



2022-2023
Assessment Report

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Sitting Bull College Summary of Assessment Plan

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.

Sitting Bull College has an Assessment Committee that is composed of faculty members, Vice President, Dean of Academics, Dean of Students, and Registrar/Data Coordinator. The chair of the Assessment Committee is a faculty member.

In 2022-2023, the Assessment Committee continued to rate the general education and program assessment plans through the use of an electronic evaluation rubric. 2022-2023 continued with programs required to use both direct and indirect measurement tools as part of program assessment. Faculty have been provided examples of both direct and indirect measurement tools during faculty meetings and also receive recommendations from the Assessment Committee on what would be appropriate measurement tools. 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 2023 for review.

Minutes are kept for all Assessment Committee meetings. In addition, in 2022-2023 the Committee went through an extensive norming session on how the Committee should be rating assessment plans. The google doc used for rating general education and programs, allows for comments and recommendations by Committee member for consideration for improvement. 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.

The Assessment Committee met in September, October, November, December, February, and March of 2022-2023. The Committee completed the general education assessment rating at the February meeting. At that time, a decision was made to change the program assessment two day face-to-face rating in May to individual committee members assessing on their own utilizing the google.doc the week after graduation. The rationale for the change was that faculty that serve on the assessment committee are not given adequate time to complete their own program assessment and at times were working on their assessment report while other programs were reporting out.

Assessment procedures at the course, program, and institutional level are at the core of the institutional activities and strategic planning at SBC. Our commitment to assessing student learning at each level is intrinsic to our mission. 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.

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.

2022-2023 Assessment Strategic Plan Goals and Objectives:

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.

2A: Review program assessment data which supports the continued improvement of student learning.

2B: 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.

3A: Review and analyze co-curricular and enrollment management data which supports the continued improvement 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. Co-curricular Assessment
 - i. Graduation Rates//IPEDS/AKIS
 - j. Employer Survey – every five years
 - k. Alumni Survey – every five years

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. HEIghten – College Board product to assess general education outcomes
 - c. Completion Rates
- 4. Program Assessment
 - a. Graduation rates
 - b. Program Review
 - d. Program Assessment Plan & one-page papers
 - e. Employer Survey

Sitting Bull College provides resources and support for the assessment process through:

- Regular trainings, faculty meeting discussions, and faculty development activities.
- Faculty development resources that assist individuals and departments working to develop or improve their assessment activities.
- The Academic Affairs and Student Services offices that enhances effective decision-making and fosters accountability by integrating the planning and budgeting process with the results of assessment.
- Meetings and workshops that offer assistance with assessment.

Sitting Bull College Supports:

- Consultation in research and evaluation design for divisions.
- Maintenance of data that are summarized and published annually and provided to all SBC employees and Board of Trustees.
- Regular assessment updates for faculty and staff.

2022-2023 Activities

- Meetings held in September, October, November, December, February, and March of 2022-2023.
- Assessment Committee continues to support goals one and two of the College’s Strategic Plan.
- Reviewed Program Assessment Plans based on low rating for SY 2021-2022
 - Heavy Equipment Operator
 - Environmental Science Bachelors
 - Criminal Justice
 - CSCI 101
- The year-end rubric was reviewed to insure continued practices of using direct and indirect measures. Also, the committee added an additional rating for programs “Results of Last Year's Recommended Actions”. There was also a discussion on how to document the cultural integration into program assessment plans.
- Norming session for rating programs using the rubric was completed for Committee members.
- Completed rating using the rubric through google doc’s for general education assessments in February.

- Completed rating using the rubric through google doc's for program assessment along with the College's Enrollment Management in May.
- The 2022-2023 final analysis of the Assessment Committee goal and activities were presented and approved by the SBC Board of Trustees.

As indicated in the assessment plan summary, Sitting Bull College's assessment begins with the mission and its corresponding vision, values, purposes, and goals, which inspire all assessment activity.

VISION

Let us put our minds together and see what life we can make for our children.
Wakhányeža kiŋ lená épi čha táku waštéšte iwíčuŋkičiyukčaŋpi kte.

MISSION

Guided by Lakota/Dakota culture, values, and language, Sitting Bull College is committed to building intellectual capital through academic, career and technical education, and promoting economic and social development.

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.

STUDENT SUCCESS DEFINITION

To be a successful student at Sitting Bull College, you do not forget who you are and where you come from. Success for a student is when you see opportunities the degree unlocks and are able to choose what path fits you best. When you are a successful student, you understand and pass on the knowledge you learn in order to invest in creating a better future for yourself and your community.

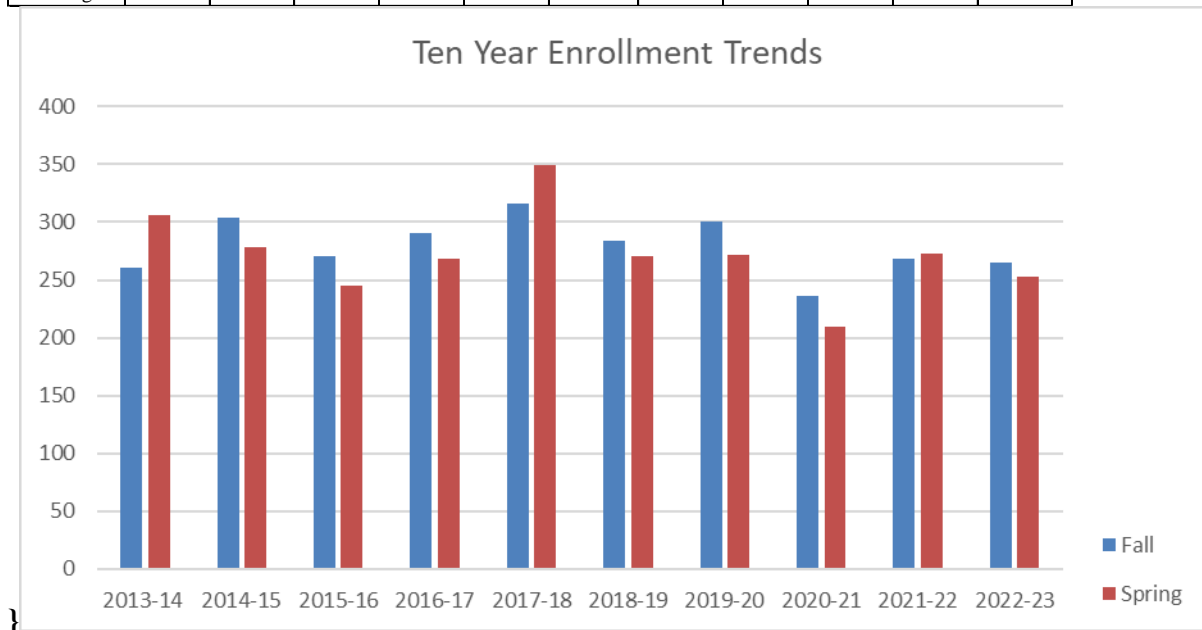
2022-2023 Institutional Wide Assessment

Enrollment Trends

The ten-year average is 278. Official enrollment numbers are recorded at the end of the third week of each semester. Spring 2018 semester enrollment saw the highest enrollment in the ten-year period of 349, 2018-19 enrollment decreased, but did rebound in 2019-2020, but then the COVID 19 pandemic hit and enrollment declined from the ten-year average. Enrollment surveys have been completed and the number one-way potential students learn about SBC is through friends and relatives. So in an effort to capitalize on the friends and relatives, in 2022-2023 SBC continued to offer an incentive to current students who bring a first-time student with them to registration. The current students must serve as a mentor for the new student throughout the semester and both of them must finish the semester successfully with a 2.00 grade point average.

The demographics show that the majority of our students are female (66%), Native American (89%), single (87%), with an average age of 31. The 2022-2023 student demographic statistics remain consistent with past years.

Semester	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Average
Fall	260	304	270	291	316	284	300	236	268	265	281
Spring	306	278	245	268	349	271	272	210	273	253	275
Average	283	291	257.5	279.5	332.5	277.5	286	223	271	265	278



As a means of increasing enrollment, SBC continues to maintain an enrollment management plan with specific outcomes for student recruitment. As part of the enrollment management plan, Sitting Bull College established the “Build Your Brighter Future Tuition Scholarship” and the “Build Your Brighter Future Dorm Scholarship”. The scholarships were first awarded to the 2014 high school seniors and GED certificate completers. The students were required to enroll full-time at Sitting

Bull College the first semester following their graduation to qualify for the \$1,800 tuition scholarship. A second scholarship ranging from \$600 up to \$1,800 was awarded to those students who passed at least 12 credits in the first term with a passing grade of “C” or higher in each course enrolled. A student with a 4.00 GPA would receive a second \$1,800 tuition scholarship.

The dorm scholarship is a \$500 payment on the student’s rent during the first term if they are living in the SBC dormitories. An additional \$500 was awarded and paid on the next semester’s rent if the student continued to live in the dormitories, passed 12 credits in the first term enrolled earning a minimum 2.00 GPA, and passed each course with a “C” or higher grade.

Nineteen (19) students received the BYBF tuition in fall 2022 for \$34,200 and 12 in spring 2023 for \$16,200; 12 of the 19 fall recipients were awarded in spring.

2022-2023 BYBF Tuition = \$50,400

2022-2023 BYBF Dorm = \$0

2021-2022 BYBF Tuition = \$79,950.00

2021-2022 BYBF Dorm = \$3,500.00

Program Review Guide

The Curriculum Committee continues the use of a program review guide. The program review process is required to be completed to determine the feasibility of any new programs. In addition, Curriculum Committee continues a five-year schedule for all current programs to complete the program review. The program reviews are used to determine the feasibility of keeping current programs, especially those with low enrollment. Also, for the past eight academic years, program revenues have been calculated through the office of the Vice President of Operations. This has helped to establish the feasibility of current programs, especially programs funded through the College’s general fund.

The following programs were reviewed in 2022-2023

- AA General Studies and BS General Studies Program
- TRADES certificate Program
- AS Human Service Program

The following new programs were reviewed in 2022-2023

- Associate of Applied Science in Cybersecurity & Data Privacy
- Associate of Applied Science in Casino Management

Persistence and Retention Rates

The following table indicates SBC persistence and retention rates over a ten year period for **full-time degree seeking students**. In addition, SBC has been tracking the persistence and retention rates of first-time, full-time, degree seeking students.

SBC defines persistence as students enrolled in the fall and returns during the spring. Retention is defined as students that enroll in the fall and returns the following fall.

Persistence					
First Semester	Second Semester	Total 1st Sem	Returning	Percent returning	
Fall 13	Spring 14	198	145	73.2%	
Fall 14	Spring 15	204	140	68.6%	
Fall 15	Spring 16	197	125	63.5%	
Fall 16	Spring 17	218	130	59.6%	
Fall 17	Spring 18	248	175	70.6%	
Fall 18	Spring 19	226	154	68.1%	
Fall 19	Spring 20	232	158	68.1%	
Fall 20	Spring 21	182	118	64.8%	
Fall 21	Spring 22	191	143	74.9%	Average
Fall 22	Spring 23	200	140	70.0%	68.1%
Retention					
First Semester	Second Semester	Total 1st Sem	Returning	Percent returning	
Fall '13	Fall '14	195	110	56.4%	
Fall '14	Fall '15	204	113	55.4%	
Fall '15	Fall '16	197	101	51.3%	
Fall 16	Fall 17	218	114	52.3%	
Fall 17	Fall 18	248	121	48.8%	
Fall 18	Fall 19	232	134	57.8%	
Fall 19	Fall 20	229	132	57.6%	
Fall 20	Fall 21	183	54	29.5%	Average
Fall 21	Fall 22	186	120	64.5%	52.6%

The following table tracks the persistence and retention rates for **first-time degree seeking students** and continues to track through 2022-2023.

