

Assessment Handbook

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Assessment of Student Learning

Assessment begins with the Sitting Bull College (SBC) mission statement. The SBC mission and its corresponding vision, values, purposes, and goals inspire all assessment activity. As the scope of assessment is widened, it involves multiple committees, along with academic and student service programs in a well-planned and organized cycle. Central to this process is the Assessment Committee, who functions as a collection point for the data. The Vice President is accountable to the Board of Trustees, administration, academic and student service divisions for reporting and publishing the summative results of yearly assessments activities.

Purpose of Assessment Handbook

The purpose of the Assessment Handbook is to provide structure to the program by clarifying the functions of assessment activities and their relationship to institutional, program, and course level outcomes – and to facilitate assessment of institutional effectiveness as it relates to student success.. In addition, the document articulates priorities which will continue to be the foundation of this ongoing program.

Assessment Committee Membership

Sitting Bull College has an Assessment Committee that is composed of faculty members, Vice President of Operations, Dean of Academics, and Director of Institutional Research. The chair of the Assessment Committee is a faculty member. There maintains a core faculty membership that have been part of the Committee since the evolution of assessment at SBC and then other faculty members are rotated on and off based on their understanding of assessment.

Assessment Committee Function

Review, report and make recommendations concerning student learning and institutional effectiveness for continual quality improvement for all our stakeholders.

Assessment Committee Scope

To oversee all institutional data collection and recommend new data that will measure institutional effectiveness.

The Assessment Committee met monthly throughout the academic year and continued with the twoday general education and program assessment reporting process during the last two days of faculty academic contracts. During the reporting process faculty are required to complete a one-page summary of their findings, along with the general education or program plan that lists the outcomes, measurement tools, measurement goals, findings, analysis of data, and action or recommendations.

Assessment procedures at the course, program, and institutional level are at the core of the institutional activities and strategic planning at SBC. Feedback collected through these outcomes provides support for the decisions made for future SBC planning. Since planning guides resources allocation, the feedback through assessment is used to coordinate future resource allocation to guide institutional effectiveness and assessment of student learning.

Minutes are kept for all Assessment Committee meetings along with the two-day assessment reporting process, which includes recommendations and action items for each general education and degree program outcomes. The minutes, along with each general education and degree program findings; are stored on the college's server under a shared assessment folder that can be accessed by all faculty and staff.

Goal and Objectives of SBC Assessment

Goal #1: To review academic and student support data that demonstrates institutional effectiveness by:

- Providing information for making institutional decisions about budget, strategic planning, faculty development, and program changes.
- Providing a well- systematic process of data collection.
- Providing feedback that links the institutional outcomes to the mission statement.
- Assuring educational quality and improve student learning.
- Improving the delivery of General Education coursework and strengthen the links between General Education and the major programs
- Assisting Institutional Review and Curriculum Planning

Goal 1: Strengthen, develop, and implement a learning environment that portrays the Lakota, Dakota culture values and language within career and technical education and academic programs to ensure the success of SBC students through 2031.

Objectives:

Review program assessment data which supports the continued improvement of student learning.

Review general education data which supports the continued improvement of student learning. **Goal 2:** Recruit, enroll, and support a diverse student body that portrays the Lakota, Dakota Culture values and language to foster student retention, persistence, and completion through 2031.

Objectives:

Review and analyze co-curricular and enrollment management data which supports the continued improvement of student learning.

Evolution of Assessment at SBC

During the 2004 comprehensive visit, SBC's entire assessment program focused on the completion of a student e-portfolio. The rationale behind the e-portfolio was to engage students in their own learning process, increase perceptions of their own learning, capture and showcase important learning experiences, and demonstrate technology skills. SBC did have institutional and program outcomes established. At this time, SBC was just at the beginning stages of implementation of the assessment process and realized that we had a lot to learn. The team found the assessment efforts of the College were lacking a comprehensive perspective. Although the e-portfolio initiative and course level assessments were on track, the process lacked systematization necessary to analyze and use meaningful data to improve the academic programs. Specifically, the College needed to develop a feedback loop which clearly showed how the assessment data was used to improve student learning, academic programs, and institutional effectiveness.

As a result of the 2004 Comprehensive Visit SBC was required to submit a monitoring report due in April 2006 on assessment of student learning. SBC completed the following and SBC's assessment of student learning continued to evolve:

2004-2005

• Assessment activities continued to focus around the e-portfolio.

April 2005:

- A team of faculty along with the current Vice President of Academics now Vice President of Operations attended the Higher Learning Commission Annual Conference in order to gain further guidance on the assessment of student learning process.
- Outcomes from conference:
- Sharing of information learned with faculty.
- Made contact with two presenters at the conference who were willing to come to SBC's campus to work with faculty.

August 2005:

• Hired the two consultants to come to campus and work with faculty on the assessment process.

Conclusions from visit:

- While the college faculty members have a sense of the intent of assessment and have written competencies, they have not followed through with the process. They have not measured the competencies and analyzed the results.
- Furthermore, they have not used the analysis of the data to change course content or methodology to improve teaching and student learning as well as using it in the budget and planning processes.

Recommendations from the visit:

- These recommendations are designed to (1) help the faculty members prepare for and carry out assessment activities, (2) position the college to be able to show progress on assessment in the report for HLC, and (3) move the institution toward the development of a culture of assessment. It will be important that everyone work together to carry out each step in a timely manner, since the period until the report is due is a very short one.
- The revised NCA/HLC Handbook of Accreditation is an excellent source of information about assessment processes and should be reviewed thoroughly.
- The following were the consultants specific recommendations directly related to assessment that were implemented in the fall 2005.

Establishment of an Assessment matrices/(name changed February 2006 to Assessment Plans)

The components of the matrices/plans include the following:

1. Competencies/Student Learning Outcome

All competencies should indicate what students are expected to learn and written in a format that allows measurement.

All programs eventually need to identify sub competencies to more clearly define the general outcome statements.

2. Measures

This column should include only items that are direct and indirect measures, as opposed to descriptive material.

Most matrices lack sufficient detail in this column to describe how student learning will be measured. It is important to include enough detail to allow a third person to understand how the measurement was carried out. This will usually occur if the method answers these four questions:

- who will measure,
- what will be measured,
- how will it be measured, and
- when in the student's academic program will it be measured?

Measures should parallel the competency that they are intended to assess.

3. Expected Results

Each competency should be matched with the results that are expected from the measure.

Faculty should determine expectations through a "best guess" baseline estimate, which is subject to revision based on actual experience.

Expected results are best expressed as a minimum score, an average, or a percentage. (Avoid statements like "80% of the students will score 75% or higher.)

4. Actual Results

Faculty members record the actual results of the measure not simply that the students scored higher than the minimum or expected results.

5. Analysis

It is critical that extensive analysis take place following the administration of the assessment measures.

Faculty members review the expected and the actual results and draw conclusions to explain any variation from the expected outcomes.

Analysis should discuss what students learned and what they didn't learn.

Beware of analysis that merely states that "results are satisfactory and no change is needed."

6. Action/Recommendation

After completing the analysis, faculty must determine what action(s), including recommendations, should be taken to attempt to improve student learning in areas with less than satisfactory results.

7. Outcomes

Encourage the faculty to review and revise the student learning outcomes to accurately reflect current program operation. Put a maximum of six learning outcomes in each program area in achieving the desired outcome of increasing student learning.

Establishment of a one-page paper for 2004-2005 as an attempt for faculty to show the following:

- What worked particularly well?
- What didn't work?
- How can we fix it?
- What other changes do we need to make for next year?

It was related to faculty that it was important that the matrix be limited to issues related to student learning, and the one page narrative give the opportunity to evaluate procedures and processes and also to provide anecdotal information as appropriate.

Other recommendations instituted from the consultants visit in August 2005

Encourage the Assessment Committee to provide leadership and oversight on the assessment process. The committee should meet regularly during this academic year, with a set time and day each month.

These responsibilities should be assumed by the committee:

- Provide leadership to the process and assistance to the faculty members including parttime/adjunct faculty.
- Establish operating guidelines and procedures for the assessment program.
- Determine how the information about assessment will be organized and transmitted to the HLC office.
- Record minutes of committee activities, deliberations, and actions.
- Decide what "programs" will be assessed and in what order. (Generally all programs must be assessed but exceptions can be made for those which are new, in transition, etc.)
- Determine how many student-learning competencies will be assessed in this first year.
- Review the General Education Competencies and determine which of these, perhaps all, should be measured during this academic year. This is an especially long list and perhaps should not be tackled in its entirety. This should be done, as much as possible, by the use of existing measures in classes containing largely graduates and/or students who have completed 45 or more hours.
- Construct a written summary of what the committee did last year.
- Establish a calendar for the next two years that identifies what assessment activities and goals will be carried out.
- Provide an ongoing program of staff development on assessment.

