Preserving the Vision of our Ancestors:
An Educational Legacy
Student Learning Assessment Plan

2013 – 2016
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>3</td>
</tr>
<tr>
<td>INSTITUTIONAL ENVIRONMENT</td>
<td>5</td>
</tr>
<tr>
<td>CULTURAL CONTEXT</td>
<td>5</td>
</tr>
<tr>
<td>PHILOSOPHY</td>
<td>5</td>
</tr>
<tr>
<td>MISSION</td>
<td>5</td>
</tr>
<tr>
<td>VISION STATEMENT</td>
<td>6</td>
</tr>
<tr>
<td>CORE VALUES</td>
<td>6</td>
</tr>
<tr>
<td>GOALS</td>
<td>6</td>
</tr>
<tr>
<td>ASSESSMENT OF STUDENT LEARNING PHILOSOPHY</td>
<td>6</td>
</tr>
<tr>
<td>GENERAL EDUCATION PHILOSOPHY</td>
<td>7</td>
</tr>
<tr>
<td>EXTERNAL ENVIRONMENT</td>
<td>8</td>
</tr>
<tr>
<td>HLC GUIDING VALUES PERTAINING TO ASSESSMENT</td>
<td>8</td>
</tr>
<tr>
<td>HLC ASSUMED PRACTICES PERTAINING TO ASSESSMENT</td>
<td>9</td>
</tr>
<tr>
<td>HLC CRITERIA FOR ACCREDITATION AND CORE COMPONENTS PERTAINING TO ASSESSMENT</td>
<td>10</td>
</tr>
<tr>
<td>GUIDELINES ON ASSESSMENT AS ENDORSED BY THE HLC</td>
<td>11</td>
</tr>
<tr>
<td>ASSESSMENT OF STUDENT LEARNING TIMELINE AT A GLANCE</td>
<td>14</td>
</tr>
<tr>
<td>ACADEMIC AFFAIRS PROCESS FOR ASSESSMENT</td>
<td>15</td>
</tr>
<tr>
<td>CHART 1: PROCESS FOR THE DEVELOPMENT OF STUDENT LEARNING OUTCOMES</td>
<td>15</td>
</tr>
<tr>
<td>CHART 2: PROCESS FOR THE IMPLEMENTATION OF STUDENT LEARNING OUTCOMES</td>
<td>16</td>
</tr>
<tr>
<td>CHART 3: THE ASSESSMENT LOOP</td>
<td>16</td>
</tr>
<tr>
<td>STUDENT AFFAIRS, BUSINESS AFFAIRS, ADMISSIONS &amp; REGISTRATION PROCESS FOR ASSESSMENT</td>
<td>17</td>
</tr>
<tr>
<td>CHART 4: STUDENT AFFAIRS, BUSINESS AFFAIRS, ADMISSIONS &amp; REGISTRATION ASSESSMENT PROCESS</td>
<td>18</td>
</tr>
<tr>
<td>PROCESS FOR CAMPUS WIDE IMPLEMENTATION OF ASSESSMENT</td>
<td>19</td>
</tr>
<tr>
<td>CHART 5: FUTURE 2015-2016 ASSESSMENT PLAN</td>
<td>19</td>
</tr>
<tr>
<td>CONCLUSION</td>
<td>20</td>
</tr>
<tr>
<td>GLOSSARY OF ASSESSMENT TERMS</td>
<td>21</td>
</tr>
</tbody>
</table>
INTRODUCTION

In May 2012, a four-member Evaluation Team representing the Commission of the North Central Association of Colleges and Schools for the Higher Learning Commission conducted a comprehensive evaluation site visit at College of the Muscogee Nation (CMN) to assert whether or not CMN met the minimum expectations for initial candidacy. Following the site visit, CMN received a report from the committee summarizing the observations, commendations and recommendations generated from the site visit and review of CMN’s self-study. One of the committee’s primary recommendations addressed the need for CMN to develop an overall assessment plan. Specifically, the committee recommended the following:

While various assessment tools segmented by functional areas are collected, it is not clear how these assessments are used to measure strategy effectiveness or identify opportunities for improvement. Conversations with faculty, staff, and administrators revealed that there was awareness of the assessments, surveys, and institutional data available but uncertainty about how data were used for planning or improvement. Much of this may be attributed to the fact that many current College Strategic Objectives are merely tasks and activities that need completion such as writing policies and procedures, updating College Handbooks, and holding monthly Board of Regents meetings. While these activities were appropriate and necessary as beginning steps to becoming self-sufficient, establishing a system to clearly state and link institutional assessments and the evaluation of assessments to long and short-term strategies may provide evidence of strategy effectiveness related to strategic goals.