Year	Persistence	Retention
Fa 11	71%	46%
Fall 12	50%	38%
Fall 13	62%	30%
Fall 14	61%	44%
Fall 15	43%	28%
Fall 16	63%	51%
Fall 17	69%	38%
Fall 18	58%	46%
Fall 19	64%	42%
Fall 20	47%	33%
Fall 21	69%	58%
Fall 22	70%	
Average	61%	40%

In addition, the Registrar/Institutional Data Coordinator completes persistence and retention rates per degree program. The program persistence and retention rates are implemented into the program review process. In addition, retention and persistence rates are used in the assistance of developing strategies for the College’s Enrollment Management Plan. The Enrollment Management Plan was developed in the fall of 2012 continued for 2022-2023 with the following goals:

Enrollment Targets and Results

- To have increased new student enrollment by 50 per year:
 - Fall 22/Spring 2023 = 69 first-time freshmen/21 transfer students = 90
 - Fall 21/Spring 2022 = 70 first-time freshmen/37 transfer students = 107
 - Fall 20/Spring 21 = 30 first-time freshman/18 transfer students = 48
 - Fall 19/Spring 20 = 76 first-time freshmen/23 transfer students = 99
 - Fall 18/Spring 19 = 60 first-time freshmen/40 transfer students = 100
 - Fall 17/Spring 18 = 97 first-time freshmen/51 transfer students = 148
 - Fall 16/Spring 17 = 77 first-time freshmen/49 transfer students = 126
 - Fall 15/Spring 16 = 69 first-time freshmen/50 transfer students = 119
- To have increased fall to fall retention rates by 2% per year:
 - Fall 21/Fall 22 = 64.5% retention rate
 - Fall 20/Fall 21 = 29.5% retention rate
 - Fall 19/Fall 20 = 57.6% retention rate
 - Fall 18/Fall 19 = 57.8% retention rate
 - Fall 17/Fall 18 = 48.8% retention rate
 - Fall 16/Fall 17 = 52.3% retention rate
 - Fall 15/Fall 16 = 51.3% retention rate
- To have increased fall to spring persistence rates by 2% per year:
 - Fall 22/Spring 23 = 70% persistence rate
 - Fall 21/Spring 22 = 74.9% persistence rate
 - Fall 20/Spring 21 = 64.8% persistence rate
 - Fall 19/Spring 20 = 68.1% persistence rate
 - Fall 18/Spring 19 = 68.1% persistence rate
 - Fall 17/Spring 18 = 70.6% persistence rate

- Fall 16/Spring 17= 59.6% persistence rate
- First-time freshmen persistence increased by 1% for Fall 22/Spring 2023
- First-time freshmen persistence increased by 22% for Fall 21/Spring 2022
- First-time freshmen persistence decreased by 17% for Fall 20/Spring 2021
- First-time freshman increased by 6% from Fall 19/spring 20
- First-time freshman decreased by 11% from Fall 18/spring 19
- First-time freshman increased by 6% from Fall 17/Spring 18
- First-time freshman increased by 20% from Fall 16/Spring 17
- To have increased graduation rates by 2% per year.
 - IPEDS 0% difference (2016 cohort) = 15%
 - IPEDS 1% decrease (2015 cohort) = 15%
 - IPEDS 2% increase (2014 cohort) = 16%
 - IPEDS 1% increase (2013 cohort) =13%
 - IPEDS 9% decrease (2012 cohort) =12%
 - IPEDS 7% increase (2011 cohort) =21%
 - IPEDS: 4% increase (based on 2010 cohort) = 14%

Marketing Goals

1. To maintain a comprehensive marketing plan through 2025.
 - Continue campaign to brand SBC.
 - Determine the most effective means for marketing SBC.
 - Revamp SBC web site.

Recruitment and Enrollment Goal

2. To maintain a recruitment plan that will increase new students by 50 per year through 2025.
 - 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.
 - To complete a cost analysis of offering athletic programs.
 - To develop articulation agreements between other ND TCUs for transfer students into Bachelor and future Master's programs.

Retention and Completion Goal

3. To maintain a retention plan through 2025.
 - 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 maintain a student financial management plan through 2025.
 - 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 maintain a professional development plan for staff and faculty on effective practices in retention and persistence through 2025.
 - 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.

The Enrollment Management Plan with its findings and recommendations were presented to the Assessment Committee for yearend review. The final Enrollment Management Plan is located on Sitting Bull College’s web site at <https://www.sittingbull.edu/about-us/assessment-of-student-learning/2022-2023-assessment-data/>, under About, 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.

Attendance

Numerous faculty members during the year end assessment reports have indicated that student attendance is the number one problem for students not mastering course material. The college has, for a number of years, recognized that attendance is an issue that must be addressed in order to improve retention and persistence. Below is a correlation for the fall 2020, 2021, and 2022, along with spring 2021, 2022, and 2023 attendance to grade point averages. Not surprising that the correlation indicates that higher grade point averages are linked to better attendance. In addition, the correlation for attendance to grade point average is a discussion held during the First Year Learning course between the faculty and students.

Correlation of Grades to Attendance									
Fall 2020				Fall 2021			Fall 2022		
Semester GPA	Average Attendance	Number of Students	Percent of Group	Average Attendance	Number of Students	Percent of Group	Average Attendance	Number of Students	Percent of Group
4.00	98%	42	19.18%	98%	64	21.99%	96%	51	18.61%
3.99-3.00	93%	62	28.31%	95%	75	25.77%	92%	68	24.82%
2.99-2.00	89%	37	16.89%	88%	34	11.68%	84%	38	13.87%
1.99-1.00	75%	15	6.85%	86%	14	4.81%	71%	27	9.85%
.99-.000	73%	15	6.85%	59%	11	3.78%	60%	20	7.30%

Correlation of Grades to Attendance									
Spring 2021				Spring 2022			Spring 2023		
Semester GPA	Average Attendance	Number of Students	Percent of Group	Average Attendance	Number of Students	Percent of Group	Average Attendance	Number of Students	Percent of Group
4.00	98%	42	19.00%	96%	65	22.26%	93%	56	22.05%
3.99-3.00	92%	56	25.34%	92%	78	26.71%	88%	68	26.77%
2.99-2.00	87%	34	15.38%	88%	44	15.07%	79%	43	16.93%
1.99-1.00	79%	19	8.60%	83%	17	5.82%	66%	16	6.30%
.99-.000	52%	12	5.43%	55%	14	4.79%	58%	15	5.91%

The College, through its Enrollment Management plan, implemented an aggressive counselor intervention starting in the fall of 2012. The Academic and Career Counselors contact students who miss class beginning with week one. This is accomplished through faculty completing attendance using MySBC. Through the attendance module in MySBC, a data base has been established for the Counselors to monitor all students' attendance weekly. In addition, faculty are able to complete a referral for students missing class through MySBC. Faculty whom complete a referral are provided feedback by the Counselor on the student's plan of how they will get back on track to complete the course or if the student is planning on withdrawing from the course.

During the fall 2022 there were 124 students were contacted through varies forms of communication:

- Email: 97
- Met off Campus: 0
- Met on Campus: 77
- Other: 109
- Phone Call: 59

During the spring 2023, there were 117 students were contracted through varies forms of communication:

- Email: 60
- Met off Campus: 0
- Met on Campus: 101
- Phone: 39
- Other: 122

The Counselors action plan for the 2023-2024 year is as follows:

Schedule time with all FYL students within first two weeks of the start of the semester to ensure that all new students are aware of services provided by Counselors. Continue outreach to all FY students and those returning after suspension.

Tracking of Student Withdrawals

The college continues to track the reasons students are withdrawing from courses.

Withdrawal data for the fall 2022, includes 26 complete withdrawals and 53 partials:

Academic advising was inadequate	1
Daycare/babysitter difficulties	2
Disappointed with quality of instruction	2
Dissatisfied with my grades	15
Employment time conflict with class schedule	2
Financial difficulties	2
Medical difficulties	6
No access to internet	1
Other	49
Personal - would rather not state reason	1
Transportation difficulties	1
Wanted a break from college studies	1
Work related problems	2

Withdrawal data for the spring 2023, includes 13 complete withdrawals and 30 partials:

Decided to attend different college	1
Disappointed with quality of instruction	3
Dissatisfied with my grades	11
Employment time conflict with class schedule	2
Medical difficulties	2
Other	25
Personal - would rather not state reason	1
Wanted a break from college studies	2
Wanted to move or was transferred to a new location	1

According to SBC counselors, many students that select other and personal reasons have indicated conflict in their lives such as dealing with relationships, legal issues, alcoholism, mental health, etc.

Noel Levitz

The Noel Levitz survey was administered to 46 students in the spring of 2023. The survey is used to measure the following: Academic Advising and Counseling Effectiveness, Academic Services, Admissions and Financial Aid Effectiveness, Campus, Climate, Campus Support Services, Concern for the Individual, Instructional Effectiveness, Registration Effectiveness, Responsiveness to Diverse Populations, Safety and Security, Service Excellence, and Student Centeredness. The survey measures the importance of an item to the student and how satisfied the student is with the service provided. The survey has been given annually during the spring semester.

The results of the 2023 survey are as follows:

Strengths

6. My academic advisor is approachable.
34. Computers and/or Wi-Fi are adequate and accessible
32. My academic advisor is knowledgeable about my program requirements
12. My academic advisor helps me set goals to work toward
25. My academic advisor is concerned about my success as an individual.
31. The campus is safe and secure for all students.
28. It is an enjoyable experience to be a student on this campus.
41. Admissions staff are knowledgeable.
58. Nearly all of the faculty are knowledgeable in their fields.
24. Parking lots are well-lighted and secured.
42. The equipment in the lab facilities is kept up to date.
5. The personnel involved in registration are helpful.
39. The amount of student parking space on campus is adequate
43. Class change (drop/add) policies are reasonable.
70. I am able to experience intellectual growth here.
50. Tutoring services are readily available.

Challenges

37. Faculty take into consideration student differences as they teach a course.
29. Faculty are fair and unbiased in their treatment of individual students.
36. Students are made to feel welcome on campus.
15. I am able to register for classes I need with few conflicts
16. The college shows concern for students as individuals.
47. There are adequate services to help me decide up a career.
27. The campus staff are caring and helpful.
51. There are convenient ways of paying my school bill.
20. Financial aid counselors are helpful.
48. Counseling staff care about students as individuals.
8. Classes are scheduled at times that are convenient for me.

Graduation Exit Survey

Exit interviews are conducted for the graduating class each year. The exit survey assesses the overall quality of the education at SBC, academic advising, faculty teaching skills, student support services, financial aid, registrar's office, business office, and student organizations. The results of the fall 2022 and spring 2023 survey are provided below. Thirty-three graduates completed the survey in which they rated the importance of the service and their level of satisfaction. SBC feels that we are achieving desired results if the majority of students' level of satisfaction is between (5) somewhat important to (7) very important. If there are areas of concern, the Student Life Committee is required to complete an action plan for improvement.

The scale used for the survey is based on the following scale:

(1)Not Important At All | (2) Not Very Important | (3) Somewhat Important | (4) Neutral | (5) Somewhat Important | (6) Important | (7) Very Important

Registrar - Importance of this service to me	63.2% Very important
Registrar - Level of Satisfaction	57.9% Very satisfied
Financial Aid - Importance of this service to me	83% Very important
Financial Aid - Level of Satisfaction	68.4% Very satisfied
Counselors - Importance of this service to me	63.2% Very important
Counselors - Level of satisfaction	63.2% Very satisfied
Tutoring - Importance of this service to me	38.5% Very important
Tutoring - Level of satisfaction	36.4% Very satisfied
My Advisor(s) – Importance of this service to me	84.2% Very important
My Advisor(s) - Level of satisfaction	84.2% Very satisfied
Instructors - Importance of this service to me	89.5% Very important
Instructors - Level of satisfaction	84.2% Very satisfied
Student Organizations - Importance of this service to me	64.7% Very important
Student Organizations – Level of satisfaction	64.7% Very satisfied
MySBC Gradebook - Importance of this service to me	78.9% Very important
MySBC Gradebook - Level of satisfaction	73.7% Very satisfied
Business Office - Importance of this service to me	60% Very important
Business Office - Level of satisfaction	60% Very satisfied
Bookstore - Importance of this service to me	63.2% Very important
Bookstore - Level of satisfaction	68.4% Very satisfied
Kampus Kids Daycare - Importance of this service to me	37.5% Very important
Kampus Kids Daycare - Level of satisfaction	62.5% Very satisfied
Campus Housing - Importance of this service to me	44.4% Very important
Campus Housing - Level of satisfaction	77.8% Very satisfied
Library – Importance of this service to me	62.5% Very important
Library - Level of Satisfaction	62.5% Very satisfied
Campus Security - Level of importance to me	58.8% Very important
Campus Security - Level of satisfaction	88.2% Very satisfied
Transportation - Importance of this service to me	44.4% Very important
Transportation - Level of satisfaction	62.5% Very satisfied

How satisfied are you with the overall quality of the education provided by Sitting Bull College - 78.9% very satisfied.