- Develop an annual committee notebook that includes minutes, artifacts related to assessment, annual reports from programs and a summary of accomplishments for the assessment committee for the current year.
- Eliminate the last two program learning objectives in each program. These appear to be related to the measurement of student learning but are program outcome goals.
- Determine the most effective way to measure student achievement of the student outcome goals. We believe these should be assessed on an institution-wide basis, as opposed to at the program level. This should constitute the institution-level goals.
- Add the words "student learning" to the current "program goals" that are used as the basis for assessment.
- Consider the feasibility of assessing the "Student Outcomes (Goals)" somewhat differently. Presently these are assessed by having graduates give free responses indicating their reaction to the learning goals. This generates a wide range of responses, many of which do not involve learning. Therefore, it may be more helpful for the institution if students/graduates were first asked to rate, on a five-point scale, how much they feel they have learned in each of the goal areas. This could be followed by the same free responses, but ask that the students respond in terms of how much they feel they learned, giving specific examples.

September 2005 – March 2006

The completed program matrixes/program plans were emailed to the consultants to provide feedback and suggestions.

Suggestions from review of program matrixes/plans with recommendations for faculty:

- 1. All student learning outcomes are written as competencies which is appropriate for measurement.
- 2. Several statements contain superfluous words that obstruct the view of clarity of understanding of the desired student learning/performance outcome.
- 3. It would simplify the learning outcome statements if each program inserted a common opening phrase, "The student will—"and then completed the sentence with each objective.
- 4. Some student learning outcome statements include several different components. This is acceptable, but each will need to be a sub competency for assessment.
- 5. The competences should be transferred to a student assessment matrix. The current sheets are curriculum maps and are important to track where the competencies are reinforced.
- 6. The institutional outcomes numbers in parenthesis are confusing to me. Doesn't each student learning outcome ultimately related in some way to the others? I don't understand what this ads, but it may have a purpose.
- 7. Many of the communication competency statements appear to be general in nature—not program specific. I assume you will have a general education competency that states an expectation for students in written and verbal communication. Unless you are applying this specifically to a program application, it should be "general" and measured in all programs.

March 2006

Consultants returned to SBC's campus to continue working with faculty on assessment issues.

Evidence of improvement of assessment process:

- 1. Most faculty members have completed a program assessment matrix for the 2004-2005 academic year.
- 2. The faculty have begun to learn the assessment process as demonstrated by the 2004-2005 matrices.
- 3. There is an openness and willingness on the part of the faculty to refine the assessment process and to gain additional insights into how to apply it to improve teaching and learning.
- 4. The analysis step of the process appears to be the most challenging for the faculty.
- 5. The assessment committee has a clear understanding of their leadership role for the program.
- 6. A faculty member who is knowledgeable about the process has been given leadership responsibilities with the assessment committee and the assessment program.
- 7. The assessment process is a high priority of the college administration as evidenced by the commitment of the dean of academic affairs.
- 8. The general education outcomes have been more clearly defined and strategies have been developed for their measurement.

Recommendation for improvement:

- 1. Coordinate the student self-assessment of program learning goals for all programs. Students can be asked to what extent they feel that they have mastered these objectives. (The exact phrasing is up to the committee but be sure that it is based on learning.) This involves simply listing the objectives and sub-skill objectives, if appropriate, and placing them on a Likert scale using the numbers which have been decided on by the committee, i.e., either 1-5 or 1-4.
- 2. Exactly the same thing can be done for employers; that is, list the objectives followed by a Likert scale. The employers would be asked, in their opinion, to what extent the students, whom they employ, appear to have mastered the objectives of their program.
- 3. The program matrices should be reviewed to see that all are using the same format; and the necessary changes, to make them uniform, should be made.
- 4. The date of latest revision, or similar statement, should be placed somewhere in the matrix heading; then someone should check that this date is changed when a revised matrix comes in or goes on the web.
- 5. Set up a common numbering system for competencies and sub-competencies on the matrix.
- 6. Decide on the abbreviations to be used on the curriculum maps for each program. There seems to be much confusion over what these mean. Place a "key" for the abbreviations on each of the map sheets.

Course Assessment

Even though the assessment effort at this time is focused on program assessment, it is important that course assessment be part of the entire program. At the time of the 2004 visit, the team commented on the course assessment being in place so this team will expect to find it as well. Be sure that faculty members have files on what they have done and are able to discuss the improvements made in teaching and learning as a result of course assessment.

April 2006:

Accept the report focused on assessment of student academic achievement. A progress report on assessment, recruitment, student services, and finances for the Bachelor's degree is due 4/7/07. If the institution does not request a focused visit report in 2007 that could include a follow-up of the

assessment program, then the College should submit a progress report on June 30, 2008, that addresses: a) evidence of assessment results that are used to systematically enhance educational effectiveness; b) evidence that course objectives/outcomes and program goals have been improved as a result of the analyzed data; and c) evidence of the effectiveness of the e-portfolio initiative.

May 2006:

After several semesters of using the e-portfolio it was recognized by the Assessment Committee that it did not provide the information that was expected and after the spring 2006 the use of the e-portfolio was by program choice.

December 2006:

Programs were required to complete a one-page summary of their program along with completed data on their program plan by May 2006. Much of this did not occur until the following academic year, which did not really allow the assessment committee to do much analysis. So as a result the assessment committee for the 2006-2007 academic year set two days at the end of the academic year for each program to present their one-page summary along with their completed program plan. This will allow the assessment committee to provide immediate feedback to programs which will allow them to implement changes in the following academic year.

April 2007:

Focus Visit Change Request Concern

Recommendations:

Progress Report on Assessment of Student Learning – Due June 30, 2008

Follow up is recommended because the assessment system has not been adequately developed. A progress report to be submitted at the end of one academic year after the start of the program (by June, 2008) should document that a fully developed assessment system was up and running at the start of the program and provide initial evidence of data collection and analysis.

Outcome from Visit:

Embedded questions on general education science courses.

September 2007:

A different consultant was hired to provide training for faculty on assessment practices as the two previous consultants retired.

Result of Training:

- 1. There was evidence that assessment was happening on campus.
- 2. There were several levels of assessment.
- 3. There are actions taken or feedback loop used for each tool.

Recommendation:

Insure SBC programs have yearly outcome expectations:

- 1. Abilities expected by the end of the first 2 semesters.
- 2. Abilities expected prior to beginning of the Professional Practice experience at the end of semester 3 or 6.
- 3. Abilities expected prior to completion of the program.

January 2008:

2008 Focus Visit Change Request Concern:

Recommendation:

Progress Report on Assessment of Student Learning – Due June 1, 2009, 2010, and 2011.

The team could not find written evidence demonstrating that the institution had a complete understanding of the assessment process. While the process has been identified and implemented, little data analysis was available to demonstrate its use in program improvement, improved student learning and institutional effectiveness.

The team is recommending a progress report on assessment for each of the newly approved programs beginning in June 1, 2009 and again in 2010, and 2011. In this way SBC can demonstrate it understands and uses its assessment system effectively and efficiently.

The report should have the following components:

- 1. Program objectives, measurement tools, benchmarks (measurement goals, actual findings for each objective, impact of the analysis of data and the action taken to improve the program.
- 2. Student learning objectives, measurement tools, benchmarks (measurement goals, actual findings for each objective, impact of the analysis of data and the action taken to improve future student learning.
- 3. Evidence of the effectiveness of the e-portfolio initiative

June 2008

Progress report on the assessment of student learning was submitted to HLC and approved.

November 2009

The Assessment Committee felt at this point that the faculty were having a hard time trying to analyze data, therefore the College hired a consultant to assist faculty with this process.

Recommendations:

1. The quality and extent of the data collection directly impacts the quality of the data analysis and subsequent decisions - a main idea.

- 2. Consider more detailed data collection. Example: on the communication rubrics, consider breaking out the data by each of the categories rather than a summary score. Thus there would be a score in each row for more clear separation of data sets or subsets. Faculty agreed that more specific data would be helpful.
- 3. When the numbers of students assessed warrant consider using percentage of students attaining different levels (satisfactory, developed, etc.) rather than a score average. For example, what percentages of students are below satisfactory or are attaining satisfactory. Then faculty can decide at what % does the issue merit attention. Also, an average score can "wash out" differences in performance than may be insightful for decision-making, thus the suggestion for percentage reporting.
- 4. Specifically tie any decision/action to a data set to avoid broad generalizations are more difficult to support with evidence. When doing so, subsequent assessments can be compared to the data and faculty can demonstrate more convincing outcomes.
- 5. It was strongly suggested to separating decisions related to instructor or program changes (based on student data) from decisions about the assessment plan itself. Many faculty are focused on revising the assessment process, which is fine but should not override actual student performance data that ultimately can guide future action or decisions. Student data performance directly informs our teaching and our program and must be the focus of the reasoning we are assessing in the first place. The process can certainly be improved over time but not overshadow what the data are telling us.