At this point, CMN’s assessment program is incomplete. The academic division of CMN may wish to develop its own assessment program mapped on the CMN degree outcomes. The Dean of Academics and faculty acknowledge the need to develop systematic assessment procedures.

The following plan is a response to the four-member Evaluation Team’s recommendations. Since CMN received the report activity has taken place to respond directly to the student learning outcomes assessment recommendations. Activity and progress has been varied. The report describes the nature of the activities,
development and implementation of student learning outcomes, and process for future development of institution wide assessment plans.

With the development of College of the Muscogee Nation, assessment is becoming a more organized and integrated process for determining College and student performance levels. To enrich knowledge and serve as an additional resource, Ann Marie Karlberg’s report *Assessment Essentials for Tribal Colleges* and Linda Suskie’s book *Assessing Student Learning: A Common Sense Guide* was handed out campus wide. Currently, the College has a number of assessment instruments and methods for measuring the performance of students and the institution – the administration of the instruments is the responsibility of different departments. The various departments currently perform the following Assessments:

A. **Academic Affairs**: Needs assessments, course tests, course assignments, grade reports, student portfolios, course evaluations, service learning evaluation, faculty evaluations, tutoring evaluations, course syllabi audits, new program requests, post-audit program reviews, library presentation evaluations, and library use data.

B. **Student Affairs**: Financial aid information, HUD compliance reports, graduate exit survey, student recruitment data, and alumni survey.

C. **Business Affairs**: Budget development, SEBA-Budget report, annual audit, staff evaluations, safety hazards and accident reports.

D. **Registrar**: American Indian Measures of Success Report, course enrollment, grade reports, transcripts, credit hour production, degree checks, GPA verification for awards.

Just as assessment activities, strategies and approaches will reveal themselves in various methods from department to department, so shall the stages of development for each division in their assessment efforts. It should be noted that since CMN in the early phases of assessment, some divisions may or may not have learning objectives documented. When the process for development of an institution wide plan began, it was determined the first year would be focused on Academic Affairs, followed by Student Affairs, Business Affairs, Admissions and Registration.
INSTITUTIONAL ENVIRONMENT

Because assessment is the crucial interface between students, faculty and the institution, it’s only appropriate to introduce College of the Muscogee Nation’s Institutional Environment. CMN’s organizational culture tells the story in which the students, faculty, staff and administration are rooted, and the values that reinforce CMN’s story.

CULTURAL CONTEXT
The College of the Muscogee Nation tradition is founded in Muscogee language and culture passed by our elders. On our campus all are free to speak Native languages, share culture and participate in traditions. Vrakkueckv (Respect) is cultivated. Muscogee ways are interwoven into the curriculum by honoring generations past while teaching and learning in the present to build our tribal nation for generations to come. Academic quality is very much a part of the College of the Muscogee Nation learning outcomes.

PHILOSOPHY
As an institution of higher education, the College of the Muscogee Nation is dedicated to helping students achieve their academic and career goals by providing a quality learning environment sensitive to our rich tribal culture, language and history. Students, community, and Muscogee (Creek) people are the true foundation for every class taught, every degree offered and every service provided at the college. Together, we build and maintain a tribal college that embraces excellence.

MISSION
The College of the Muscogee Nation is the institution of higher education for the Muscogee (Creek) Nation emphasizing culture, value, language and self-determination. The college will provide a positive learning environment for tribal and non-tribal students as citizens of a tribal and global society supported by teaching excellence and will offer exemplary academic programs that meet student, tribal, and societal needs. Through instructional quality and visionary leadership, the College of Muscogee Nation will encourage lifelong learners, for personal growth, professional development, and intellectual advancement.
VISION STATEMENT
The College of the Muscogee Nation fosters the spirit of enthusiasm for learning, identity embedded in culture and appreciation for tradition that will serve our students well into the future benefitting the interests of the Muscogee Nation and enhancing greater participation within the tribal, local and global communities.