Graduate Survey on Satisfaction of Four Student Outcomes

Graduates continue to identify how SBC has met each of the four student outcomes by completing a survey assessing SBC’s effectiveness with each goal by using a **rating scale of 5 excellent to 1 poor**. In addition, the students are encouraged to provide comments on what they feel have helped them to meet each outcome. Below are the result from the past two years. SBC has set 3.5 as the optimal level of determining success. Any outcome receiving a mean below 3.5 requires a corrective action plan to be developed by faculty with the assistance from the Assessment Committee.

Outcome One - Students will display technical and critical thinking skills through effective oral and written communication.

	2021-2022	2022-2023
Average	4	3.9

Outcome Two - Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior.

	2021-2022	2022-2023
Average	4.3	4.2

Outcome Three - Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment.

	2021-2022	2022-2023
Average	4	4.4

Outcome Four - Students will demonstrate knowledge of past, present, and future Native American cultures.

	2021-2022	2023-2023
Average	3.9	3.9

The complete results of all surveys with their comments can be found on Sitting Bull College’s website at <https://sittingbull.edu/uploads/32/22-23-student-satisfaction-survey.pdf> under About, Assessment.

Co-Curricular Outcomes

In the fall of 2021, the Student Senate came up with a list of co-curricular outcomes that they felt were important. The list was taken to the Student Life Committee, whom reviewed them and felt that all the co-curricular outcomes that the Student Senate felt were important, were very similar to the College’s institutional outcomes. The Student Life Committee voted to approve, that the co-curricular outcomes be included with the institutional outcomes. The amendment was taken to the Governance Committee in December 2021, and the BOT in January 2022 for approval and passed. It should be noted, that the Student Senate President serves on both the Student Life and Governance Committees.

The College assess the co-curricular activities with a survey based on the activities held for the year. The 2022-2023 activities and number of respondents were as follows:

Number of Respondents	Activity
21	Tuesday Speaker
23	Club Meetings/ Club Activities
7	Native American Week Activities
2	Diversity Week Activities

10	Internships
17	Research Activities
2	Veterans Honoring

The outcome of the survey were as follows:

1A Student will display technical and critical thinking skills through effective oral and written communication. Rating for Outcome: **4.25**

2A Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior. Rating for Outcome: **4.43**

3A Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment. Rating for Outcome: **4.45**

4A Students will demonstrate knowledge of past, present, and future Native American cultures. Rating for Outcome: **4.2**

The students are also asked to provide examples. These can be found on the College’s website under About, Assessment, 2022-2023 Assessment data <https://sittingbull.edu/uploads/32/co-curricular-assessmentdocx.pdf>.

Graduation Rates

Sitting Bull College graduation rates are figured through IPED annual data collection. The information in previous years has been a challenge as it has been manually calculated. The college’s new records management system now attaches a cohort group to first time/transfer students, allowing the system to track graduation rates. IPEDS graduation rates are as following: (2016 cohort) 15%, (2015 cohort) 15%, and (2014 cohort) 16%. It should be noted that SBC graduation cohorts include first-time associate degree seeking students who start in the fall semester and complete their program of study within three years. **Therefore, IPEDS never considers certificate, bachelors or masters completers.** Twenty-two out of 22 certificate seekers completed, 29 out of 166 associate degree students completed, six out of 24 bachelor degree students completed, and three out of 26 master degree students completed.

Employer Survey

No employer survey was completed in 2022-2023.

Alumni Survey

No alumni survey was completed in 2022-2023.

2022-2023 Pre-entry and Freshmen Assessment

ACCUPLACER/DEVELOPMENTAL EDUCATION

All new and transfer students are pre-tested using ACCUPLACER. ACCUPLACER is used to complete an analysis of English, reading, and math skills for incoming freshman and transfer students. Base-line scores are pre-determined for placement of students in English and math courses. The baseline scores were reviewed and revised periodically based on other ND State Colleges. The table below indicates the pass/failure rates developmental math and English courses for the 2022-2023.

Fall Semester 2022

Class	Number Enrolled	Number Successfully Completed	Number withdrew/failed
Math 099	16	10 (63%)	6 (37%)
Math 101	23	12 (52%)	11 (48%)
ENGL 099	17	5 (29%)	12 (71%)

Spring Semester 2023

Class	Number Enrolled	Number Successfully Completed	Number withdrew
Math 099	4	0	4 (100%)
Math 101	5	1(20%)	4 (80%)
ENGL 099	12	1(8%)	11 (92%)

First-time and Transfer Student Orientation

First-time and transfer student orientation was held during the second week of classes during students scheduled first year learning courses. Students from the satellite sites were provided bus passes to attend. Students provided excellent comments with regards to this process. The Vice President of Operations welcomed the students, provided a history and profile of the college including demographics of students, faculty, staff, administration, and Board of Trustees. The students were provided information regarding student and academic policies including the Lakota/Dakota values, student code of conduct, and the student grievance process. The Director of Financial Aid reviewed the financial aid process with students. The importance of where to find information was stressed to students' numerous times. Each student was shown how to access information from the College website, email, and MySBC. Most importantly, it was stressed to students that if you can't find the information, ask someone and that SBC has an open-door policy and students are welcome. Students were provided lunch and given an opportunity to meet with their degree advisors. The final activity included a tour of the campus.

The goal of the new student orientation is for 100% participation of new and transferring students. For the fall 22 semester: 41 out of 64 or 64% students attended orientation. Spring 23 Semester: 25 out of 56 or 45% of the students completed orientation.

In an effort to reach the 100%, SBC has hired a Retention Coordinator, who starting the fall 2023, will be teaching all the face-to-face sections of the First Year Learning course, which will provide consistency in dissemination of orientation information.

Normally, a student satisfaction survey is completed for student orientation, but due to change in personnel, this was not completed in 2022-2023. The satisfaction survey will be re-implement starting the fall 2023.

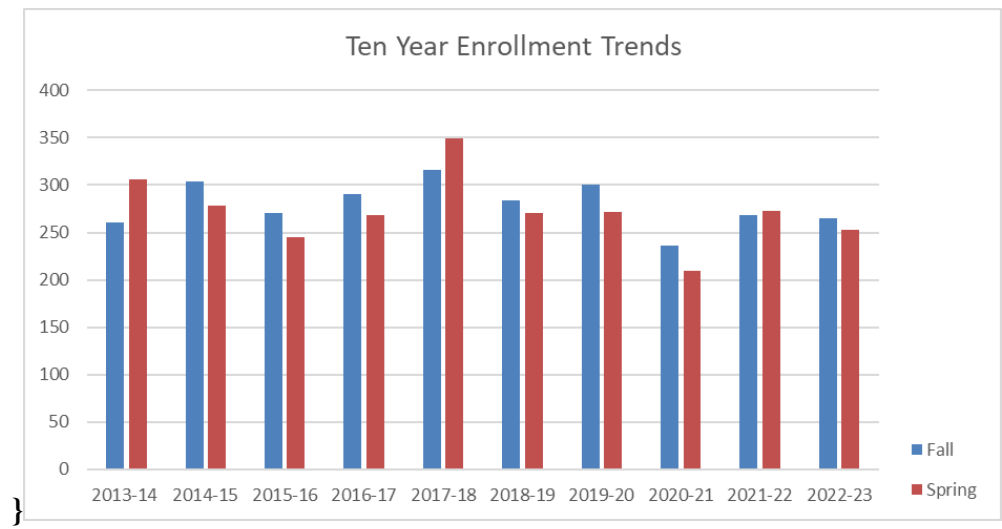
PSYC 100 First Year Learning Experience

SBC requires all new students to complete a First Year Learning Experience Course. Approximately 95% of all new and transfer students were enrolled in the course both fall and spring semester. During the fall 2022 semester 54 students were enrolled in the course with a 46% pass rate. This was a 14% decrease in the completion rate over the fall 2021 semester. During the spring 2023 semester 32 students enrolled with a 75% pass rate. This was a 31% increase in the completion rate over the spring 2022 semester. There is an uncertainty as to exactly what happened in the fall semester, but many classes were affected by an early winter storm that continued through the end of the semester, hampering student attendance and completion.

In a given semester there are normally three sections of the First Year Learning. One on the main campus and one at each of the sites in SD. In an effort to improve on the course completion, SBC has hired a Retention Coordinator, who starting the fall 2023, will be teaching all the face-to-face sections of the First Year Learning course. Having one instructor for the course will allow for consistency of how the course content is delivered at all locations.

Enrollment Trends

Enrollment trends for students since the fall of 2013 are shown in the following table:



SBC's enrollment declined as a result of the COVID 19 pandemic starting in the fall of 2020. There was a slight rebound in 2021-2022. The academic 2022-2023, continued a restriction on program enrollment as a means to continue to safely distance students in classrooms and practicums.

In 2022-2023 student services continued to do recruitment efforts with area schools and community events. The following is a list of events:

August 3 presentation & campus tour to 8 high school students from the Monarch project.

October 13 attended community fair at SRHS (66 contacts), Campus tour to 30 Wakpala Juniors & Seniors

October 19 campus tour to 24 Wakpala middle schoolers, presented at "Lakota Tigers" senior night that was hosted at SBC's Mobridge site where Native American seniors and their parents were in attendance.

October 20 campus tour to 5 McLaughlin Middle School students

October 25 participated in handing out free pizza and SBC T-shirts at the first round of the All-Nations Conference Playoff football game between Standing Rock and McLaughlin.

October 28 set up a booth at SRHS College Application Day

November 30 attended TCU Virtual College Fair hosted by American Indian College Fund

December 7 held FAFSA event at McLaughlin High School where seniors and their parents were able to complete the FAFSA application for the 2023-2024 school year

January 10 gave campus tour to 10 McLaughlin Middle School students.

January 12 attended Youth Wellness Day at Standing Rock High School and presented to students on college readiness and what Sitting Bull College has to offer

February 7 attended College Application Day at SRHS. Walked students through the application process and how to begin to apply for financial aid.

February 8 Financial Aid night at SRHS. Christina and I were set up in the computer lab to assist students and parents with their FAFSA applications

February 15 scheduled Accuplacer appointments for 9 students from Wakpala High School

February 16 -17 set up a booth at the annual Cyber Madness competition for high school students at Bismarck State College to recruit for our Cyber Security and Information Technology programs

March 4-8 attended the annual AIHEC conference and set up a recruitment booth

March 16 set up a booth at SRHS Career Fair

March 28 gave campus tour to 15 freshmen from McLaughlin High School

April 3 set up a booth at the annual FBLA conference to recruit high school students to our business program

General Education Assessment

PHILOSOPHY STATEMENT

Sitting Bull College 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 Ochethi Sakowin culture, provide intellectual stimulation, and to help in the development towards respectful citizens of the universe.

GENERAL EDUCATION ESSENTIAL LEARNING OUTCOMES

1. Students will articulate Ochethi Sakowin language and culture.
2. Students will apply written and oral communication skills.
3. Students will analyze problems using quantitative and qualitative analytical skills.
4. Students will engage with diverse perspectives and cultures as they relate to the individual, the community, and the global society.

GENERAL EDUCATION REQUIREMENTS

The following general education requirements must be completed for an Associate of Arts, Associate of Science, and Associate of Applied Science programs at Sitting Bull College. Competency is measured in all areas by a letter grade of A, B, C, D, or F. The minimum competency level should be a letter grade of a C.

