

DUAL MISSIONS

Tohono O'odham Community College's in part:

To enhance our unique Tohono O'odham Himdag by strengthening individuals, families, and communities through holistic, quality higher education services.

MAN IN THE MAZE



A Cultural Metaphor Informs Tohono O'odham Community College's STEM Curriculum and Assessment

Thanks to TOCC faculty members Camillus Lopez, and Drs. Teresa Newberry and Adrian Quijada,





One Current
Meaning to
O'odham: Life's
Journey - 4
stages

Example of Use at TOCC:

1) Curriculum development (STEM Courses - Calculus I, and three Biology Courses).

2) Pedagogy: Chose Problem Based Learning (PBL) and linked to Himdag values (spirituality, teamwork, deepest respect, balanced beliefs).

3) Assessment: Indirect measures

Curriculum Example – BIO 100

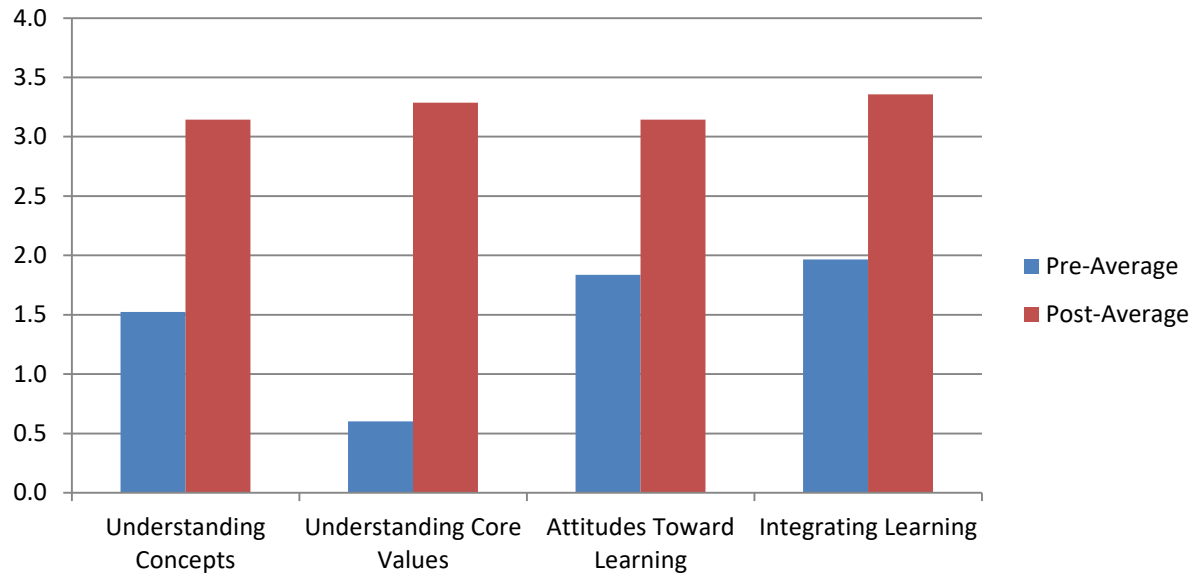
BIO 100

PBL

4 Leg Journey	Goals/Outcomes	Assessment
1 – Knowledge	Describe biological basis of cancer and diabetes, incidence of cancer and diabetes among NA populations and related lifestyles	Discussions, reflections, short homework assignments
2 – Understanding	Explain how diet and habits disrupt the balance in our cells and body to trigger cancer and diabetes; explain factors and causes that are raising concerns on the Tohono O’odham Nation; interpret how Himdag values can support a preventive attitude towards cancer and diabetes.	Discussions, reflections, short homework assignments
3 - Application	Identify specific factors influencing vulnerability of O’odham to cancer and diabetes	Written research and assessment on medical papers, statistics and essays regarding cancer and diabetes on TON
4 – Analyze, Evaluate, Create	Analyze current policies and actions in place at Tohono O’odham Nation to reduce cancer and diabetes risks; develop a prevention plan to be implemented among students and staff at Tohono O’odham Community College that incorporates medical evidence and Himdag values towards cancer and diabetes prevention.	Essay for final grade on guidelines for TOCC to prevent diabetes and cancer

Student responses – Pre- and Post-Averages

BIO 100N SPRING 2016



Class	N	Absences (average)	Tardies (average)	Passing (%)
BIO100N Fall 2015	9	2.0	2.5	100%
BIO100N Spring 2016	7	1.5	1.0	100%
BIO 105N Fall 2015	4	1.5	8.4	100%
BIO105N Spring 2016	15	2.6	9.5	100%
MAT 220 Fall 2015	6	0.54		100%
MAT 220 Spring 2016	4	1.35	.85	100%
BIO 154N Fall 2015	10	1	2	93%

Total Number of Students	% Attendance Rate	% On Time	% Passing Rate
55	95%	89%	99%