CORE VALUES
College of the Muscogee Nation is committed to core values inherited from our tribal elders:

VRAKKUECKV (Respect)
We value our Native culture, language and community, honoring the rights and dignity of all people.

FVTCETV (Responsibility)
We are fair, honest and accountable for our actions.

MECVLKE (Responsibility)
We are loyal, reliable, and diligent in all tasks.

EYASKETV (Humility)
We are kind, concerned for the well-being of others and embrace equality.

HOPORENKV (Wisdom)
We gain insight from scholarly learning and the knowledge and experience of our elders.

GOALS
The following established goals consistent with the Mission, Vision Statement, and Core Values will guide the College of the Muscogee Nation in the present and into the future.

1. Offer academic degree programs that are unique and reflect Mvskoke culture, history and language.
2. Create educational opportunities that are accessible to the Native community and tribal members.
3. Provide co-curricular activities that respect tribal traditions and culture.
4. Develop quality educational programs that give students a scholastic foundation to pursue higher academic degree or to achieve their career objectives.
5. Maintain a focused learning environment in a safe and secure campus.

ASSESSMENT OF STUDENT LEARNING PHILOSOPHY
At the College of the Muscogee Nation student learning involves the mastery of subject content, application of knowledge, utilization of resources, and problem solving in a Muscogee context. College faculty, staff, and administration work to support a positive environment for student achievement and development. The primary
function for determining effective student learning is the assessment process that uses a variety of valid and reliable measures to monitor and improve courses, services, and programs.

**GENERAL EDUCATION PHILOSOPHY**

All students participate in common academic experiences during their time at the College of the Muscogee Nation. These experiences are best defined as general education requirements. A program of it is believed, provides students broad and extensive experiences, which are both rich and important in preparation for living in a tribal and democratic society. Taken as a whole, they provide the opportunity for the development of individual talents and a satisfying education experience at the College of the Muscogee Nation. Students complete general education requirements by the time they have completed course work for the associate degree.
EXTERNAL ENVIRONMENT

It is essential for faculty, staff and administration to understand the external perspective of the “what is” and “why is” of assessment of student learning. This can be examined through the following process:

This all builds on accreditation standards. Therefore, the following excerpts, in relation to Assessment of Student Learning, serve as beacons for guiding CMN in addressing the fundamental question of whether or not CMN is fulfilling its mission and achieving its goals.

HLC GUIDING VALUES PERTAINING TO ASSESSMENT
*Please note the Guiding Values are not in numerical sequence and only the Values relating to assessment were included.

“The Higher Learning Commission’s Criteria for Accreditation reflect a set of guiding values. The Commission articulates these guiding values so as to offer a better understanding of the Criteria and the intentions that underlie them.”

http://www.ncahlc.org/Information-for-Institutions/guiding-values-new-criteria-for-accreditation.html

1. FOCUS ON STUDENT LEARNING

A focus on student learning encompasses every aspect of students’ experiences at an institution: how they are recruited and admitted; costs they are charged and how they are supported by financial aid; how well they are informed and guided before and through their work at the institution; the breadth, depth, currency, and relevance of the learning they are offered; their education through co-curricular offerings; the effectiveness of their programs; what happens to them after they leave the institution.
4. **A CULTURE OF CONTINUOUS IMPROVEMENT**

A process of assessment is essential to continuous improvement and therefore a commitment to assessment should be deeply embedded in an institution’s activities. Assessment applies not only to student learning and educational outcomes but to an institution’s approach to improvement of institutional effectiveness. For student learning, a commitment to assessment would mean assessment at the program level that proceeds from clear goals, involves faculty at all points in the process, and analyzes the assessment results; it would also mean that the institution improves its programs or ancillary services or other operations on the basis of those analysis. Institutions committed to improvement review their programs regularly and seek external judgment, advice, or benchmarks in their assessments.

5. **EVIDENCE-BASED INSTITUTIONAL LEARNING AND SELF-PRESENTATION**

Assessment and the processes an institution learns from should be well-grounded in evidence. Statements of belief and intention have important roles in an institution's presentation of itself, but for the quality assurance function of accreditation, evidence is critical.