<i>Skills/Student Outcomes</i>	Course offered by Degree			
	Associate of Arts	Associate of Science	Associate of Applied Science	Bachelor of Science/Arts Science
<i>Writing Skills Institutional Outcome (1) General Education Outcome (2)</i>	ENGL 110 Composition I - 3 cr. ENGL 120 Composition II - 3 cr. Students will be able to complete an essay and a research paper using APA style.	ENGL 110 Composition I - 3 cr. ENGL 120 Composition II - 3 cr. Students will be able to complete an essay and a research paper using APA style.	ENGL 100 Applied English or ENGL 110 Composition I - 3 cr. Students will be able to write effective business communications; memorandums, letters, reports, and proposals.	ENGL 110 Composition I - 3 cr. ENGL 120 Composition II - 3 cr. Students will be able to complete an essay and a research paper using APA style.
<i>Communications Institutional Outcome (1) General Education Outcome (2)</i>	COMM 110 Fundamentals of Public Speaking – 3 cr. Students will be able to use critical thinking to speak effectively in front of an audience.	COMM 110 Fundamentals of Public Speaking – 3 cr. Students will be able to use critical thinking to speak effectively in front of an audience.	COMM 100 Applied Communications or COMM 110 Fundamentals of Public Speaking – 3 cr. Students will be able to use critical thinking to speak effectively in front of an audience.	COMM 110 Fundamentals of Public Speaking – 3 cr. Students will be able to use critical thinking to speak effectively in front of an audience.

<p><i>Mathematics Institutional Outcomes (1,3)</i> <i>General Education Outcome (3)</i></p>	<p>MATH 103 College Algebra - 4 cr. Students will learn the manipulation skills that are at an advanced level in the application of algebra.</p>	<p>MATH 102 Intermediate Algebra – 4 cr. Students will also learn the manipulation skills that are basic to the field of algebra.</p>	<p>MATH 100 Applied Math or higher - 3 cr. Students will learn to organize information according to mathematical structure and to utilize concepts.</p>	<p>Varies by program with minimum requirements of MATH 103 College Algebra - 4 cr. Students will learn the manipulation skills that are at an advanced level in the application of algebra.</p>
<p><i>Student Success Institutional Outcome (3)</i> <i>General Education Outcomes (2, 3, 4)</i></p>	<p>PSYC 100 First Year Learning Experience – 3 cr. SOC 120 Transitions-Graduation & Beyond– 2 cr. Students will be able to identify career options, and develop habits and skills that will enable them to become effective students and workers.</p>	<p>PSYC 100 First Year Learning Experience – 3 cr. SOC 120 Transitions-Graduation & Beyond– 2 cr. Students will be able to identify career options, and develop habits and skills that will enable them to become effective students and workers.</p>	<p>PSYC 100 First Year Learning Experience – 3 cr. SOC 120 Transitions-Graduation & Beyond – 2 cr. Students will be able to identify career options, and develop habits and skills that will enable them to become effective students and workers.</p>	<p>PSYC 100 First Year Learning Experience – 3 cr. SOC 120 Transitions-Graduation & Beyond – 2 cr. Students will be able to identify career options, and develop habits and skills that will enable them to become effective students and workers.</p>
<p><i>Culture/History Institutional Outcome (4)</i> <i>General Education Outcomes (1, 4)</i></p>	<p>NAS 101 Ochethi Sakowin Language I or NAS 103 Introduction to Ochethi Sakowin Language, Culture & History - 3 cr. Students will learn the language to appreciate the ways the dialects are used to teach history and enhance culture.</p>	<p>NAS 101 Ochethi Sakowin Language I or NAS 103 Introduction to Ochethi Sakowin Language, Culture & History - 3 cr. Students will learn the language to appreciate the ways the dialects are used to teach history and enhance culture.</p>	<p>NAS 101 Ochethi Sakowin Language I or NAS 103 Introduction to Ochethi Sakowin Language, Culture & History - 3 cr. Students will learn the language to appreciate the ways the dialects are used to teach history and enhance culture.</p>	<p>NAS 101 Ochethi Sakowin Language I or NAS 103 Introduction to Ochethi Sakowin Language, Culture & History - 3 cr. NAS Elective – 3 cr. Students will learn the language to appreciate the ways dialects are used to teach history and enhance culture.</p>
<p><i>Humanities or Social & Behavioral Science Institutional Outcome (2, 3)</i> <i>General Education Outcome (4)</i></p>	<p>Any two (2) courses selected from two (2) different areas: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology- 6 cr. Students will learn to explore and appreciate the development and interaction of elements of multiple cultures.</p>	<p>Anyone (1) courses selected from: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology- 3 cr. Students will learn to explore and appreciate the development and interaction of elements of multiple cultures.</p>	<p>Not applicable</p>	<p>Varies by program – 3 cr. -15 cr. Students will learn to explore and appreciate the development and interaction of elements of multiple cultures.</p>
<p><i>Health/Physical Education Institutional Outcome (3)</i> <i>Essential Learning Outcome (4)</i></p>	<p>Any two (2) one-hour course or any one (1) two-hour course - 2 cr. Students will learn to explore and experiment with different forms of health/physical education.</p>	<p>Any two (2) one-hour course or any one (1) two-hour course - 2 cr. Students will learn to explore and experiment with different forms of health/physical education.</p>	<p>Any two (2) one-hour course or any one (1) two-hour course - 2 cr. Students will learn to explore and experiment with different forms of health/physical education.</p>	<p>Any two (2) one-hour course or any one (1) two-hour course - 2 cr. Students will learn to explore and experiment with different forms of health/physical education.</p>

General education requirements for certificate vary according to the program of study.

In the fall 2020, SBC initiated a review of our general education outcomes through the HLC Quality Initiative. Our vision was a two-pronged approach to 1) review strategies for developmental course placement of all incoming freshmen; 2) conduct a program review (self-study) of the GE Program to examine course offerings and availability of highly qualified faculty, determine the relevancy of current courses, appraise course delivery, assess student learning, isolate program challenges, plan for resource allocation, and calculate cost-effectiveness.

During the Quality Initiative process, SBC realized that Student Learning Outcomes (SLOs) for General Education were not measurable in a meaningful way. In the spring 2021 the Board of Trustees approved the revised general education outcomes. Previous to this time, the college used the AAC&U's LEAP Essential Learning Outcomes as part of a collaborative effort by the North Dakota General Education Council (NDGEC) to assist with course transferability through the North Dakota University System. However, many of the biannual NDGEC meetings questioned how various North Dakota colleges and universities were assessing students' learning since the language of LEAP Essential Outcomes is hard to quantify.

Our Math and English Departments researched placement practices from other institutions to find solutions that worked for our student population. The new placement strategies help students enter the institution quickly and reassess skills two weeks into the semester for a more accurate placement. General Education faculty used the existing SBC Program Review Guide to research and write a General Education Program Review that evaluated the effectiveness of the General Education Program. This process allowed SBC stakeholders an opportunity to identify areas of need for development or revision and to maintain and improve the quality and scope of instruction and services at Sitting Bull College.

We used both human and technological capital in completing Quality Initiative goals in an efficient manner. Our Quality Initiative project sought to review and recommend appropriate strategies for the placement of students into development education beyond the use of standardized testing. During this process, the Math faculty designed competency requirements for the four different levels of math (MATH 099, MATH 101, MATH 102, & MATH 103), and discussed ways of teaching various levels using Open Resource Texts for greater equity and inclusion strategies. Although the standardized exam ACCUPLACER, continues to be the initial course placement qualifier, faculty use competency tests to recheck and validate students' placement in the first two weeks of the semester. MATH course delivery and changes were approved by the Curriculum Committee based on the 2018-2019 assessment results, and MATH faculty continue to streamline, adjust, and assess competencies to improve placement and instructional strategies.

In addition to math placement, our SBC English Department analyzed and brainstormed strategies to include multiple factors when placing students in developmental English courses. Again, although the college still uses the ACCUPLACER standardized assessment for initial placement of dual-credit and freshmen students into composition courses, the English Department links the developmental ENGL 099 course with the college-level ENGL 110 course so that additional assessments of reading, writing, and comprehension skills can be assessed within the first two weeks of the course(s) to validate students' initial placement.

We also developed a manageable timeline for designing, piloting, and assessing each general education outcomes based on a six-stage process, but the timeline has proven to be a challenge as a result of the COVID 19 pandemic. As a result, SBC is approximately one year behind on the implementation.

Semester	Outcome 1 Articulate Ojethi Sakowin language and culture (IO 3 & 4)	Outcome 2 Apply written and oral communication skills (IO 1)	Outcome 3 Analyze problems using quantitative and qualitative analytical skills (IO 3)	Outcome 4 Engage with diverse perspectives and cultures as they relate to the individual, the community, and the global society. (IO 3)
Fall 2020	Write & Collaborate General Education Committee Revises Outcomes to be clear and measurable			
Spring 2021	SBC Assessment Committee approval of outcomes SBC Board of Trustees approval of outcomes			
Fall 2021		Design		
Spring 2022		Pilot (Writing)		
Fall 2022	Design	Pilot (Oral Communications)		Design
Spring 2023	Pilot	Train	Design	Pilot
Fall 2023	Train	Assess	Pilot	Train
Spring 2024	Assess	Analyze	Train	Assess
Fall 2024	Analyze	Intervene	Assess	Analyze
Spring 2025	Intervene	Assess	Analyze	Intervene
Fall 2025	Assess	Analyze	Intervene	Assess
Spring 2026	Analyze	Intervene	Assess	Analyze
Fall 2027	Intervene	Assess	Analyze	Intervene

Stages of Development Strategies

Design	<ol style="list-style-type: none"> 1. Write assessment plan for outcome with performance indicators to address Who? What? When? and How? 2. Create/revise rubrics and/or measurement tools to rate each performance indicator.
Pilot	<ol style="list-style-type: none"> 1. Implement assessment strategies with small group of courses/students to evaluate <ol style="list-style-type: none"> a. Focus on strategy to collect student artifacts for outcome in a streamlined manner b. Appoint key people to rate and comment c. Address if rubrics/tools adequately assess performance indicators, competencies, and learning outcomes d. Make adjustments
Train	<ol style="list-style-type: none"> 1. Recruit and train faculty/staff to implement outcome assessment practices <ol style="list-style-type: none"> a. Focus on inter-rater reliability through norming sessions b. Discuss methodology for collecting and assessing artifacts c. Make adjustments
Assess	<ol style="list-style-type: none"> 1. Collect and assess outcome artifacts with faculty/staff 2. Collect data and report 3. Reflect on challenges
Analyze	<ol style="list-style-type: none"> 1. Examine data from outcome assessment plan 2. Discuss changes needed to use data for institutional planning 3. Evaluate outcome data for alignment with current mission, vision, and goals 4. Make adjustments
Intervene	<ol style="list-style-type: none"> 1. Isolate barriers to clear outcome strategies 2. Make adjustments 3. Create/edit any new measurements or rubrics as necessary

**ENGLISH DEPARTMENT COURSE ASSESSMENTS
2022-2023**

ENGL 110 (099) Assessment:

English 110 (099 included as a co-requisite) students were asked to write an essay on demand on a given prompt. The process of the assignment was given exactly alike in that students had 40 minutes to pre-write, write, and proofread an essay on the prompt. Students put only their student ID#'s on the essay. The pre-assessment is given at during week 2; the post-assessment is given during week 15 of the semester.