June 2009

As was stated in the chapter on Concerns from Prior Visits, the first of the three required progress reports from the 2008 visit was submitted in June of 2009. The result of the first progress report is as follows:

"The progress report was well organized. It indicated a strong grounding of the assessment program at Sitting Bull College in sound theory and clearly articulated vision, mission, and assessment goals. The report treated in turn institution-wide assessment, pre-entry and freshmen assessment, general education assessment, and program assessment. The report was supported by substantial appendices that presented assessment data from various sources.

"The report not only presented data, it was provided interpretations, and analyses of the data, along with the recommended changes that developed from the data. An outsider to the institution, or students considering attendance at the College, can know with insight the strengths and issues of the College. The assessment reports are direct, clearly stated and supported by simplicity of organization that facilitates the communication of assessment results," 2009 HLC Staff Analysis of Institutional Report.

After submission the 2009 progress report, the College received a phone call from Commission staff asking if the College wanted to drop the next two progress reports. The College indicated that an effective process had been developed, but wanted to ensure that faculty continued with their efforts and therefore, completed the 2010 and 2011 required progress reports, with the same successful outcomes as the first report. As a result of this, a culture of assessment was instilled into the College and continues through today.

May 2013

Implemented the use of a rubric to rate program plans, general education outcomes, and the enrollment management plan. Provide a continuous source of the knowledge essential for instructional improvement and assessment of student learning.

2013-2014

The Assessment Committee continued to complete the yearend review through the use of an assessment program evaluation rubric. Any programs that have a composite score or individual criteria scores below 1.75 was required to refine their plan and submit it to the Assessment Committee in the fall 2014 for review.

2014-2015

In 2014-2015, SBC Assessment Committee continued to use the rubric but developed an electronic version on google doc for scoring yearend reports for general education and program plans. With the use of google doc rubric, SBC revised the rubric to relate to the requirements of the yearend plan. Therefore, ratings were completed for measuring the outcomes, measurement tools, measurement goal, findings, analysis of results, and recommendations actions. The rubric continued utilizing a rating scale of 0 - No Evidence, 1 – Emerged, 2 – Developed, and 3 –Achieved. Each program presented their assessment plan along with their End of Year Report to the Assessment Committee. An average score was compiled for each area along with a composite score and passed along to the individual departments along with comments. The google doc rubric made scoring more manageable and allowed the individual Assessment Committee members scores to be confidential.

Any programs that have an individual and/or composite score below 1.75 was required to refine their plan and submit it to the Assessment Committee in September, 2014. During the October 2014 meeting, the Assessment Committee will ask those programs (that have an individual and/or composite lower than 1.75) to come and present their plan and the committee will be allowed to offer any suggestions or comments.

2015-2016

The Committee continued to use google doc for the scoring rubric, but only scored the findings, analysis of data, and action or recommendations but not the outcomes, measure tools, and measurement goals. The rational for this is that the Committee is approving outcomes, measurement tools, and goals at the beginning of each academic year. During the two day reporting process faculty were required to complete a one-page summary of their findings along with action or recommendations they plan to implement in 2016-2017.

2016-2017

The Assessment Committee continued to complete the yearend review through the use of an assessment program evaluation rubric using google doc. In addition, in 2016-2017 all programs were required to implement both direct and indirect measurement tools to their assessment plans. Faculty were provided examples of both direct and indirect measurement tools during a faculty meeting. The Committee determined that any programs that have a composite score or individual criteria scores

below 1.75 will be required to refine their plan and submit it to the Assessment Committee in the fall 2017 for review.

2017-2019

Process remains the same as used in 2016-2019.

2020

In March of 2020 the College moved quickly to remote/online learning due to the COVID 19 pandemic. With the swift move to online learning, faculty's focus quickly became embedded in strategies to offer coursework through a different modality in a methodology to maintain student engagement. Due to all the stress of the pandemic, programs were asked to submitted program plans with results, but no formal assessment was completed.

2020-2021

The Assessment Committee started to review the general education/essential learning outcomes as part of the College's HLC Quality Assurance Project. The Project required the Assessment Committee to review the use of the ACCUPLACER scores as a means of placement of first-time freshmen in math and English courses. The general education/essential learning outcomes that the College was using were in aligned with the North Dakota University System and at the time of adoption it was though that it would be helpful for transfer students. After a complete review, the Assessment Committee realized that the general education/essential learning outcomes were not measurable and revamped the outcomes and performance indicators. In addition, the Assessment Committee realizes that the general education outcomes are introduced within general education coursework and that it needs to be reinforced at the program level. So the Committee developed a plan in which artifacts will be collected from programs and assess using the general education outcomes tool. Outcome two, writing was selected to be assessed first in the fall 2021.

Below is a draft timeline for the implementation for the assessment of the new general education outcomes.

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	
Semester	Articulate Ochethi Sakowin language and culture (IO 3 & 4)	Apply written and oral communication skills (IO 1)	Analyze problems using quantitative and qualitative analytical skills (IO 3)	Engage with diverse perspectives and cultures as they relate to the individual, the community, and the global society. (IO 3)	Responsible

General Education Assessment Timeline (Draft)

Fall 2020	Write & Collaborate				Assessment
	Committee Revises Outcomes to be clear and measureable				Committee
Spring 2021	Board of Trustees a	oproval of outcomes			Assessment
					Committee
					Chair
Fall 2021		Design			English
					Department
					+
					Committee
Spring 2022	Design	Pilot		Design	
Fall 2022	Pilot	Train	Design	Pilot	
Spring 2023	Train	Assess	Pilot	Train	
Fall 2023	Assess	Analyze	Train	Assess	
Spring 2024	Analyze	Intervene	Assess	Analyze	
Fall 2024	Intervene	Assess	Analyze	Intervene	
Spring 2025	Assess	Analyze	Intervene	Assess	
Fall 2025	Analyze	Intervene	Assess	Analyze	
Spring 2026	Intervene	Assess	Analyze	Intervene	

Stages of Development Strategies

Design	1. V	Write assessment plan for outcome with performance indicators to address Who? What? When? and How?				
	2. C	Create/revise rubrics and/or measurement tools to rate each performance				
	11	ndicator.				
Pilot	1. I	mplement assessment strategies with small group of courses/students to evaluate				
		 Focus on strategy to collect student artifacts for outcome in a streamlined manner 				
		h Appoint key people to rate and comment				
		b. Appoint key people to fate and comment				
		c. Address in rubitics/ tools adequately assess performance indicators,				
		competencies, and learning outcomes				
		d. Make adjustments				
Train	1. F	Recruit and train faculty/staff to implement outcome assessment practices				
		 Focus on inter-rater reliability through norming sessions 				
		b. Discuss methodology for collecting and assessing artifacts				
		c. Make adjustments				
Assess	1. (Collect and assess outcome artifacts with faculty/staff				
	2. 0	Collect data and report				
	3. F	Reflect on challenges				
Analyze	1. E	Examine data from outcome assessment plan				
	2. C	Discuss changes needed to use data for institutional planning				
	3. E	Evaluate outcome data for alignment with current mission, vision, and goals				
	4. N	Make adjustments				
Intervene	1. Is	solate barriers to clear outcome strategies				
	2. N	Make adjustments				
	3. 0	Create/edit any new measurements or rubrics as necessary				

Degree and general education programs were once again required to submit and present in person, their final assessment plans with results to the Assessment Committee in May 2021. The first day several programs presented and were rated using the google doc rating sheet. On the second day, several committee members were sick, so no minutes were completed and several programs were only rated by one or two people. In addition, programs that were not completed at the time of the meeting in May were required to send the information to the Assessment Committee Chair, who emailed out to the rest of the Committee to rate. Unfortunately, by the time it was emailed out many faculty were already on summer break and only one or two people rated the programs by email. In addition, it was noted that several of the committee members that were rating the programs for 20-21, were new to the committee, and there rating was on the high side. From this it was determined that a norming session on using the google doc rating needed to be held in the fall of 2021.

2021-2022

In the fall of 2021, SBC's Student Life, Assessment, and Governance Committee approved the Institutional Learning Outcomes to also serve as the Co-Curricular Outcomes.

Due to the number of new committee members, new program faculty, and the College converting the publishing of the Bulletin to CourseLeaf, it was decided that all program outcomes were to be reviewed by program faculty and changes brought to the Assessment Committee for approval. In addition, the Assessment Committee reviewed all general education/program outcomes first three columns of all Assessment Plan with program faculty present. This included a complete review of all program outcomes to ensure the outcomes are measurable, along with a review of the measurement tools to ensure that the programs were addressing the who, what, how, and when. The final review was the measurement goal with the expected results to ensure outcome of the results are the same as the tools i.e. percentage, score from rubric. This review, assisted with new committee members gaining an understanding of how to rate the programs using the google doc rubric.