**HLC ASSUMED PRACTICES PERTAINING TO ASSESSMENT**

*Please note the Assumed Practices are not in numerical sequence and only the Practices relating to assessment were included.

“Foundational to the Criteria and Core Components is a set of practices shared by institutions of higher education in the United States. Unlike Criteria and Core Components, these Assumed Practices are (1) generally matters to be determined as facts, rather than matters requiring professional judgment and (2) unlikely to vary by institutional mission or contest.”

http://policy.ncahlc.org/Policies/assumed-practices.html

A. **INTEGRITY: ETHICAL AND RESPONSIBLE CONDUCT**

6. The institution assures that all data it makes public are accurate and complete, including those reporting on student achievement of learning and student persistence, retention, and completion.

B. **TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT**

2. Faculty Roles and Qualifications
   c. Faculty participates substantially in:
      4. Analysis of data & appropriate action on assessment of student learning & program completion.
C.  **TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT**

7. Institutional data on assessment of student learning are accurate & address the full range of students who enroll.

D.  **RESOURCES, PLANNING, AND INSTITUTIONAL EFFECTIVENESS**

4. The institution maintains effective systems for collecting, analyzing, and using institutional information.

**HLC CRITERIA FOR ACCREDITATION AND CORE COMPONENTS PERTAINING TO ASSESSMENT**

*Please note the Criteria are not in numerical sequence and only the Criteria relating to assessment were included.*

“The Criteria for Accreditation are the standards of quality by which the Commission determines whether an institution merits accreditation or reaffirmation of accreditation.”

[http://policy.ncahlc.org/Policies/criteria-for-accreditation.html](http://policy.ncahlc.org/Policies/criteria-for-accreditation.html)

**CRITERION THREE.  TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT**

3.A. The Institution’s degree programs are appropriate to higher education.

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

3.E. The institution fulfills the claims it makes for an enriched educational environment.

4. The institution maintains a practice of regular program reviews.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs.

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

3. The institution uses the information gained from assessment to improve student learning.

4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

CRITERION FIVE. RESOURCES, PLANNING, AND INSTITUTIONAL EFFECTIVENESS

5.C. The institution engages in systematic and integrated planning.

2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

5.D. The institution works systematically to improve its performance.

GUIDELINES ON ASSESSMENT AS ENDORSED BY THE HLC

“The Committing to Quality guidelines are a tool to help higher education institutions answer the question, ‘Are our students learning?’ and take responsibility for assessing and improving student learning.”


1. SET AMBITIOUS GOALS

A. The institution’s statements of learning outcomes clearly articulate what students should be able to do, achieve, demonstrate or know upon the completion of each undergraduate degree.
B. The outcomes reflect appropriate higher education goals and are stated in a way that allows levels of achievement to be assessed against an externally informed or benchmarked level of achievement or assessed and compared with those of similar institutions.

C. Institutional practices, such as program review, are in place to ensure that curricular and co-curricular goals are aligned with intended learning outcomes.

D. The institution and its major academic and co-curricular programs can identify places in the curriculum or co-curriculum where students encounter or are expected or required to achieve the stated outcomes.

E. Learning outcome statements are presented in prominent locations and in ways that are easily understood by interested audiences.

2. **GATHER EVIDENCE OF STUDENT LEARNING**
   A. Policies and procedures are in place that describe when, how, and how frequently learning outcomes will be assessed.

   B. Assessment processes are ongoing, sustainable, and integrated into the work of faculty, administrators, and staff.

   C. Evidence includes results that can be assessed against an externally informed or benchmarked level of achievement or compared with those of other institutions and programs.

   D. Evidence also includes assessments of levels of engagement in academically challenging work and active learning practices.

   E. Result can be used to examine differences in performance among significant subgroups of students, such as minority group, first-generation, and not-traditional age students.

3. **USE EVIDENCE TO IMPROVE STUDENT LEARNING**
   A. Well-articulated policies and procedures are in place for using evidence to improve student learning at appropriate levels of the institution.

   B. Evidence is used to make recommendations for improvement of academic and co-curricular programs.
C. There is an established process for discussing and analyzing these recommendations and moving from recommendation to action. Where feasible and appropriate, key recommendations for improvement are implemented.