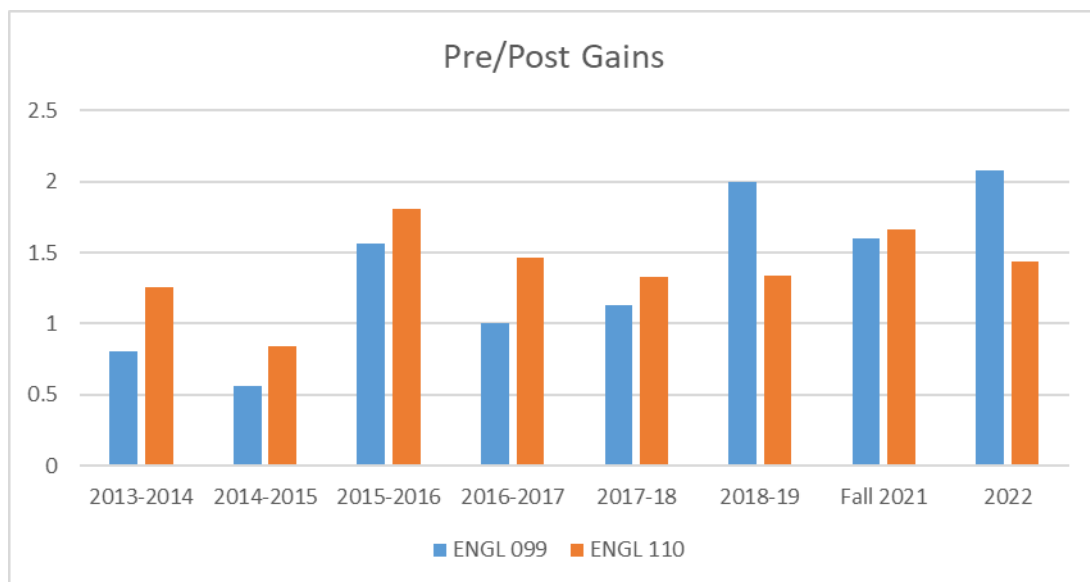
The writing process at Sitting Bull College includes prewriting, rough draft, and final draft (in addition to other strategies). In keeping with these strategies, students are asked at the end of the semester to use the pre-assessment as a prewriting or rough draft. They are allowed 40 minutes to edit and revise the essay.

Essays were then gathered, re-formatted to be the same font/spacing, and given to the English Instructors to rate after a norming process. All essays were read by three readers. If the essay score was more than one-point difference, the essay content was discussed so the raters could come to a consensus on a more unified score.

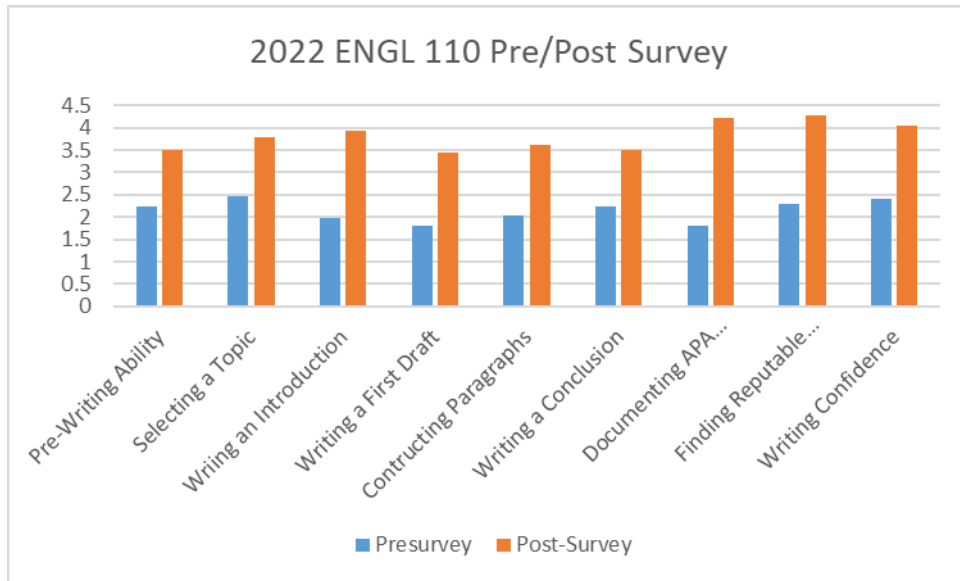
RESULTS

2022 Courses	PRE	POST	GAIN	# OF STUDENTS
ENGL 099	1.5	3.58	2.08	4
ENGL 110	2.62	4.06	1.44	16

Overall, students gained more than a point to from pre-test to post-test. We were able to see that students are progressing in their writing abilities from our 099 courses through our 110 courses.

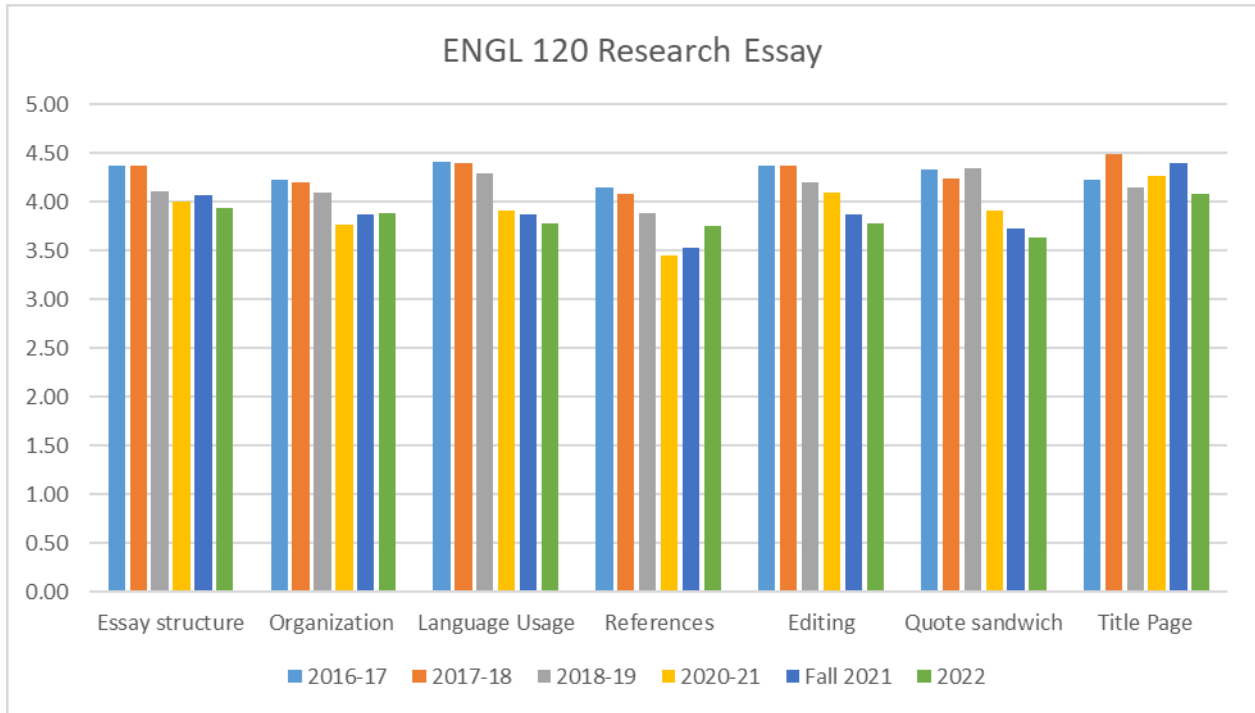


Indirect Assessment: Students in ENGL 110 are asked to complete a pre/post survey on their writing process comfort level using a google docs survey form. Eighteen students completed the pre & post-survey in 2022, and students rated their comfort and experiences higher at the end of the semester (+1.67 average increase). Below is the graph for the pre/post survey:

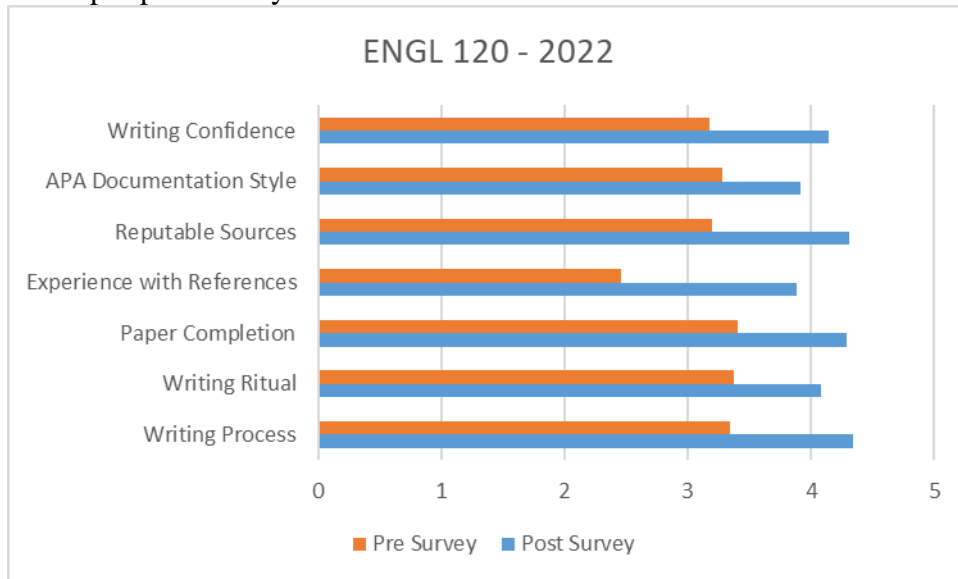


ENGL 120 Composition II:

Students are asked to write a research essay at the end of the semester of ENGL 120 Composition II, which is rated by the faculty of record on a five point rubric. Thirty-six students completed the assessment in 2022. Below is a multi-year comparison using this assessment rubric (omitting 2019-2020 due to the COVID-19 Pandemic).



Indirect Assessment: Students in ENGL 120 are asked to complete a pre/post survey on their academic writing comfort level. Thirty-six students completed the pre/post survey Spring 2022 and Fall 2022, and students rated their comfort and experiences higher at the end of the semester. Below is the graph for the pre/post survey:

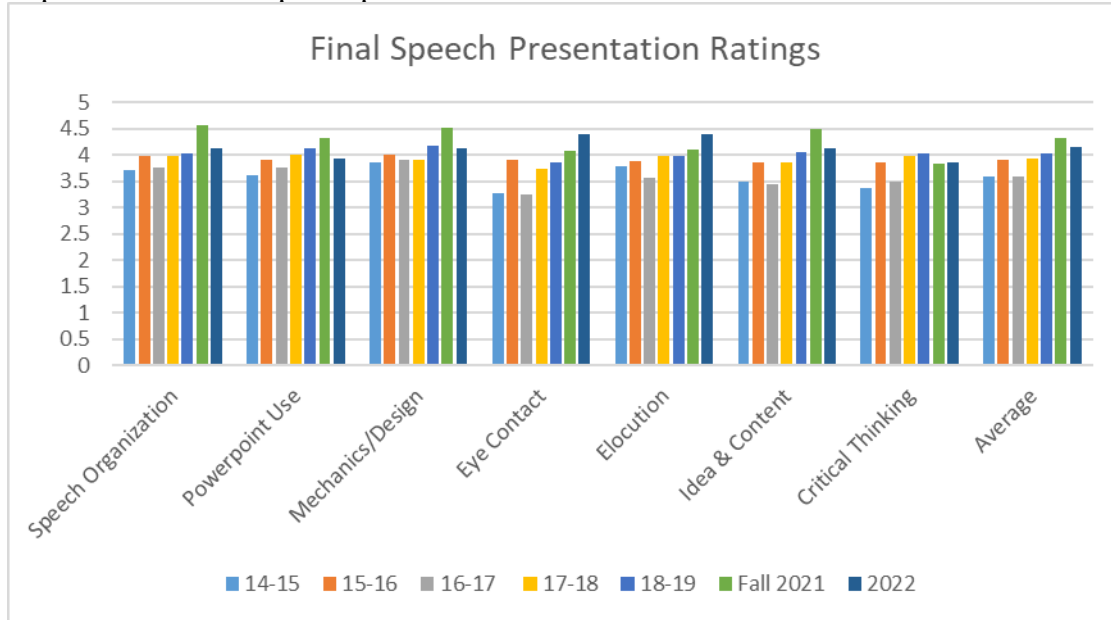


ACTIONS

It is valuable to have students rate themselves at the beginning and end of each semester. Our assessment strategies for both ENGL 110 and ENGL 120 will continue as planned. More instruction will be added to help students where they are lower in confidence.