Due to the changes to the general education outcomes and as a means to alleviate the massive yearend reporting. The Assessment Committee decided to move general education outcomes reporting to February after the fall semester has ended. So for the 2021-2022 year, only fall data was reported. In 2022-2023 and subsequent years thereafter, the reporting in February will cover spring and fall data.

Diagram for Assessment of Student Learning



Principal Indicators for Assessment

Sitting Bull College's assessment is broken down into four areas: institution wide, pre-entry and freshman level, general education, and program.

- 1. Institution-Wide Assessment—yearly cycle; data reported by Assessment Committee annually
 - a. Enrollment Trends
 - b. Persistence and Retention rates (rate of return semester/semester and academic year to academic year)
 - c. Tracking of Student Withdrawals
 - d. Program Review Process
 - e. Student Satisfaction Survey (Noel-Levitz)
 - f. Student Service Satisfaction Graduate Survey
 - g. Satisfaction of Institutional Outcomes Graduate Survey
 - h. Graduation Rates/IPEDS/AKIS
 - i. Employer Survey
 - j. Alumni Survey
- 2. Pre-entry and Freshmen Assessment
 - a. ACCUPLA CER placement (pre) scores
 - b. 1st Year Freshman Advising
 - c. 1st Year Experience Course
 - d. Freshman Orientation Evaluation
 - e. Enrollment Trends

- 3. General Education Assessment
 - a. General Education Outcomes Assessment Plan
 - b. Territorium test results
 - c. Course Evaluations
 - d. Completion Rates
- 4. Program Assessment
 - a. Graduation rates
 - b. Territorium test results
 - c. Program Review
 - d. Program Assessment Plan & one-page papers
 - e. Employer Survey
- 5. Institutional/Co-Curricular Assessment
 - a. Institutional Outcome Survey completed in SOC 120 Associate level
 - b. Co-Curricular Outcome Survey completed by google doc end of fall and spring semesters.

Four key parts of academic assessment at SBC are our Institutional/Co-Curricular Outcomes, General Education (Gen Ed) Outcomes, Program Learning Outcomes, and Enrollment Management (Student Services).

Student Institutional/Co-Curricular Outcomes

- 1. Students will display technical and critical thinking skills through effective oral and written communication.
- 2. Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior.
- 3. Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment.
- 4. Students will demonstrate knowledge of past, present, and future Native American cultures.

Assessed through Satisfaction of Institutional Outcomes Graduate Survey and google doc's survey of cocurricular activities at the end of the fall and spring semesters.

General Education Learning Outcomes

SBC's general education is intended to impart common knowledge, intellectual concepts and attitudes enabling people to function effectively in a multi-cultural society. Course offerings are designed to enhance employability, provide a foundation and opportunity for lifelong learning, promote the Lakota/Dakota culture, provide intellectual stimulation, and to help in the development towards respectful citizens of the universe

- 1. Articulate Oceti Sakowin language and culture (IO 3&4) (NAS 101) Performance Indicator:
 - Students will greet and introduce themselves in the Oceti Sakowin language.
- 2. Apply written and oral communication skills (IO 1) (ENGL 110, 120, COMM 110, CSCI 101, SOC 120)
 - a) Written communication skills are those necessary to clarify ideas in writing.
 Written Performance Indicators:
 - Students will be able to write research/reflection papers/essays.

- Students will be able to articulate ideas through a discussion board.
- Students will be able to write program specific writing assignments.
- Students will achieve an overall rating of 3 on a five point rubric.
- Rubric will rate supporting details, organization, language variety, rules of standard English, analyze a topic using a variety of credible sources (if applicable).
- b) Oral communication skills include the abilities to speak and listen effectively for the purposes of informing, persuading, and/or relating (Morreale, et al., 1998). Students engage these abilities in different types of interactions, including 1. Public speaking (e.g. formal presentations) 2. Small groups, and 3. One-on-one conversations.
 Oral Performance Indicators:
 - Students will greet and introduce themselves in the Oceti Sakowin language
 - Students will be able to complete speeches and formal presentations
 - Students will demonstrate the ability to communicate in small group discussions
 - Students will demonstrate the ability to carry on one-on-one conversations
- 3. Analyze problems using quantitative and qualitative analytical skills (IO 3) (MATH 102, 103, Sciences)

Performance Indicators:

- Students will utilize credible sources to create a solution to a problem.
- Students will write a paper inclusive of analyzing a problem and creating a solution.
- Students will use mathematical symbols and mathematical structure to model and solve real world problems.
- Students will demonstrate appropriate communication skills related to mathematical terms and concepts.
- 4. Engage with diverse perspectives and cultures as they relate to the individual, the community, and the global society.

Program Learning Outcomes

Program Learning Outcomes defined as proficiencies you want your students to know upon their completion from the program and delivered through the sequence of courses within a degree program. At this level, assessment is focused on the core competencies integral to the program, and the abilities of students at program completion –whether their goals are employment, transfer, or both.

Annual Plan Program/General Education

Program Outcomes	Measurement Tool (Who, what, how, when?)	Measurement Goal (expected results)	Findings (Actual results)	Analysis of Data (What students learned and what they didn't learn)	Action or Recommendation
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In the fall of each academic year, general education and programs must complete the first three columns and submit the plan in a file on the College's shared server. The Assessment Committee reviews each plan to determine if the program outcomes are measureable, the measurement tools are answering the who, what, how, and when questions, and the measurement goal is realistic. If programs change any wording on their program outcomes, they must seek approval from the Assessment Committee.

In the spring of each academic year, general education and programs much complete the last three columns included what they are recommending for change, if they recommended changes from the prior year where they implemented, etc.

Assessment at all levels must contain direct and indirect indicator.

Direct indicators are instruments in which students demonstrate what they have achieved or learned related to explicitly stated learning outcomes. All involve the evaluation of actual student performance vis-à-vis stated learning outcomes. These can include: standardized tests, locally developed tests, essay tests, projects, juried exhibits, oral presentations, and performance in internship. http://www.uta.edu/ctle/assessment/direct-indirect.php

Indirect indicators rely on perceptions or opinions about student learning. These can include: surveys (employer, alumni, and student), exit interviews, focus groups, Global indicators of student achievement (graduate rates, job placement rates).

http://www.uta.edu/ctle/assessment/direct-indirect.php

General Writing Guidelines

- 1. When writing any kind of learning outcomes, instructors should try not to assess everything a student might learn while here at SBC.
- 2. Best practices suggest that programs/courses should have 3-6 outcomes.
- 3. Student learning outcomes begin with an action verb that is measurable and indicates a level of learning (see Blooms Taxonomy of Cognitive Skills on the following page).
- 4. When writing outcomes, consider how each outcome will be assessed.

Structuring a Student Learning Outcome Statement

Once an instructor has identified the intended outcomes, he/she will want to write a formal learning outcome statement. The key is to make sure the statement is S.M.A.R.T (as in the SMART goal concept).

Specific – Outcome is focused on a specific category of student learning. If it is too broad it will be difficult to measure.
Measureable – Data can be collected to measure student learning.
Attainable – The outcome is attainable given the educational experience.
Relevant – The Student Learning Outcome is aligned with General Education, Program Learning Outcomes and/or Institutional Learning Outcomes.
Timely – Completion of outcome is time-bound.

Using Learning Taxonomies to Write Learning Outcomes

Learning taxonomies are commonly utilized as a way of describing different kinds of learning behaviors. Curriculum designers and educators use learning taxonomies to define and distinguish different levels of cognition such as: remembering, thinking, learning, and understanding. The word taxonomy means classifications or structures.

SBC normally uses Bloom's Taxonomy of Cognitive Skills (http://www.bloomstaxonomy.org). when developing and mapping learning outcomes; however, because of our uniqueness as a tribal college, other taxonomies may be considered when writing learning outcomes. Taxonomies are typically arranged so that they proceed from the simplest to more complex learning levels.

The following chart illustrates the multiple levels of student learning to assist with writing learning outcomes. Additional information is available on the web.