D. The impact of evidence-based changes in programs and practices is continuously reviewed and evaluated.

4. REPORT EVIDENCE AND RESULTS
   A. Regular procedures are in place for sharing evidence of student learning with internal and external constituencies.
   
   B. Internal reporting includes regularly scheduled meetings, publications, and other mechanisms that are accessible to all relevant constituencies (e.g., faculty, staff, administrators, students, the governing body).
   
   C. Reporting to external constituencies via the institutional website includes evidences of learning as well as additional descriptive information and indicators of institutional performance (e.g., retention rates, time to degree).
   
   D. Reporting on student learning outcomes is both accessible to and appropriate for the relevant audience.
   
   E. The results of evidence-based changes in programs and practices are reported to appropriate internal and external constituencies.
The timeline listed below provides an overview of past, present and future assessment activities for various departments as CMN initiates an institution wide assessment plan. It serves as the foundation and framework for fulfilling CMN’s mission and achieving its goals.

**2004**
College of the Muscogee Nation (CMN) Established

**2010**
Faculty participated in training sessions to develop the learning outcomes framework

**2011**
PIF feedback from HLC recommends CMN identify more measurable outcomes

**2011**
Faculty collaborated with the Dean of Academic Affairs to revise the learning outcomes

**Summer - Fall 2013**
Faculty participate in assessment workshops to review/revise Institutional and Program Outcomes (See Chart 1)

**Spring / Summer 2013**
Dean of Academic Affairs and 4 Faculty members attend HLC Assessment Academy

**Fall 2012**
Assessment Committee convenes to discuss a plan for developing an assessment strategy

**Summer (July) 2012**
HLC Evaluation Team recommends CMN develop an overall assessment plan

**Spring 2014**
Faculty begin the process for the implementation of student learning outcomes (See Chart 2)

**Spring - Fall 2014**
Academic Affairs implement the process of The Assessment Loop (See Chart 3)

**Spring 2014**
Student Affairs, Business Affairs, Admissions and Registration begin the process for assessment. (See Chart 4)

**Summer 2014**
Student Affairs, Business Affairs and Registration develop outcomes and mission for each area.

**Summer 2015 - Summer 2016**
Divisions propose, implement, analyze & submit annual assessment report.

**Summer 2015**
All divisions begin process for developing & implementing Assessment of Student Learning Plan (See Chart 5)

**Spring 2015**
Student Affairs, Business Affairs and Registrar review results

**Fall 2014**
Student Affairs, Business Affairs and Registrar develop inputs for measurement
ACADEMIC AFFAIRS PROCESS FOR ASSESSMENT

Faculty have been actively participating in the process, design and implementation of an assessment of student learning plan at CMN. There has been collaboration with the Academic Dean to support and coordinate a process to assess student achievement, which will serve as a resource for the continuous improvement of the quality of education at CMN, and to assist in the development of materials that will assist in the preparation, implementation and review of future assessment plans.

In order to prepare faculty for this process and introduce them to the concept of using assessment evidences to improve teaching, three of the seven fulltime faculty, librarian and Academic Dean have attended the Assessment Academy in St. Charles, IL. Upon the completion of these programs (Feb. & July), those who attended were asked to share with those who didn’t attend what was learned at the academy.

As a result of what was learned, faculty and the Academic Dean have met, and continue to do so, consistently every 4-6 weeks to develop an assessment plan for student learning. Thus far, the meetings have been comprised of developing student learning outcomes. Through this process, faculty have discussed their goals for student learning by having an introduction to assessment of student learning, review & revision of institutional and program outcomes. As the year progresses, rubrics, curriculum mapping and identifying resources will be implemented as indicated in Chart 1.

CHART 1:  PROCESS FOR THE DEVELOPMENT OF STUDENT LEARNING OUTCOMES

As assessment of student learning is not only about developing outcomes, but also implementing them, Chart 2 demonstrates the next key step in the assessment process in which faculty will be key participants.
The academic programs are responsible for developing assessment plans that will include program goals and objectives, a process for assessing whether and to what extent program goals are met, and a process for using assessment information to improve teaching and learning. These activities at the course and program level are the root means by which assessment can improve learning outcomes. It is the intent that the CMN faculty will make it an annual practice to “Close the Loop” on Assessment of Student Learning, as indicated in Chart 3.