COMM 110 Fundamentals of Public Speaking

Students taking COMM 110 are asked to present a persuasive power point speech at the end of the semester to three faculty members. Overall, the department is pleased with the continued improvement in the speech presentations.



Indirect Measure - Speech Survey 2022 Data

Speech students were asked to complete a pre/post speech comfort survey during the 2022 semester. Below is the data depicting the gain in confidence in all areas of the survey.

SURVEY QUESTIONS Students = 10	PRE AVERAGES	POST AVERAGES	GAIN
Delivery confidence	29	45	+16
Speech preparation	34	49	+17
Speech experience	31	47	+16
Outline preparation	40	50	+10
Power point presentation	41	50	+9
Listening skills	38	52	+14
Content clarification	45	51	+6

Speaking in the workplace	35	51	+16
Group participation	43	54	+11
AVERAGE SCORE	3.73	4.98	+1.25
GAIN	1.25		

ACTIONS

The speech assessment has improved the department’s ability to see growth in students and raise expectations for speech delivery. The multi-year data helps the department make instructional changes to meet the needs of learners at Sitting Bull College.

MATH

Assessment and program data for the spring 2022 and fall 2022 were gathered, analyzed, and presented by the General Education Mathematics Faculty culminating in this report presented February 3rd, 2023. The data has been analyzed and reported in connection with the newly adopted/approved General Education outcomes.

STATISTICS

Spring 2022

There was a total of 32 students that completed the spring semester (Listed on the class roster) including the Ft. Yates campus, McLaughlin campus, and Mobridge campus in Math 102 and Math 103. Of the 32 students 27 completed the final exam.

Fall 2022

According to enrollment data, thirty-six (36) students were registered in Math 102 and Math 103 courses in the fall semester of 2022. The assessment tool is the final exam. Of the 36 students enrolled in the courses, only 29 actually took the final exam.

REVIEW

Trends show that fall enrollment is higher than spring semester. Accuplacer data still shows that most students enrolling need remedial instruction. This report reflects students that were enrolled in Math 102 and Math 103, but does not include Math 099 or Math 101. Faculty suspect that many of the students that are enrolled in Math 102 and then proceed to take Math 103 in the spring are more successful if they completed the Math 102 in the fall semester. However, if they were in Math 102 in the spring semester and then enrolled in Math 103 the following fall semester, they regress and have some challenges that next fall semester.

ACTIONS

Faculty will continue to provide one-on-one instruction if requested by the student(s). Faculty will provide the Mathispower4u related videos to the lessons so students can revisit the lesson content

provide for each class session. Continue to use technology/laptops so students can access the videos, Desmos calculator, Khan Academy and screen-cast videos created by faculty.

CULTURE/HISTORY

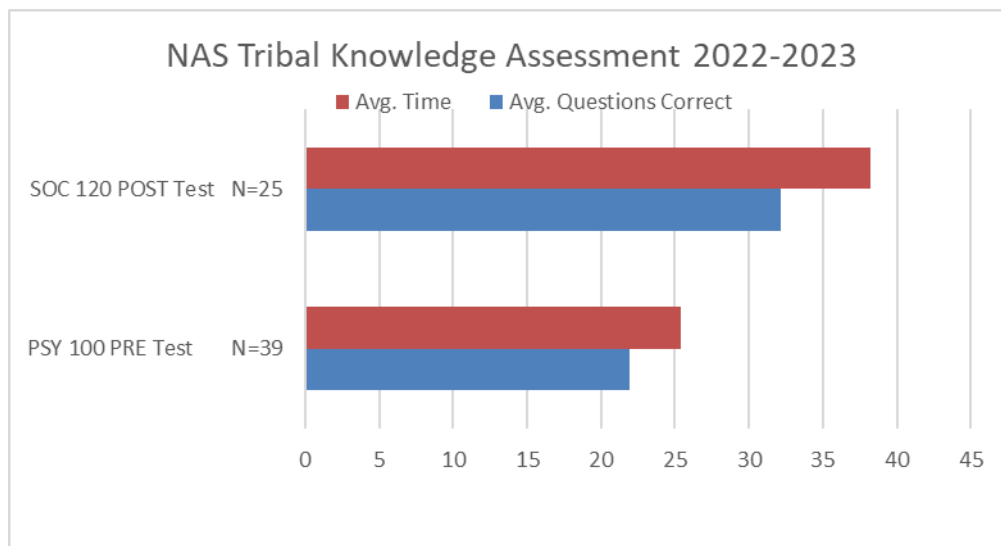
The Native American Studies Tribal Knowledge Test assesses Sitting Bull College Students’ Native language, culture, and history skills. Data collected measures:

- SBC’s General Education Learning Outcome #1: *Articulate Ojethi Sakowin language and culture* and
- SBC’s Student Institutional Outcome #4: *Students will demonstrate knowledge of past, present, and future Native American cultures.*

The test was re-vamped in FA-16 by the Native American Studies faculty and includes 47 multiple-choice and matching questions. The test is delivered online through the Learning Management System, MySBC. First-time freshmen take the pre-test in the *PSYC 100: First Year Learning Experience* course and the post-test is given to sophomores completing their associate degree in the *SOC 120: Transitions: Graduation & Beyond* course.

Data below indicate an increase in the number of correct questions for SOC 120 associate graduates compared to first-time freshmen entering Sitting Bull College. SOC 120 associate graduates also took a longer time taking the test, suggesting that they took the assessment more seriously.

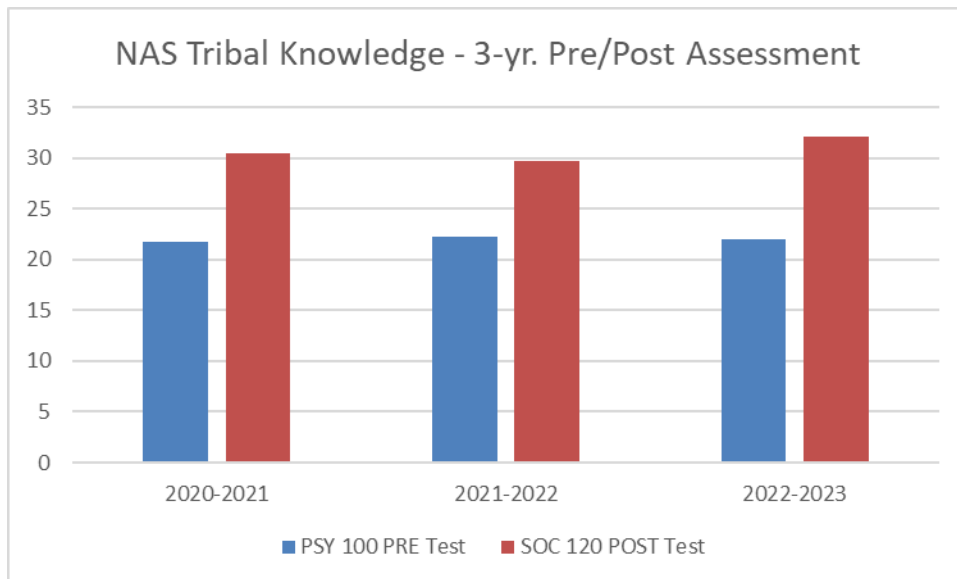
2022-2023	Avg. # of questions correct	Avg. # of minutes spent on test
PSY 100 PRE Test N=39	21.95	25.36
SOC 120 POST Test N=25	32.16	38.20



Three-Year Data

The chart on the next page displays the NAS Tribal Knowledge Assessment data for the past three years. The pre/post assessment gauges students’ knowledge as they enter the institution and re-

assesses before students graduate with an associate's degree. It should be noted that certificate, bachelor, or master students are not assessed using this NAS Tribal Knowledge Assessment.



SCIENCE

Full-time science faculty members approved the proposed use of assessment questions that were revised in the fall 2018. It is expected that a review of this assessment tool will be done regularly to accommodate identifiable needs of Gen Science courses at the college.

All students who completed the Final Exam in lab science courses provided responses to two embedded questions for assessment of science learning outcomes during the 2022-2023 academic year. Responses to questions were scored by individual faculty and collated for this report.

FINDINGS:

- During the assessment period (fall 2022 and spring 2023), eleven-lab science courses were offered and 99 students were sampled.
- Science faculty members scored students in their classes on a five-point rubric.
- Courses sampled: BIOL 150, BIOL 202, BIOL 220, BIOL 224, BIOL 230, CHEM 115, CHEM 116, ENS 113, ENS 216, SOIL 210 and GEOL 105.
- Overall, 72 of 98 (73.5%) students scored a 3 or above compared to the previous assessment where 31 of 35 (88.6%) students scored a 3 or above.
- For the first competency question, 82 of 98 (83.7%) students scored a 3 or above while in the previous assessment, 29 of 35 (82.9%) students scored a 3 or above. It is noted that 80 of 98 (81.6%) students scored a 3 or above for the second competency question compared to 32 of 35 (91.4%) students scored a 3 or above. This is a decrease from last year's numbers probably due to COVID aftermaths.
- The current average mean score and the previous two assessment periods are 3.55, 3.90 and 3.80 respectively for the first competency question, and 3.53, 4.30 and 3.60 respectively for

the second competency question. The scores show a decrease in both the first and second competency scores from the previous two assessment periods. However, all the scores exceeded outcome expectations.

- Eight students compared to 9 students in the previous assessment period, either did not answer all the questions, or did not answer any question, or did not take the final exam. This is an improvement.

COVID Adaptation.

The adaptation continued throughout this period but at a lower scale. Faculty sort out alternative forms of instructions to adapt to the realities of COVID-19.

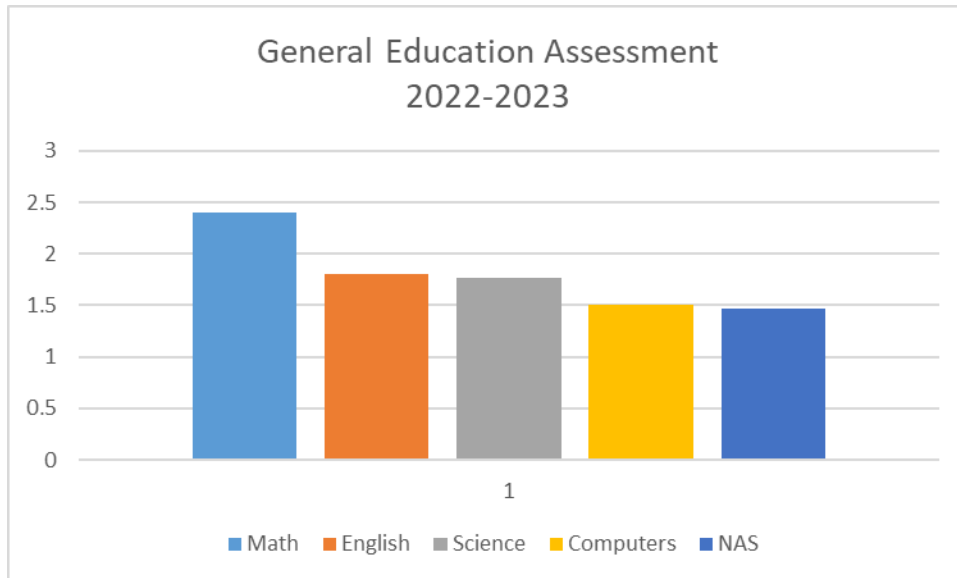
- Online labs were instituted and provided to students who could not make it to the campus.
- Outdoor classrooms were created
- Take home lab kits were designed and made for students to take home
- Classes were split during lab time to accommodate large numbers of students
- The faculty used multiple lecture formats and means of evaluation.
- Students were given more time to submit class work instead of the typical 1 – 2 days’ timeframe.

RECOMMENDED ACTIONS:

- The previous year’s recommendation to review the scientific method more than once in every course is still being implemented as a solution. Recommended to continue doing that.
- Continue the use of experiments in lab and case studies to improve students' ability to make observations and create working and alternative hypotheses.
- Encourage term papers and class presentations to help students’ master scientific methods as well as applicability of what learned in each course.