Action verbs to Use to Write Student Learning Outcomes at Each Level of Blooms

Remember Information Gathering

Verbs: Tell, list, describe, name, repeat, remember, recall, identify, state, select, match, know, locate, report, recognize, observe, choose, who, what, where, when, cite, define, indicate, label, memorize, outline, record, relate, reproduce, underline

What: Directs Tells Shows Examines

How: Lecture, reading, audio/visual, demonstration, question and answer period, memorize and recite

Understand Deeper Understanding of Knowledge

Verbs: Explain, restate, find, describe, review, relate, define, clarify, illustrate, diagram, outline, summarize, interpret, paraphrase, transform, compare similarities and differences, derive main idea, arrange, convert, defend, discuss, estimate, extend, generalize, give examples, locate, report, and translate

How: Demonstrates Listens Questions Compares Examines

What: Discussions, reflection, illustrate main idea,

Apply Use of Knowledge

Verbs: Apply, practice, employ, solve, use, demonstrate, illustrate, show, report, paint, draw, collect, dramatize, classify, put in order, change, compute, construct, interpret, investigate, manipulate, modify, operate, organize, predict, prepare, produce, schedule, sketch, and translate

How: Shows Facilitates Observes Criticizes

What: Role plays, case studies, fishbowl activities, construct a model, collection of photographs

Analyze Compare and Contrast

Verbs: Analyze, dissect, detect, test, deconstruct, discriminate, distinguish, examine, focus, find coherence, survey, compare, contrast, classify, investigate, outline, separate, structure, categorize, solve, diagram, determine evidence and conclusions, appraise, break down, calculate, criticize, debate, experiment, identify, illustrate, infer, inspect, inventory, question, relate, select

How: Probes Guides Observes Acts as a resource

What: Practice by doing, simulated job settings, write a commercial to sell a product, make a flow chart, put on a play or skit, write a biography, plan an event

Evaluate Judging the Outcome

Verbs: Coordinate, judge, select/choose, decide, debate, evaluate, justify, recommend, verify, monitor, measure, the best way, what worked, what could have been different, what is your opinion, test, appraise, assess, compare, conclude, contrast, criticize, discriminate, estimate, explain, grade, interpret, rate, relate, revise, score, summarize, support, value

How: Accepts Lays bare the criteria Complements

What: Use in real situations, on the job training, create a new product, write a new language code and write in it, persuasively present an idea, devise a way to solve a problem, compose a rhythm or put new words to a song

Create Original or new creation

Verbs: Create, hypothesize, design, construct, invent, imagine, discover, present, deduce, induce, bring together, compose, pretend, predict, organize, plan, modify, improve, suppose, produce, set up, what if, propose, formulate, solve (more than one answer), arrange, assemble, categorize, collect, combine, devise, explain, generate, manage, perform, prepare, rearrange, reconstruct, relate, reorganize, revise, argue for

How: Reflects Extends Analyzes Evaluates

What: Self -study, learning through mistakes, create criteria to judge material, conduct a debate, write a half yearly report

Assessment Tools and Methods

How to Assess Students' Learning and Performance

Learning takes place in students' heads where it is invisible to others. This means that learning must be assessed through performance: what students can do with their learning. Assessing students' performance can involve assessments that are formal or informal, high- or low-stakes, anonymous or public, individual or collective.

The following are suggestions and strategies for assessing student learning and performance as well as ways to clarify instructor expectations and performance criteria to students.

Designing Assignments/Assessments

When creating an assignment and/or assessment, instructors should:

- Provide a written description of the assignment/assessment (in the syllabus or in a separate document, e.g., rubric, etc.)?
- Specify the purpose of the assignment/assessment?
- Indicate the intended audience?
- Articulate the instructions in precise and unambiguous language?
- Provide a rubric or information about the appropriate format and presentation (e.g., page length, typed, cover sheet, bibliography)?
- Indicate special instructions, such as a particular citation style or headings?
- Specify the due date and the consequences for missing it?
- Articulate performance criteria clearly?
- Indicate the assignment/assessment point value or percentage of the course grade?
- Provide students (where appropriate) with models or samples?

Creating Tests/Exams to Assess Student Learning

How can you design fair, yet challenging exams that accurately gauge student learning? Here are some general guidelines. There are also many resources in print and on the web that offer strategies for designing particular kinds of exams such as multiple choice. Adapted from: www.cmu.edu/teaching/assessment/assesslearning/creatingexams.html

Choose appropriate item types for your objectives/outcomes

Should you assign essay questions to your exams? Problem sets? Multiple-choice questions? It depends on your learning objectives. For example, if you want students to articulate or justify an economic argument, then multiple-choice questions may be a poor choice – because they do not require students to articulate anything. However, multiple choice questions (if well-constructed) might effectively assess students' ability to recognize a logical economic argument or to distinguish it from an illogical one. If your goal is for students to match technical terms to their definitions, essay questions may not be as efficient a means of assessment as a simple matching task. There is no single best type of exam question: the important thing is that the questions reflect your learning objectives/outcomes.

Highlight how the exam aligns with General Education and/or Program Outcomes

Identify which learning outcomes the exam addresses (e.g., "This exam assesses your ability to use sociological terminology appropriately, and to apply the principles we have learned in the course to date.") This helps students see how the components of the course align and reassures them about their ability to perform well (assuming they have done the required work) and activates relevant experiences and knowledge from earlier in the course.

Write instructions that are clear, explicit, and unambiguous

Make sure students know exactly what you want them to do. Be more explicit about your expectations than you may think is necessary. Otherwise, students may make assumptions that run them into trouble. For example, they may assume – perhaps based on experiences in another course – that an inclass exam is open book or that they can collaborate with classmates on a take-home exam – which you may not allow. Preferably, you should articulate these expectations to students before they take the exam as well as in the exam instructions. You might also want to explain in your instructions how fully you want students to answer questions – for example to specify if you want answers to be written in paragraphs or bullet points or if you want students to show all steps in problem solving.

Write instructions that preview the exam

Students' test taking skills may not be very effective leading them to use their time poorly during an exam. Instructions can prepare students for what they are about to be asked by previewing the format of the exam, including question type and point value (e.g., there will be 10 multiple-choice questions, each worth two points, and two essay questions, each worth 15 points, etc.). This technique helps students use their time more effectively during the exam.

Word questions clearly and simply

Avoid complex and convoluted sentence constructions, double negatives, and idiomatic language that may be difficult for students to understand. Also in multiple-choice questions, avoid using absolutes such as "never" or "always", which can lead to confusion.

Enlist a colleague to read through your exam

Sometimes instructions or questions that seem perfectly well-defined to you are not as clear as you believe. Thus, it can be a good idea to ask a colleague to read through (or even take) your exam to make sure everything is clear and unambiguous.

Think about how long it will take students to complete the exam

When students are under time pressure, they may make mistakes that have nothing to do with the extent of their learning. Thus, your goal is to assess how students perform under time pressure, it is important to design exams that can be reasonably completed in the time allotted. One way to determine how long an exam will take students to complete is to take it yourself and allow students to triple the time it took you – or reduce the length or difficulty of the exam.

Consider the point value of different question types

The point value you assign to different questions should be in line with their difficulty, as well as the length of time they are likely to take and the importance of the skills they assess. It is not always easy when you are an expert in the field to determine how difficult a questions will be for students, so ask yourself: How many sub-skills are involved? Have students answered questions like this before or will it be new to them? Are there common traps or misconceptions that students may fall into when

answering this question? Needless to say, difficult and complex question types should be assigned higher point values than easier, simpler question types. Likewise, questions that assess pivotal knowledge and skills should be given higher point values than questions that assess less critical knowledge.

Think ahead to how you will score students' work

When assigning point values, it is useful to think ahead as to how you will score students' answers. Will you give partial credit if a student gets some elements of an answer correct? If so, you might want to break the desired answer into components and decide how many points you would give a student for correctly answering each. Thinking this through in advance can make it considerably easier to assign partial credit to assign partial credit when you do the actual grading. For example, if a short answer question involves four discrete components, assigning a point value that is divisible by four makes grading easier.

Use and provide students with a rubric that outlines your expectations

Rubrics are located in the shared folder, Assessment, Rubrics. Faculty may either use the created rubrics or design rubrics using the same learning outcome criteria to fit a unique assignment, etc.

Using Classroom Assessment Techniques

Classroom Assessment Techniques (CATs) (Angelo & Cross, 1993) are a set of specific activities that instructors can use to quickly gauge students' comprehension. They are generally used to assess students' understanding of material in the current course, but with minor modifications they can also be used to gauge students' knowledge coming into a course or program.

CATs are meant to provide immediate feedback about the entire class's level of understanding, not individual students'. The instructor can use this feedback to inform instruction, such as speeding up or slowing the pace of a lecture or explicitly addressing areas of confusion.

Examples of appropriate questions in the CAT format:

- How familiar are students with important names, events, and places in history that they will need to know as background in order to understand the lectures and readings (e.g. in anthropology, literature, political science)?
- How are students applying knowledge and skills learned in this class to their own lives (e.g. psychology, sociology)?
- To what extent are students aware of the steps they go through in solving problems and how well can they explain their problem-solving steps (e.g. mathematics, physics, chemistry, engineering, etc.)?
- How and how well are students using a learning approach that is new to them (e.g., cooperative groups) to master the concepts and principles in this course?