**CHART 2: PROCESS FOR THE IMPLEMENTATION OF STUDENT LEARNING OUTCOMES**

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<th>Summer 2014</th>
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<td>Collect assessment instruments</td>
<td>Assess samples of student work at exit for outcomes</td>
<td>Analyze exit assessment data and information</td>
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**CHART 3: THE ASSESSMENT LOOP**

- **Spring Trimester**: Close the loop
- **Summer Trimester**: Collect assessment data
- **Spring Trimester**: Execution of needed changes
- **Summer Trimester**: Analyze data
- **Fall Trimester**: Provide feedback
As much of a key role as Academic Affairs serves in assessment, so do the Offices of Student Affairs, Business Affairs, Registration and Admissions. They warrant and demonstrate how all facets of the campus contribute to student learning and development in support of the college mission. By using assessment as a resource to measure the efficiency of the programs and services CMN provides, they exhibit examples of good stewards of the campus’ assets. However, it should be understood that each department will design an assessment plan specific to achieve the desired goals they establish. Some things already occurring by department, in terms of assessment, include the following items:

1. The Registrar is tracking student demographic information and calculates student GPA’s;
2. The Librarian collects comment cards in regard to services provided in the library;
3. The Faculty, Financial Aid, Registrar, Student Affairs and Student Success Center track attendance through the Empower Registration System;
4. The Faculty and Student Affairs collect paper/pencil surveys in regard to student satisfaction feedback;
5. The Financial Aid Office tracks scholarships awarded.

Yet, there is more assessment that is necessary. An assessment inventory will be performed by each department identifying the following items:

1. Student Learning Outcomes;
2. A Mission Statement;
3. Who utilizes the services;
4. Efficiency of service delivery;
5. Cost effectiveness of services;
6. Quality of services;
7. Staff and student needs;
8. Campus culture.

Three (3) primary elements will be used in the assessment process:

1. **Measurable Elements**
   
   A. Tracking – Who is using the programs, services and facilities?
   B. Satisfaction – What is the level of student satisfaction of the programs, services and facilities?
   C. Resource Utilization – How are individual and/or department financial resources being used?

2. **Outcomes**: Measure the impact of achieving objectives, i.e., student learning and/or quality of service delivery.
   
   A. Learning outcomes – Examine cognitive skills developed by students through services, programs and memberships.
   B. Service outcomes – Examine what departments will do, achieve, or improve to prove operational effectiveness.

3. **Department Review**: Determines the effectiveness of the department's functions.
   
   A. Needs assessment – Identifies the needs of students.
   B. Campus culture – What is the climate? What is the residential quality of life?
   C. Institution assessment comparison – How does the quality of the program/services compare to other tribal colleges?
   D. National standards assessment – How does the quality of the program and services compare to nationally accepted standards?

The Chart 4 illustrates the assessment process that will begin for these offices in Spring 2014.

**Chart 4: Student Affairs, Business Affairs, Admissions & Registration Assessment Process**

- **Spring 2014**: Educate Student Affairs (Housing, Financial Aid)
- **Summer 2014**: Identify learning outcomes, and mission statement for each area
- **Summer 2014**: Determine assessment methods for each area
- **Spring 2015**: Use results to inform decisions and practices
- **Spring 2015**: Review assessment results
- **Fall 2014**: Identify, develop and administer measures
PROCESS FOR CAMPUS WIDE IMPLEMENTATION OF ASSESSMENT

As CMN continues to evolve as an Indigenous Institution of Higher Education, so too shall the process for assessment of student learning. Chart 5 illustrates the phases of assessment CMN will be involved with that will carry through until 2016, when the campus wide assessment initiative will be updated.