The 2022-2023 general education core Assessment Committee evaluation results are as follows:

	Types of Measurement	Findings (Actual Results)	Analysis of the Results	Recommended Action(s)	Results of Last Year's Recommended Actions	Average
Math	2	2.5	2.5	2.5	2.5	2.4
English	3.00	2.00	1.50	2.00	0.50	1.80
Science	1.33	3.00	1.83	1.83	0.83	1.76
Computers	1.00	2.00	1.50	2.00	1.00	1.50
NAS	1.67	2.00	1.33	1.67	0.67	1.47



In addition, Sitting Bull College administers the Heighten a standardized, nationally normed assessment program from ACT that enables postsecondary institutions to assess, evaluate, and enhance student learning outcomes and general education program outcomes. The cycle for the assessment includes the following:

2018-2019: Written Communication + Quantitative Literacy (math tests)

2019-2020: Critical Thinking

2020-2021: Intercultural Competency and Diversity

2021-2022: Quantitative Literacy & Written Communication

2022-2023: Critical Thinking

2022-2023 Heighten Assessment Results

The Heighten Critical Thinking Assessments were given to 26 students enrolled in the *SOC 120: Transitions: Graduation & Beyond* course in both fall and spring semesters of 2022-2023. These SBC students are completing (or close to completing) their associate's degree in various majors.

Data collected measure Sitting Bull Colleges:

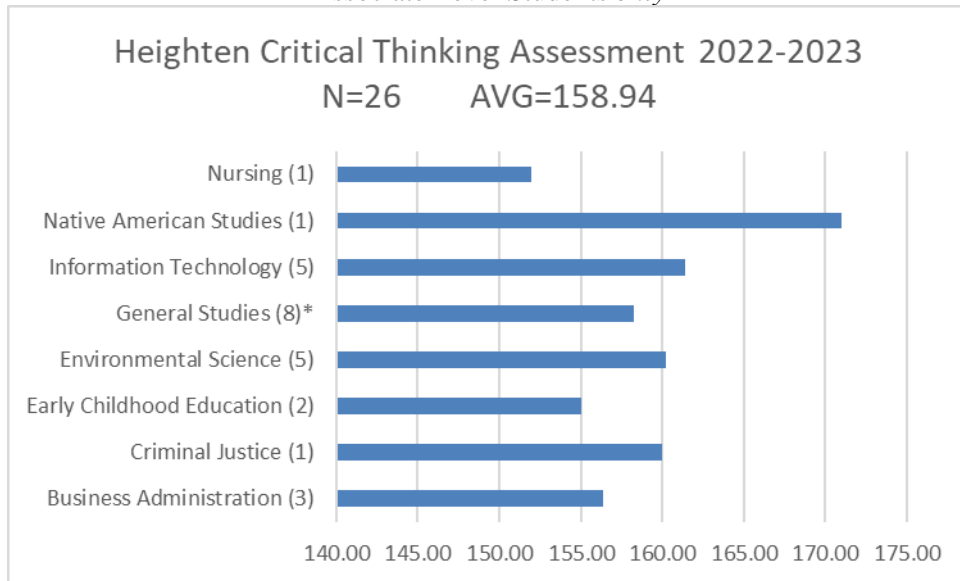
- Student Institutional Outcome #1: *Students will display technical and critical thinking skills through effective oral and written communication.*
- General Education Essential Learning Outcome #3: *Students will analyze problems using quantitative and qualitative analytical skills.*

Critical Thinking

The Heighten™ Critical Thinking Assessment gauges college students’ abilities to evaluate evidence, analyze and evaluate arguments, understand the language of argumentation through linguistic cues, and distinguish valid from invalid arguments.

Test length: 45 minutes

N=26
 Average Score = 158.94
 Test Scoring Range = 150-180
 SBC Student Range = 150-171
 Associate Level Students *only*



**General Studies had three graduates who double-majored. The scores for those three students we identified only by the other major.*

Comparison Scores from Previous Years

Sitting Bull College staggers the Heighten Assessments each academic year. The last time the Critical Thinking Assessment was completed was in 2019-2020. Below is the information comparing the two academic years by degree plan.

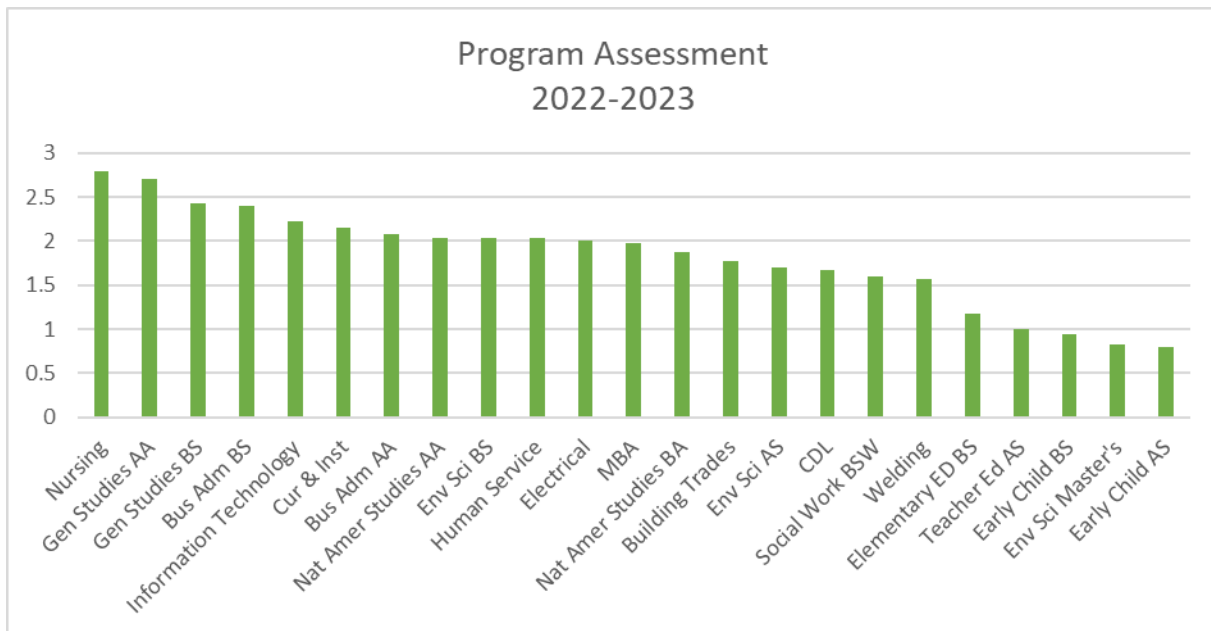
HEIGHTEN CRITICAL THINKING ASSESSMENT		
	2019-2020	2022-2023
	28 Students	26 Students
Criminal Justice	153.33	160

Teacher Education	160.5	n/a
Engineering	161.5	n/a
Environmental Science	158	160.2
General Studies	156.5	158.25
Human Services	157	n/a
Native American Studies	156	171
Business Administration	159.57	156.33
Early Childhood Education	n/a	155
Nursing	n/a	152
Information Technology	n/a	161.4
Average Scores	157.96	158.94

Program Assessment

Each program is required to complete a program plan at the beginning of each academic year that is approved by the Assessment Committee. The plan includes the program outcomes, measurement tools, and measurement goals. Findings, analysis of data and action or recommendations are completed at yearend. In addition, in 2022-2023 the Assessment Committee continued to require that all program assessment plans include both direct and indirect measurement tools. An additional scoring was added for “Results of Last Year's Recommended Actions”. Faculty have been provided documents that explain the difference between direct and indirect measures, along with examples. In addition, at the end of the year, programs faculty are also required to complete a one-page summary of their program along with completion data for their program plan and report to the assessment committee. All program assessment findings are located in SBC shared server.

The 2022-2023 program Assessment Committee evaluation results are as follows:



Program Name	Types of Measurement	Findings (Actual Results)	Analysis of the Results	Recommended Action(s)	Results of Last Year's Recommended Actions	Average
Nursing	3	2.8	3	2.4	2.8	2.8
Gen Studies AA	3	2.67	2.5	2.67	2.67	2.7
Gen Studies BS	2.57	3	2.43	2.57	1.57	2.43
Bus Adm BS	2.4	2.6	2.4	2.2	2.4	2.4
Information Technology	1.83	2.83	2.33	2.17	2	2.23
Cur & Inst	2.13	2.88	2.38	2.38	1	2.15
Bus Adm AA	1.4	3	1.8	2.2	2	2.08
Nat Amer Studies AA	2.2	2.2	2.2	2	1.6	2.04
Env Sci BS	1.29	2.57	2.29	2.14	1.86	2.03
Human Service	2.29	2.86	2.29	1.43	1.29	2.03
Electrical	2.14	3	2.43	2.14	0.29	2
MBA	1.5	2.83	2.33	2.33	0.83	1.97
Nat Amer Studies BA	2.2	1.8	2	2	1.4	1.88
Building Trades	2	2.5	2.17	1.17	1	1.77
Env Sci AS	1.17	2.33	2.17	2.17	0.67	1.7
CDL	1.33	2.83	1.5	1.83	0.83	1.67
Social Work BSW	2	1.75	1.25	1.5	1.5	1.6
Welding	1.5	1.83	2	2.33	0.17	1.57
Elementary ED BS	1.86	1.29	1.14	1.14	0.43	1.17
Teacher Ed AS	1.86	1	1	0.86	0.29	1
Early Child BS	2.14	0.43	0.29	1.57	0.29	0.94
Env Sci Master's	1.57	1.14	0.71	0.57	0.14	0.83
Early Child AS	2.14	0.43	0.29	0.86	0.29	0.8

The overall averages showed a decrease from 2021-2022, in large part due to faculty not providing adequate results from last year's recommendations for improvement. Another area of concern is programs that only use assessment tools for students who are getting ready to graduate. If there are no graduates, the program has very limited data to assess the program outcomes. A recommendation to all programs is to have multiple assessment tools at various levels as the student progresses through the program.

Building Trades Summary of Actions for 22-23

Enrollment numbers are a concern, but as the pandemic slows, we will be able to have larger than six students in classes for the upcoming fall semester. We will try to work with TERO to help in steering students our way for the trade's programs being offered here at Sitting Bull College.

Committee Recommendations:

- Some of the information in the recommendations section should be in the Analysis section. Going forward, add more information about what the recommendation is for next year
- Add the when to measurement tool & recommendations based on results
- Recruitment and retention need to be improved. Additional indirect measures.
- More defined actions could be written, vague on what actions will take place.
- "How will address weaknesses, indicated what but not how.

Committee Strengths Noted:

The description in the analysis of results is easy to understand and makes sense. Good direct measures.

Business Administration Summary of Actions for 22-23

Continue to collaborate with AICF and ABIL for student internship opportunities.

Committee Recommendations:

- Added indirect measures.
- Do not believe that 5C should be part of the measurement tool. Formatting APA style does not attach the outcome to display. Also, display is not a good action verb to use.
- Think about words like demonstrate rather than display
- Missing indirect measures
- Move BS and Master's online degree online.
- The measurement goal 5A needs to be clarified. The analysis section needs more specific information in several sections.
- Some of the data from the recommendation section should be in the analysis section. Last year's recommendations need to be included.

Committee Strengths Noted:

Multiple direct measures.

Great measurement tools

Good blend as direct and indirect assessments

Great assessment tools with variety

The findings and analysis section are well explained

BS assessment plan annually has been improving to assess student performance on program outcomes

Commercial Driver's Licensure (CDL) Summary of Actions for 22-23

We will continue with the coursework as it has shown to be very successful with all students able to take their permit tests.

Committee Recommendations:

- For Measurement Tool 2, remove "The student will complete the air brake test with 100% perfection." It is already listed in column 3. The text "This is an absolute requirement for all students" in the recommendation section for outcome 3 is out of place. Add more information regarding analysis for outcome 3 for the last two tests. I am uncertain of what last year's recommendations are.
- Add the When in the measurement tool (when do students take the assessments)
- Include indirect assessment
- Complete an indirect measure on student's comfort level of driving a semi at the beginning of the semester and then again at the end of the semester.
- Try to gauge student's personal feelings before and after as an indirect measure

Committee Strengths Noted:

The scores provided, what led to success, and plans for the future are easy to identify.