Using Specific Types of CATs

Minute Paper

Pose one to two questions in which students identify the most significant things they have learned from a given lecture, discussion, or assignment. Give students one to two minutes to write a response on an index card or paper. Collect their responses and look them over quickly. Their answers can help you to determine if they are successfully identifying what you view as most important.

Muddiest Point

This is similar to the Minute Paper but focuses on areas of confusion. Ask your students, "What was the muddlest point in... (today's lecture, the reading, the homework)?" Give them one to two minutes to write and collect their responses.

Problem Recognition Tasks

Identify a set of problems that can be solved most effectively by only one of a few methods that you are teaching in the class. Ask students to identify by name which methods best fit which problems without actually solving the problems. This task works best when only one method can be used for each problem.

Documented Problem Solutions

Choose one to three problems and ask students to write down all of the steps they would take in solving them with an explanation of each step. Consider using this method as an assessment of problem-solving skills at the beginning of the course or as a regular part of the assigned homework.

Directed Paraphrasing

Select an important theory, concept, or argument that students have studied in some depth and identify a real audience to whom your students should be able to explain this material in their own words (e.g., a grants review board, a city council member, a vice president making a related decision). Provide guidelines about the length and purpose of the paraphrased explanation.

Applications Cards

Identify a concept or principle your students are studying and ask students to come up with one to three applications of the principle from everyday experience, current news events, or their knowledge of particular organizations or systems discussed in the course.

Student-Generated Test Questions

A week or two prior to an exam, begin to write general guidelines about the kinds of questions you plan to ask on the exam. Share those guidelines with your students and ask them to write and answer one to two questions like those they expect to see on the exam.

Classroom Opinion Polls

When you believe that your students may have pre-existing opinions about course-related issues, construct a very short two- to four-item questionnaire to help uncover students' opinions.

Creating and Implementing CATs

Instructors can create CATs to meet the specific needs of the course and students. Strategies may include:

- Identifying a specific "assessable" question where the students' responses will influence your teaching and provide feedback to aid their learning.
- Completing the assessment task yourself (or ask a colleague to do it) to be sure that it is doable in the time you will allot for it.
- Planning how you will analyze students' responses, such as grouping them into the categories "good understanding," "some misunderstanding," or "significant misunderstanding."

• After using a CAT, communicating the results to the students so that they know you learned from the assessment and so that they can identify specific difficulties of their own.

Assessing Group Work

All of the basic principles of assessment that apply to individual students' work apply to group work as well. Assessing group work has additional aspects to consider, however. First, depending on the objectives of the assignment, both process- and product-related skills must be assessed. Second, group performance must be translated into individual grades, which raises issues of fairness and equity. Complicating both these issues is the fact that neither group processes nor individual contributions are necessarily apparent in the final product. Thus, instructors need to find ways of obtaining this information.

The general principles described in the next few sections can be adapted to the context of specific courses.

Assess process, not just product.

If both product and process are important to you, both should be reflected in students' grades – although the weight you accord each will depend on your learning objectives for the course and for the assignment. Ideally, your grading criteria should be communicated to students in a rubric. This is especially important if you are emphasizing skills that students are not used to being evaluated on, such as the ability to cooperate or meet deadlines.

Ask students to assess their own contribution to the team.

Have students evaluate their own teamwork skills and their contributions to the group's process using a self-assessment of the process skills you are emphasizing. These process skills may include, among others, respectfully listening to and considering opposing views or a minority opinion, effectively managing conflict around differences in ideas or approaches, keeping the group on track both during and between meetings, promptness in meeting deadlines, and appropriate distribution of research, analysis, and writing.

Hold individuals accountable.

To motivate individual students and discourage the free-rider phenomenon, it is important to assess individual contributions and understanding as well as group products and processes. In addition to evaluating the work of the group as a whole, ask individual students to demonstrate their learning. This can be accomplished through independent write-ups, weekly journal entries, content quizzes, or other types of individual assignments.

Ask students to evaluate their group's dynamics and the contributions of their teammates.

Gauge what various group members have contributed to the group (e.g., effort, participation, cooperativeness, accessibility, communication skills) by asking team members to complete an evaluation form for group processes. This is not a foolproof strategy (students may feel social pressure to cover for one another). However, when combined with other factors promoting individual accountability, it can provide you with important information about the dynamics within groups and the contributions of individual members. If you are gathering feedback from external clients – for example, in the context of public reviews of students' performances or creations – this feedback can also be incorporated into your assessment of group work. Feedback from external clients can address product (e.g., "Does it work?", "Is it an effective design?") or process.

(e.g., the group's ability to communicate effectively, respond appropriately, or meet deadlines) and can be incorporated formally or informally into the group grade.

Other Assessment Methods

Many assessment instruments can be used to evaluate student progress and course/program improvement. The key to effective assessment is to ensure that assessment methods are aligned with course and program objectives.

Instructors can utilize evaluation tools like those listed in this handbook and others on the web that assess student learning; however, it is important not to confuse evaluation with assessment. Assessment focuses on learning, teaching, and outcomes through its process-oriented approach while evaluation focuses on grades (product-oriented). Using Blooms' Taxonomy can greatly assist instructors in creating a range of learning measurements that progress into higher learning.

By using this tool and other proven methods, student/course learning outcomes and competencies can be introduced, reinforced, and mastered. Furthermore, the CATS outlined in this handbook can provide quick and simple ways to assess the learning taking place.

Differentiating Assessment and Evaluation

Term Assessment Evaluation Defined Systematic collection, examination, and interpretation of data Description and rating of performance Purpose Primarily formative Primarily summative Focus Process Product Goal Plan for improvement Grades/pass Performance Measurement Group and Instructor Individual Results Ongoing quality control Perspective of past activity

Evaluation helps instructors:

- Determine if learning outcomes were achieved o Determine level of knowledge, behaviors, skills, values, interests, attitudes
- Form a basis for customizing assistance (remediation)
- Determine level of mastery
- Foster student comfort and confidence
- Communicate what's important
- Motivate students to study
- Determine grades and provide feedback

What should be evaluated?

- Important educational objectives/outcomes
- Content
- Understanding and ability to apply principles
- Critical thinking (higher order skills) o Relevant fact/principles and how they integrate to solve complex problems

Ways to evaluate:

- True/False
- Short Answer
- Problem-solving
- Multiple choice
- Essay questions

- Matching/recall
- Simulations
- Performance/oral presentations
- Case Studies
- Portfolios

Creating and Using Rubrics

A rubric is a scoring tool that explicitly describes the instructor's performance expectations for an assignment or piece of work. Specific assessment rubrics have been designed and are continuously reviewed to assist with consistency of measuring learning outcomes. Rubrics can be located in the Shared folder, Assessment, Rubrics. A rubric identifies:

- Criteria: the aspects of performance (e.g., argument, evidence, clarity) that will be assessed
- Descriptors: the characteristics associated with each dimension (e.g., argument is demonstrable and original, evidence is diverse and compelling)
- Performance levels: a rating scale that identifies students' level of mastery within each criterion
- Rubrics can be used to provide feedback to students on diverse types of assignments, from papers, projects, and oral presentations to artistic performances and group projects. A carefully designed rubric can offer a number of benefits to instructors. Rubrics help instructors to:
- Reduce the time spent grading by allowing instructors to refer to a substantive description without writing long comments
- Help instructors more clearly identify strengths and weaknesses across an entire class and adjust their instruction appropriately
- Help to ensure consistency across time and across graders
- Reduce the uncertainty which can accompany grading
- Discourage complaints about grades

An effective rubric can also offer several important benefits to students. Rubrics help students to:

- Understand instructors' expectations and standards
- Use instructor feedback to improve their performance
- Monitor and assess their progress as they work towards clearly indicated goals
- Recognize their strengths and weaknesses and direct their efforts accordingly

Sample rubrics that can be used to assist instructors in creating their own rubrics are located in Shared folder, Assessment, Rubrics.

Co-Curricular Assessment

At SBC, co-curricular activities are an extension of a student's formal learning experiences in a course or academic program. These types of activities include but not limited to participation in Tuesday speaker series, Student Government, Student Clubs, internships/practicum/externships, research projects, Native American week activities, Diversity week activities, Black History month activities, American Indian Higher Education Consortium student events and competitions. The outcomes for co-curricular assessment are the same four as for institutional outcomes, for students to develop and demonstrate a well-rounded, diverse background that will provide them with the skills to be successful when they exit

SBC. The co-curricular activities will be assessed through a google doc survey at the end of each semester, with the results reported to the Student Life and Assessment Committees.

