by Integrated Postsecondary Education Data System (IPEDS) and AIMS/AKIS as external benchmarks in assessment. UTTC has also implemented some "home grown" strategies to calculate the persistence, retention, and completion rates of all degree-seeking students and students by specific cohorts. These strategies are published on the Institutional Research page of the UTTC website.

5. CCSSE

The Community College Survey of Student Engagement (CCSSE) provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges. The survey asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. The survey is used as an outcome measure for a variety of institutional and co-curricular assessment methods.

6. Institutional Strategic Plan Annual Report

The Institutional Research (IR) Office leads strategic planning efforts at UTTC. The strategic plan is updated every five years with input from all stakeholders, including students and the Board of Directors. Each department aligns a **Department (Unit) Action Plan** with the campus strategic plan and posts an annual summary of progress. An annual Institutional Strategic Plan Report is submitted by IR to stakeholders to provide an update of activities and progress made on the strategic goals for the year.

Co-curricular Assessment

Co-curricular activities are those requiring student participation outside of the scope of academic coursework that contribute to achievement of specified learning outcomes. United Tribes Technical College (UTTC) is committed to providing co-curricular opportunities for students to enhance their knowledge, diversity and leadership skills. Examples of co-curricular activities include, but are not limited to, the following:

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- Student clubs
- AIHEC student competitions
- Internships
- Student Government
- Speaking events
- Cultural teachings
- Extension courses
- Athletic teams
- Health promotion classes

Co-Curricular Learning Outcome (CCLO)

Definition: Student success at UTTC extends beyond academic achievement to leadership development. Successful student leaders (1) develop positive campus community relationships and (2) display strong work habits, (3) confidence, resilience, and (4) belief in self.

1. Student leaders perceive themselves as contributing members of the campus community.
2. Student leaders are prepared to learn, regularly attend class, complete assignments on time, and demonstrate other positive work habits that contribute to achieving career pathway goals.
3. Student leaders are confident and able to work through life challenges through effective planning and prioritizing.
4. Student leaders believe in their ability to accomplish challenging tasks and that with effort, their ability can grow.

The CCLOs are through both standardized and homegrown assessment tools appropriate for the activity or learning environment. Co-curricular assessment is housed within the Retention department and is not under the oversight of the ASL Committee; however, it is included here because one of the Institutional Learner Outcomes (personal responsibility) is assessed in the co-curricular activities.

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Program & Institutional Assessment 5-Year Timeline

Method	2017	2018	2019	2020	2021	2022	2023
Program Assessment Summary	Every Semester						
Annual Program Enrollment Report				X			
Program Review	X	X	X	X	X	X	X
ND CTE Program Review		X					X
External Approving Agencies		ASE	AWS			ND ESPB	
Exams, Certification and Licensure	Every Semester						
Skills of Teaching Observation Tool (STOT)		X	X	X	X	X	X
Placement Rates	X	X	X	X	X	X	X
CRS/Matrix	Every Semester						
Institutional Learner Outcomes	X	X	X	X	X	X	X
ACCUPLACER	X	X	X	X	X	X	X
SENSE (Self-Assessment)	X					X	
Persistence, Retention and Completion Rates	X	X	X	X	X	X	X
CCSSE		X					X
ILO Report	End of Academic Year - May						
Institutional Strategic Plan Report		X	X	X	X	X	X