Strong direct assessments.

Criminal Justice – Associate – No report – Not completed by faculty

Education Department Summary of Recommendations based on Assessment Data:

- Incorporate google classroom into coursework as many schools use this as a LMS for their students.

- When the final report from the ESPB accreditation visit is completed and sent to us, we will use those recommendations to share improvement and changes to programs and assessment plans. Continue to review programs to link to CAEP standards and incorporate exit and employer surveys into program assessment plan to help strengthen current programs.
- A data collection system is still needed and was recommended by ESPB during last spring evaluation to electronically collect, store and analyze assessment data. Excel spreadsheets were approved but would like something in place within 2 years.
- Over the summer, instructors will meet to review courses and student information on the online/hybrid format to see what was successful and where challenges still exist.
- Review assessment plans to include more assessment documents outside of the internship and student teaching experiences.
- Rework lesson plan rubric and format. Many schools are going to electronic lesson plans so look into incorporating these into the department as well. Continue exposure to language and culture in order to incorporate it in their lessons and activities.

Committee Recommendations:

- Use an indirect measurement of student's own assessment of their abilities as they enter and exit the program.
- Since there was no evidence, it would benefit the program to assess students at the beginning, middle and end of the program. This way you can find out what students need help in as they progress, too.
- 1b add who is handing out assessment
- Include last year's recommendations in another color.
- Change assessment tools so that there are measurements throughout the programs and not just at the end.
- Change the assessment tools to implement measurements throughout the program and not just at the end.
- The same thing applies to the bachelor program. Find ways of assessing at the beginning, middle, and end. It may need to be course specific. Look at your curriculum map to see when do you introduce and reinforce an outcome? Is there some way of assessing each outcome at those points in the program?
- I cannot tell if last year's recommendations are included or not.
- Even though there may not have been graduates, data should be collected as the student progresses thru the degree.
- Identify and implement indirect measures.

Committee Strengths Noted:

Easy to read and understand

The recommendations for next year are thorough.

The recommendations are excellent!

Electrical Summary of Actions for 22-23

The Electrical Lab is a vital part to student learning and success. I will continue to enhance the lab as newer technologies are available. The lab provides individual work stations for students which allows students to work on tasks all at the same time rather than waiting in line for their turn. We will also continue to wire the project house that the carpentry students build each year as well as do small projects for the college and college housing. I will also continue to include the students with any community projects that I am able to.

The students completed a self-assessment on 14 different skills with a scale of 0-5. The students rated themselves with little to no experience on the skills at the beginning of the year, but rated themselves as experienced to very experience in all skills at the end of the year.

Their overall commitment and quality in their work was highly competent and the areas that need to be strengthened will continually be reviewed and revamped in order to make this an exemplary program for Sitting Bull College.

Committee Recommendations:

- Include last year's recommendations in another color.
- Add when in assessment tool
- Recruitment and program growth. Possible two year degree due to the apprentice requirements of all electricians.

Committee Strengths Noted:

The explanations in regards to what students have done to complete the assessments is adequate and easy to follow.

Real site work experience.

Faculty is very committed to improving student success.

Environmental Science Summary of Actions for 22-23

Continue to improve discussion and classwork content and focus more on how to read, use, cite, and paraphrase scientific sources. Classwork that allows students to discuss the layout of research papers and proposals and allows them to critique writing would be worthwhile. Making more assignments directly related to students' interests and project ideas would also help.

Look at recruitment and outreach efforts to increase enrollment numbers for bachelor's and master's programs, as low numbers make assessment difficult to accomplish.

Committee Recommendations:

- Need to added indirect measures. They all appeared to be direct measures.
- Include last year's recommendations in another color.
- Reorganizing assessments and measurements
- Last year's recommendations need to be listed in another color.

Committee Strengths Noted:

Bachelor's program has done an excellent job providing the findings, analysis, and recommendations.

General Studies Summary of Actions for 22-23

The advisors have discussed at length how to easily assess students in the beginning, middle, and end of the degree plan. Surveys are sent to students in the AA:GS and BS:GS degree plans to gather data.

The BS:GS students are asked to submit writing and oral presentation artifacts through their degree to use for assessment. Although not many students submit, there are still enough papers to gather data during the middle of the degree plan. We will continue to work with instructors to video presentations for oral communication assessment.

The program continues to monitor what students do after completing the AA:GS and BS:GS degrees.

- One graduate with the BS:GS degree from this year moved into an accounting position at the local casino due to the extensive business courses taken during the program. The student is considering applying for the Master of Business Administration program at SBC.
- One BS:GS graduate is considering pursuing a Master of Social Work graduate program.
- One BS:GS graduate was offered a new position in a local community to develop more programming for Parks and Recreation.
- One AA:GS graduate has applied to Bachelor program(s) in exercise science at Northern State, University of South Dakota, and South Dakota State University.
- One AA:GS graduate will pursue a Bachelor of Social Work degree at Sitting Bull College
- Two AA:GS graduates will pursue a Bachelor of Science in Environmental Science degree at Sitting Bull College
- One AA:GS graduate will continue to take TRADES certificates at Sitting Bull College with the idea of transitioning into a business degree.
- One AA:GS graduate will focus studies on Criminal Justice at Sitting Bull College
- One AA:GS graduate will study Business Administration at Sitting Bull College after taking part in the AIBL club.
- One AA:GS graduate will pursue IT and Cybersecurity at Sitting Bull College.

Committee Recommendations:

None

Committee Strengths Noted:

- The findings and analysis is thorough and professionally written. The prior year's recommendation was included, which is helpful.
- You have data in every section!!! Great work! The findings, analysis, and recommendations are easy to follow and understand. The descriptions are relevant to the outcome.

Human Services Summary of Actions for 22-23

Suggested changes for 2024: Title Page added to their reaction papers requiring the correct formatting and add a thesis statement to each reaction paper. Parenthetical Citation and Information Gathered were the two areas in which students scored below a three on the rubric. Perhaps additional artifacts could be included as resources for students to review: APA Style Paper (7th edition) added. New bookmarks have been added. Also, students could peer review their sources which strengthens their learning as they “teach” each other. Get cheat sheet of changes to 7 edition APA style. Get ENGL 120 rubric for papers and perhaps they have research paper artifacts. On what styles of research paper does the English department focus? Am I looking for cause and effect paper or more a definition paper?

Committee Recommendations:

- The analysis should be developed more to include the possible relationship of scores and activities.
- The recommendation section needs recommendations.
- Committee members are very aware that faculty have been making changes/recommendations, just make sure they are documented on the assessment plan.

Committee Strengths Noted:

Use of multiple measures

The findings is explained perfectly!

Information Technology Summary of Actions for 22-23

Emphasis will be put on preparing students for leadership roles, leadership training integrated into courses leading up to internship. Preparing students on communication skills, dependability. Interventions during internships will be emphasized.

Committee Recommendations:

The recommendation section needs additional information for some sections.

Committee Strengths Noted:

Nice job explaining the findings. Some of the analysis was explained very well.

Native American Studies Summary of Actions for 22-23

The faculty has been systematically revising and realigning the curriculum and content of the Lakota/Dakota languages courses over the course of the last several semesters. This realignment is nearly completion largely due to the efforts of the adjunct faculty. The language course sequence NAS 101, 102, 211, and 212 now have the new curriculum content, resources, and assessment in place and trialed. The assessments include both a pre- and post-test self-assessment tool for indirect assessment as well as several direct measures.

Committee Recommendations:

- The report had a lot of strike-through information on it, which is confusing to the reader.
- The analysis and recommendation section need more information to assess the results. Please write in complete sentences. It is unclear if the prior year's recommendations are present.
- For 1b, where it states students will rate themselves 3 or higher, numbers such as 45/90 are given. That does not match. There are other areas with indirect measures where that is the case. Fix that. Clarify the prior year's recommendations from this year's recommendations.

Committee Strengths Noted:

The tools and findings are clear.

This program is improving on the way they assess students, which is not easy.

The analysis was helpful in regards to the explanation where students rated themselves.

Faculty has worked very diligently on making improvements to the program assessment plans for Native Am. Studies.

Nursing Summary of Actions for 22-23

Capstone continues with the testing and reviews. This year we implemented the ATI Capstone 6-week program. The student stressed this was a beneficial experience and recommended that both the computerized testing, remediation, and meetings with the instructor be continued. We collected feedback from clinical agencies on how the experiences went from their point of view. Overall comments reflected a good experience. One agency recommended coming to their facility in a semester prior to the intensive clinical to become comfortable with the flow of the unit. Another recommended we implement progress note charting in addition to charting by exception (flowsheets)

This year we were able to secure a lab tech with medical and technical knowledge. This has greatly improved the simulation and lab experiences. The division wishes to continue this contract yearly to provide a better experience for students. The division has also requested the ability to set up another lab at the Mobridge campus as the SD Board of Nursing approved our request to have a lab at the Mobridge site.

With the addition of the Hybrid courses, an online faculty member has been hired. They bring with them a wealth of online experience. We continue to have a need of adjunct theory instructors for on campus, which is filled. As well as adjunct clinical instructors, which has also been secured for the upcoming year. The department expects to explore a possibility of a full-time clinical instructor in addition to the two adjuncts if enrollment in the hybrid courses increases.

Committee Recommendations:

- None

Committee Strengths Noted:

Good job of comparison of recommendations from year to year

Good job of continuing excellent work in assessing student learning.

The tools are explained effectively! The findings are easy to understand for the most part. It is helpful each year's recommendations are listed and are easy to locate.

Very thorough assessment. Good Luck with the upcoming online instruction and team teaching.

Pre-Engineering – No Report – No faculty on contract

Social Work Summary of Actions for 22-23

Recruitment material for the social work program.

SW Program Director.

Adjunct faculty pool for the social work program.

Committee Recommendations:

- The years 2020 and 2021 are in the finding columns and a few others. This was confusing. Was that meant to be there? Clean that column up a bit so it is easier to understand. The analysis needs to state the relationship between the results and numbers.
- Actions should have the year listed.
- Very difficult to complete the program assessment when missing necessary data from another department faculty.

Committee Strengths Noted:

The assessment tools are excellent! The findings provided are straight forward.

Welding Summary of Actions for 22-23

Incorporating some small welding projects for the students to be able to take home with them as they go through the program. Something that will allow them to share all types of welding, wire, tig, and stick. Unfortunately, the cost of materials can sometimes be an issue.

We have had three or four times the people come into the welding shop from around the Standing Rock community to have their items welded back together or help them with ideas on fixing whatever it was that they brought in. It would be a very good idea that we get trailers and covers for the 2 generator welders that we have. It would free up space in the welding area for larger projects. We would be able to have room, not only for safety, but for larger projects. I could have the students weld boxes for extra lead on to the trailer. It would give the students hands on skills, using their math skills, and a big chunk of critical thinking skills. For instance, how much lead would it hold, how much do we want it to hold, is there a spot for welding rod and extension cords/tools. Even the basics like where can we make a spot for an extra quart of oil and spare gas jug?

Committee Recommendations:

- Include last year's recommendations. Include an indirect measurement.

- Use of a self-assessment by students for indirect measure on their comfort level to weld, at the beginning of the semester and then again at the end to measure growth.
- You could have students self-assess the outcomes as they come into the program and then at the end.

Committee Strengths Noted:

There was plenty of information explaining why the findings are what they are.

Summary – 2022-2023 was a difficult year, due ongoing COVID cases, COVID burnout, and an extremely harsh winter. There were continued storms that caused a number of college wide closings from November through April. During closures, faculty continued to reach out to students online and through zoom, but it made for a very inconsistent year. In addition, there was been a number of new faculty that for the first time were completing the yearend assessment process.

Strategy for 2023-2024:

September:

- Review yearend program rubric results

October

- Corrective action, with review of programs with a composite score of 1.50 or lower
- Review 2023-2024 program plans – require the both direct and indirect measures to be used

November:

- Review 2023-2024 corrected program plans

January

- Continue to refine assessment process

February

- General education outcomes presentations and ratings

May:

- Program outcomes presentations and ratings