Institutional Assessment

SBC has in place both direct and indirect internal and external assessment instruments to assess the entire institution. These assessment tools are utilized throughout a student's time with the college.

Direct Evidence: Students have completed some work or product that demonstrates they have achieved the learning outcome. Examples: project, paper, performance

Indirect Evidence: A proxy measure was used, such as participation in a learning activity, students' opinions about what was learned, student satisfaction, etc. Examples: teaching evaluations, surveys asking students how much they think they learned, course grades

Indirect Assessment Instruments

- Community College Survey of Student Engagement (CCSSE)
- Noel Levitz Student Satisfaction Survey to the CCSSE which is an external indirect assessment that targets mainly returning students to assess institutional practices and student behaviors that have been found to be correlated with student learning and retention.
- SENSE (Survey of Entering Student Engagement)
- First Semester Student Engagement Survey
- Student Service Satisfaction Graduate Survey
- Satisfaction of Institutional Outcomes Graduate Survey
- Employer Survey
- Alumni Survey

Enrollment Management Plan

The Enrollment Management Plan was developed in the fall of 2012 with the following goals:

Enrollment Targets and Results

- To have increased new student enrollment by 50 per year.
- To have increased fall to fall retention rates by 2% per year.
- To have increased fall to spring persistence rates by 2% per year.
- To have increased graduation rates by 2% per year.

Marketing Goals

- 1. To develop and implement a comprehensive marketing plan through 2017.
 - Continue campaign to brand SBC.
 - Determine the most effective means for marketing SBC.
 - Continue to maintain SBC social media (website, facebook, twitter, SBC app)

Recruitment and Enrollment Goal

2. To establish and maintain a recruitment plan that will increase new students by 50 per year through 2017.

- To increase enrollment of current high school graduates.
- To increase enrollment of current GED graduates.
- To create and increase the number of programs/activities that will increase the male student enrollment.

Retention and Completion Goal

- 3. To establish and maintain a retention plan through 2017.
 - To provide an effective first year learning experience.
 - To provide an effective integrated and coordinated advisement program for all students.
 - To improve engagement of all students.
 - To create improved communication of events/activities and important dates between the college and the students.
 - To provide services for students at risk.
 - To increase availability/access to support services offered to McLaughlin & Mobridge sites.
 - To increase student opportunities for external experiences.

Student Financial Management Goal

- 4. To establish and maintain a student financial management plan through 2017.
 - To increase the financial literacy of students.
 - To assist students with setting financial goals.
 - To increase the number of scholarships awarded to students.
 - To increase the number of students completing financial aid before classes begin.

Professional Development Goal

- 5. To implement and maintain a professional development plan for staff and faculty on effective practices in retention and persistence through 2017.
 - To provide resources for faculty and staff to attend First Year Learning Experience conferences.
 - To provide resources for faculty and staff to attend advising conferences.
 - To provide resources for faculty and staff to attend recruitment and retention conferences.
 - To provide resources for faculty and staff to attend assessment conferences.

Data Collection and Reporting Goal

- 6. To establish and maintain an effective data collection and reporting system through 2017.
 - To develop tools to effectively track data collection.
 - To maintain a central repository system.
 - To complete an annual report that is shared with the college community.

The Enrollment Management Plan with its findings and recommendations are presented to the Assessment Committee for yearend review. The Enrollment Management Plan is located on Sitting Bull College website at <u>www.sittingbull.edu</u> under the Academics, Assessment. In addition, the findings and recommendations were presented to the Board of Trustees as part of the Student Life Committee's strategic plan yearend reporting.

Summary

This Assessment Handbook has been designed as a college-wide assessment resource for faculty, nonacademic staff, and administration to be used to facilitate assessment of institutional effectiveness as it relates to student success. It is SBC's duty to impart knowledge, skills, and abilities upon successful students who can use these to strengthen their personal, Tribal, and public identity. Upon attainment of their educational goals, it is our hope that effective students will lead healthy and productive lives both on the Reservation and elsewhere.

The assessment plan that we have outlined within is an on-going process based upon cycles of continuous improvement and will be the product of progress and revision by the Assessment Committee who will monitor the implementation and utility of this assessment plan and make ongoing adjustments, as needed, on a continuous basis. Modifications based on gathered information and data will be approved, disseminated, and discussed in collaboration with faculty, administration, and other stakeholders. With a systemic and systematic approach to measuring and tracking performance, SBC is on course toward a purposeful alignment and management of a student learning performance system.

Academic Glossary of Sitting Bull College

Academic Program Review

Helps determine whether students can integrate learning from individual courses into a coherent whole. It is interested in the cumulative effects of the education process (Palomba & Banta, 1999). Whereas classroom assessment focuses on gauging learning for individual students, academic program review gauges the learning of a group of students. The outcome information in academic program review is used to improve courses, programs, and services.

Accountability

Measurable proof, usually in the form of student success rates on various assessment measures that teachers, schools, divisions, and states are teaching students efficiently and well.

Accreditation

A process used by various accreditation agencies to evaluate the performance of educational institutions in accordance with regulations.

Achievement Gap

The difference between the performance of student subgroups, especially those defined by gender, race/ethnicity, disability, and socioeconomic status.

Aggregate Scoring

An assessment of learning achievement from a score(s) representing overall student performance or a representative sample of student work rather than individual performance. Example- Determination of ENG 101 student learning outcome achievement based on the final written essay scores from a 5% sample of all students who were enrolled in ENG 101 for the semester.

Alignment

On a course-level, a methodology where learning outcomes, instructional strategies, and assessment measures are coordinated to optimally facilitate learning. On an institutional level, a methodology where achievement of support service outcomes, course outcomes, program outcomes, and institutional outcomes demonstrate institutional effectiveness in attainment of the mission, vision, and values.

Alternative Assessment

A method to measure student educational attainment other than the typical assessment methods, which may include portfolios, constructed response items, and other performance measurement tools.

Articulation

The deliberate connection between units in a course, courses in a program, or programs in different educational institutions.

Artifact

Any paper, project, document, etc., that represents student knowledge, ability, and/or competence in achievement of one or more identified learning outcomes.

Assessment

An ongoing process of:

- Establishing clear, measurable objectives (expected outcomes) of student learning
- Ensuring that students have sufficient opportunities to achieve outcomes
- Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations
- Using the resulting information to understand and to improve student learning (Suskie, 2004)

Assessment takes place at the course, program, and institutional levels.

At-Risk Students

Students who have a higher-than-average probability of dropping out or failing.

Benchmark

A detailed description of a specific level of student performance expected of students at a particular period of time or developmental level.

Bloom's Taxonomy

A classification of intellectual behavior levels important in learning. Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts (lowest level) through increasingly more complex and abstract mental levels, to the highest order, which is classified as creation.

- Breadth and Depth of Learning
- Breadth of learning refers to the full span of subject knowledge.

• Depth of learning refers to the extent to which specific topics are focused, amplified, and explored.

Within any area of study, there will be both breadth and depth of learning, which increase as students advance their knowledge. A college degree represents a focused collection of topics that are interrelated and have breadth and depth within and across those disciplines (SUNY, 2017).

Capstone Course

A course that allows the opportunity for students to demonstrate that they have achieved the goals for learning established by their educational institution and major department/program. The course is designed to assess cognitive, affective, and psychomotor learning and to do so in a student-centered and student-directed manner that requires the command, analysis, and synthesis of knowledge and skills. The capstone course integrates learning from the courses in the degree program with the courses from the rest of the academic experience.

Capstone Project

A culminating learning experience that provides an opportunity for the student to integrate and apply competencies acquired through coursework, knowledge, skills, and experiential learning and to demonstrate a broad mastery of learning across the curriculum (see also: Capstone Course).

Classroom Assessment Techniques (CATS)

An approach designed to help teachers find out what students are learning in the classroom and how well they are learning it (Angelo & Cross, 1993).

Cohort

A particular group of people with something in common.

Course

A single instructional subject consisting of a series of lessons that lead to specified knowledge, skill, or attitudinal outcomes for students. A course is commonly described by title, number, credits, and expected learning outcomes in the college catalog or on our website.

Course Curriculum Map

A matrix that connects learning outcomes for a particular course to the activities within the course that allow for the achievement of the outcomes; it is an auditing tool that helps identify potential disconnects between course activities and the learning objectives established for the course.

Curriculum

A plan or document that an educational institution uses to define what will be taught and the methods that will be used to educate and assess students.

Curriculum Map

A matrix that connects goals or objectives to any courses within a particular discipline that allow for achievement of the goals/objectives; it is an auditing tool that helps identify potential gaps in the curriculum.

Data-based Decision Making

Organizing, analyzing, and interpreting existing sources of information and other data to make decisions.