APPENDIX A

General Education Outcomes

1. Utilize mathematics to solve problems
 - a. Solve linear equations
 - b. Graph linear equations
 - c. Manipulate equations and/or formulas
 - d. Apply learned skills to solve real world application problems
 - e. Recognize the accuracy of your results
 - f. Factor polynomials
 - g. Simplify rational exponents
2. Examine the nature of human expression and/or artistic creativity.
 - a. Analyze artistic contributions from civilizations
 - b. Develop an original creative project
 - c. Demonstrate information literacy
 - d. Synthesize information from data bases into research papers
 - e. Interpret indigenous art from a variety of sources
3. Apply scientific concepts and methods of inquiry.
 - a. Articulate scientific knowledge in written form
 - b. Apply principles of the scientific method
 - c. Demonstrate lab safety skills
 - d. Solve applied science problems
 - e. Interpret data
 - f. Utilize scientific instrumentation for scientific investigation
4. Apply concepts, principles, and methods of inquiry in social sciences.
 - a. Demonstrate an understanding of sociology and the major sociological theories
 - b. Apply the sociological principles and concepts to her/his own life
 - c. Convey historical significance of the social sciences field
 - d. Apply social science methods of inquiry in written or oral presentation
5. Demonstrate cohesive communication skills.
 - a. Identify communication goals
 - b. Organize a plan for communication
 - c. Create topic and thesis sentences
 - d. Use transitions correctly
6. Demonstrate technical proficiency at college-level writing.
 - a. Utilize college-level vocabulary
 - b. Practice standard grammar
 - c. Apply standard mechanics

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- d. Produce a research paper utilizing proper forms of citations, footnotes, and list of sources

7. Demonstrate information literacy.
 - a. Identify information needs in research
 - b. Discover informational sources through a variety of research methods
 - c. Evaluate information from a variety of context
 - d. Integrate informational resources in research

8. Demonstrate technological literacy.
 - a. Navigate a computer system
 - b. Demonstrate proficiency using Microsoft Office Suite
 - c. Identify hardware components of a computer system
 - d. Apply industry standard security measures when using a computer

APPENDIX B

Course Assessment Matrix / Results Summary

Course:			Faculty:			
Semester:			Course GPA:		<input type="checkbox"/> This course is assessed for program Proficiency.	
Number of Students						
Number of students registered on Census Date:		Number of students who completed the course:		Number of students who met the Department GPA requirements:		
Instructor's Comments: (Prompts: What worked well? What changes would you make? What type of challenges did you face? Identify any circumstances that affected the GPA and Pass Rate.)						
Course Objective	Assessment/ Measurement	Anticipated Criteria	Assessment Results	Analysis	Recommendations	Artifact/ Work Sample
Decisions/Changes made due to course assessment data:						

APPENDIX C

Program Assessment Summary

Program:			Faculty:			
Semester:			Course:			
Program Outcome	Assessment/ Measurement	Anticipated Criteria	Assessment Results	Analysis	Recommendations	Artifact/ Work Sample
Decisions/Changes made due to course assessment data:						

APPENDIX D

Institutional Learner Outcomes

Graduates of United Tribes Technical College will:

1. Exhibit effective oral and written communication. (Communication)
 - Organize various types of communication
 - Articulate content knowledge
 - Demonstrate appropriate delivery (i.e. body language, tone, voice)
 - Apply mechanics of writing (standard grammar, punctuation, spelling)
2. Employ critical thinking skills in the processes used to identify and solve problems. (Critical Thinking)
 - Identify and define key issues
 - Determine information needed, find and cite relevant information
 - Integrate other relevant points of view of the issue
 - Evaluate supporting information and evidence
 - Construct appropriate and defensible reasoning to draw conclusions
3. Develop solutions to mathematical and scientific problems (Quantitative & Scientific Reasoning)
 - Interpret data from a variety of sources
 - Demonstrate hypothesis-based problem solving
 - Estimate answers for reasonableness
 - Communicate quantitative information
4. Demonstrate skills necessary for living and working in a global society. (Personal & Social Responsibility)
 - Identify themselves as contributing members of the campus community
 - Demonstrate they are prepared to learn, regularly attend class, complete assignments on time, and demonstrate other positive work habits that contribute to achieving career pathway goals
 - Model confidence and the ability to work through life challenges through effective planning and prioritizing
 - Believe in their ability to accomplish challenging tasks and that with effort, their ability can grow
 - Exhibit knowledge of diverse cultures, identities, and societies