**CHART 5: FUTURE 2015-2016 ASSESSMENT PLAN**

- **Spring / Summer 2015**: Dialogue between Assessment Committee and programs & departments on successes and areas for change.
- **Summer 2015**: Programs and departments develop an assessment plan for the upcoming year.
- **Fall 2015**: Program and department assessment plans due to Assessment Committee for review.
- **Summer 2016**: Programs and departments submit reports and findings to Assessment Committee.
- **Summer 2016**: Programs and departments submit 2-4 page annual report to the Deans of Academic and Student Affairs.
- **Spring 2016**: Programs and departments implement assessment plans.
CONCLUSION

As an emerging Higher Education Institution, College of the Muscogee Nation is in a favorable position to identify, create and implement its own measures of success. By utilizing the mission statement to define curricular and academic values it creates a commonsense approach for outcome assessment. We articulate the outcomes, check to see whether or not students are achieving them, and use the final results for improvement. CMN students gain academic capital when they graduate and/or transfer successfully to 4-year institutions. Therefore, the primary purpose for this Assessment of Student Learning Plan is to take what is already happening here, formalize the process for it and to continuously hold the College accountable of whether or not CMN is fulfilling its mission and achieving its goals.
In order to establish an effective framework for assessment across the institution, it is necessary to establish a common language that can be used when talking about assessment.

**Assessment**
“The systematic collection of information about student learning, using the time, knowledge, expertise, and resources available in order to inform decisions about how to improve learning.” The primary purpose of assessment in higher education is to improve student learning. The secondary purpose is to demonstrate accountability.

**Assessment as Learning**
The concept that students should learn something every time they are assessed.

**Assessment Plans**
Coordinated future and current campus-wide assessment efforts, present to external bodies a well-conceived approach to assessment, and provide a systematic way to determine the extent to which outcomes have been achieved.

**Assessment Reports**
Reports that document past assessment activities and how the tribal college is using assessment results to improve student learning. They serve either one or both of the following purposes: 1) To outline existing assessment strategies and recommend ways to improve assessment and/or 2) To summarize outcomes of assessment measures and recommend ways to improve student learning.

**Course Outcomes**
The most important skills a tribal college would like students to possess by the end of a specific course. They are unique to a specific course. Course outcomes are more specialized than those outlined in the college outcomes and program outcomes.

**Curriculum Maps**
An effective tool for determining where in the curriculum each of the college outcomes is being assessed and reinforced. By listing course requirements for each program, this simple matrix outlines the level to which students are expected to master each of the college outcomes in each of the required courses. The curriculum map provides an efficient and useful way to identify gaps in the program where institutional outcomes may be neglected. Curriculum maps are also used to track program outcomes.

**Direct Indicators of Student Learning**
Require that students demonstrate their learning through, for example, essays, capstone projects, tests, and presentations.
Indirect Indicators of Student Learning
Provide information about students’ perceptions about their learning and their college experiences. They require students to reflect on their learning though, for example, graduate or student satisfaction surveys, interviews, and focus groups.

Inputs
For a tribal college assessment program include 1) the plans and strategies (i.e., the mission statement, the strategic planning initiative, the assessment inventory, and the assessment plan) and 2) the resources (i.e., the assessment coordinator, financial support, technical support, administrators, and faculty) that go into developing the program.

Institutional Data
Institutional level measures that do not necessarily indicate student learning but do reflect the overall condition and effectiveness of the tribal college. Data may include, for example, retention and graduation rates, success after transfer data, and enrollment trends.

Institutional Outcomes
The overarching skills that are emphasized and reinforced throughout many courses in all programs at the tribal college. They define the common skills that the college would like all of its students to possess by graduation.

Processes
For a tribal college assessment program include 1) how the assessment program itself is carried out, 2) the extent to which assessment is embedded in college processes, and 3) the learning, teaching, and assessment strategies that are employed at the college.

Program Outcomes
The overarching skills that are emphasized and reinforced throughout several courses in a specific program. They define what the tribal college would like students to be able to do by the end of a program. Program outcomes go beyond the skills outlined in the institutional outcomes.

Rubrics
Scoring tools that list the criteria for a certain skill or piece of work. For example, a rubric for a writing outcome or an essay might tell students that their work will be judged on content, organization, voice, word choice, sentence fluency, and grammar/spelling/punctuation. A good rubric also describes levels of quality for each of the criterion, usually on a point scale. Under grammar/spelling/punctuation, for example, the rubric might define the lowest level of performance as “many misspellings, grammar, and punctuation errors,” and the highest level as “all words are spelled correctly; work shows understanding of subject-verb agreement, when to make words possessive, and how to use commas, semicolons, and periods.”