Degree Plan

An arranged schedule for a program of study that describes the semester-by-semester sequence recommended by Student Services and/or faculty.

Developmental Program

A program designed to remedy, strengthen, and improve the academic achievement of students who demonstrate substandard performance.

Direct Assessment

Gathers evidence about student learning based on student performance that demonstrates the learning itself. Examples are: written assignments, classroom assignments, presentations, test results, projects, logs, portfolios, and direct observations (Leskes, 2002).

Disaggregated Data

Presentation of data broken into subgroups of students instead of the entire student body, which allows instructors and others to measure how each student group is performing; typical subgroups include students who are economically disadvantaged, come from different racial or ethnic groups, have disabilities, or have limited English fluency.

Discipline

A distinct area of study, branch of instruction, or academic field within an academic program.

Distance Learning

Method of instruction in locations other than the classroom or places where teachers present the lessons, which uses various forms of technology to provide educational materials and experiences to students.

Dual Enrollment

Concurrent enrollment of a student in two academic institutions simultaneously. Usually, this involves a high school and a college. The credits apply both to high school diploma requirements and college degree requirements.

e-Portfolio

An electronic collection of artifacts that demonstrates a student's academic and personal growth during their education SBC.

Embedded Assessment

A means of gathering information about student learning that is built into and a natural part of the teaching-learning process. Often used for assessment purposes and/or classroom assignments that are evaluated to assign students a grade. Can assess individual student performance or aggregate the data to provide information about the course or program; can be formative or summative, quantitative or qualitative. Example: as part of a course, expecting each senior to complete a research paper that is graded for content and style but is also assessed for advanced ability to locate and evaluate web-based information (as part of a college-wide outcome to demonstrate information literacy) (Leskes, 2002).

Emphasis

A specific area or branch of study within a discipline.

Enrollment

The act of complying with state and local requirements for registration or admission of a student for attendance in an academic institution.

Evaluation

The process of measuring student performance and progress according to specified learning outcomes, which results in a course grade.

Focus Group

Consists of participants who might contribute useful information related to student learning, either through surveys or interviews. Examples of possible focus groups include: 1) current students; 2) graduating students; 3) alumni; 4) current and prospective employers; 5) supervisors of students in field experiences (Suskie).

Formative Assessment

The gathering of information about student learning during the progression of a course or program and usually repeatedly to improve the learning of those students. Example: reading the first lab reports of a class to assess whether some or all students in the group need a lesson on how to make them succinct and informative (Leskes)

Foundational Knowledge

Essential knowledge in mathematics, literature, natural science, humanities, fine arts, social science, U.S. and State constitutions, values, and diversity.

General Education (Gen Ed)

An essential component of academic degrees designed to foster effective independent lifelong learning by introducing students to the content and methodology of foundational knowledge.

Graduate

A student who has earned a recognized diploma.

Higher Learning Commission (HLC)

One of six regional institutional accreditors in the United States. It accredits degree-granting postsecondary educational institutions in the North Central region of the United States.

Indirect Assessment

Acquiring evidence about how students feel regarding learning and their learning environment rather than actual demonstrations of outcome achievement. Examples include: surveys, questionnaires, interviews, focus groups, and reflective essays.

Individualized Education Program (IEP)

A written plan created at the primary or secondary level for a student with disabilities by the student's teachers, parents/guardians, the school administrator, and other interested parties. The plan is tailored to the student's specific needs and abilities and outlines attainable goals. Note: SCTC considers IEPs when determining appropriate student accommodations, but SCTC, as a college, is not required by law to follow an IEP.

Individuals with Disabilities Education Act (IDEA)

Federal law guiding the delivery of special education services for students with disabilities, which includes the guarantee of "free and appropriate public education" for every school-age child with a disability, allows parental involvement in the educational planning process, encourages access to the general curriculum, and delineates how school disciplinary rules and the obligation to provide a free appropriate public education for disabled children interconnect.

Institutional Assessment

The on-going process of systematically measuring achievement of the Institutional Learning Outcomes (ILOs) established by the college. Results are utilized in the annual planning and resource allocation cycle to improve institutional effectiveness.

Instruction

External actions taken by an instructor to support students' internal cognitive development toward specific goals.

Objectives (Course)

Measurable statements of essential learning concepts (knowledge and skills) that are taught by the instructor and must be learned by the students to successfully accomplish the course outcomes. Course objectives can be specific to the individual learning session or may be inclusive of multiple learning sessions categorized by learning modules.

Outcomes

Observable, measurable, and assessable statements of student learning, including: knowledge, skills, competencies, and attitudes. There are three types of outcomes: Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs), and Student Learning Outcomes (SLOs).

Pedagogy

The art and study of teaching.

Performance Criteria/Standards

Explicit definitions of what students must do to demonstrate proficiency at a specific level on the content standards. For example, the performance level "exceptional achievement" on a dimension "communication of ideas" is reached when the student examines the problem from several different positions and provides adequate evidence to support each position (CRESST).

Performance Indicator

A specific description of a benchmark of ability (percentage, score, or descriptor of ability) indicating successful achievement of a learning outcome. Examples:

- Student achievement of an 80% or higher on the comparison and contrast historical essay.
- 80% of students in the xyz course will achieve a minimum score of 75 on the final exam.
- Student demonstration of essential tasks at a level of minimum competence.
- Minimum score of 4 out of 5 in each rubric criteria.

Portfolio

A systematic and organized collection of a student's work that exhibits to others the direct evidence of a student's efforts, achievements, and progress over a period of time. It should include representative work, providing a documentation of the learner's performance and a basis for evaluation of the student's progress. Portfolios may include a variety of demonstrations of learning and have been gathered in the form of a physical collection of materials (either hard copy or via LMS), videos, CD-ROMs, reflective journals, etc. (see also: e-Portfolio, Portfolio Assessment).

Portfolio Assessment

A portfolio becomes an assessment when: 1) the assessment purpose is clearly defined; 2) there are specific criteria for determining what is put in the portfolio by whom and when; 3) there are defined criteria for assessing either the collection or individual pieces.

Professional/Staff Development

Training for instructors, administration, and others who work for the college or university.

Proficient

Test results indicating that the student demonstrated the skills and knowledge on which they were instructed.

Program (Academic)

A systematic, usually sequential, grouping of courses leading toward a degree or resulting in credits that can count toward obtaining a degree.

Quantitative & Scientific Reasoning

Apply appropriate mathematical and/or scientific concepts and theories in order to interpret data and solve problems based on verifiable evidence.

Reliability

The degree to which the results of an assessment are dependable and consistently measure particular student knowledge and/or skills (CRESST).

Response to Intervention (RTI)

A method designed to identify and provide early, effective assistance to students who are having difficulty learning.

Rubrics

Specific sets of criteria that clearly define for both student and teacher what a range of acceptable and unacceptable performance looks like. Criteria define descriptors of ability at each level of performance and assign values to each level. Levels referred to are proficiency levels that describe a continuum from excellent to unacceptable product (General Education Assessment Resource Center Glossary, Borough of Manhattan Community College).

Sampling

A way of estimating how a whole group would perform on a test by testing representative members of the group or giving different portions of the test to various subgroups.

Standardization

A consistent set of procedures for designing, administering, and scoring an assessment. The purpose is to assure that all students are assessed under the same conditions so that their scores have the same meaning and are not influenced by differing conditions (CRESST).

Standards

Criteria established by professional or accreditation bodies against which institution, programs, and courses are evaluated.

Student Learning Outcomes (SLOs)

Described as the knowledge and skills "necessary for success in college and for preparation for life," which students are expected to meet based on course learning objectives.

Student Self-Reflection

Student ratings of their knowledge, skills, and attitudes; this can provide useful indirect evidence of student learning and also helps students develop metacognitive skills (Suskie).

Summative Assessment

Evaluation at the conclusion of a unit or units of instruction or an activity or plan to determine or judge student skills and knowledge or effectiveness of a plan or activity. The gathering of information at the

conclusion of a course, when used for improvement, impacts the next cohort of students taking the course or program. Example: examining student final exams in a course to see if specific areas of the curriculum were understood worse than others (Leskes).

Syllabus

A document prepared by an instructor containing important information for students regarding the course, such as: college policies, specific dates and assignments, and any other information unique to that course.

Validity

The extent to which an assessment measures what it is supposed to measure and the extent to which inferences and actions made on the basis of test scores are appropriate and accurate (CRESST).

Value-Added

The increase in learning that occurs during a course, program, or undergraduate education. Can either focus on the individual student (how much better a student can write, for example, at the end than at the beginning) or on a cohort of students (whether senior papers demonstrate more sophisticated writing skills-in the aggregate-than freshmen papers). Requires a baseline measurement for comparison (Leskes).

Adapted from: http://www.nmu.edu/registrar/glossary