



2021-2022
Assessment Report

Table of Contents

Summary of Assessment Plan.....	3
Assessment Committee Function.....	4
Assessment Committee Scope	4
2021-2022 Assessment Strategic Plan Activities	4
Principal Indicators for Assessment.....	4
Sitting Bull College Resources and Support for Assessment	5
2021-2022 Institutional Assessment Report	7
Enrollment Trends	7
Program Review Guide.....	8
Persistence and Retention Rates	9
Attendance	12
Tracking of Student Withdrawals	13
Noel Levitz.....	14
Graduation Exit Surveys	15
Graduation Satisfaction Survey Institutional Outcomes.....	16
Co-curricular Assessment	16
Graduation Rates.....	17
Employer Survey	17
Alumni Survey	18
2021-2022 Pre-entry and Freshmen Assessment.....	26
ACCUPLACER/Developmental Education	26
First-time and Transfer Student Orientation.....	26
PSYC 100 First Year Experience	27
Enrollment Trends	27
General Education Assessment.....	28
English	32
Speech.....	35
Math	36
Culture.....	37
Science	37
General Education Rubric Scores	39
Heighten Assessment Results	39
Program Assessment.....	41
Summary	54
Strategies for 2022-2023.....	54

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 2021-2022, the Assessment Committee continued to rate the general education and program assessment plans through the use of an electronic evaluation rubric. 2021-2022 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 2022 for review.

Minutes are kept for all Assessment Committee meetings. In addition, in 2021-2022 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 Assessment Committee met in September, October, November, December, February, and March of 2021-2022. 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.

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.

2021-2022 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

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 help with assessment.
- 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.

2021-2022 Activities

- Meetings held in September, October, November, December, February, and March of 2021-2022.
- 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
 - Building Trades
 - CDL – Commercial Driver’s Licensure
 - Electrical
 - HEO – Heavy Equipment Operations
 - Welding
 - General Education Science
- Norming session for rating programs using the rubric was completed for Committee members.
- Motioned to move general education assessment at the end of fall semester, to lessen the burden on the committee at the end of the year.
- Completed rating using the rubric through google doc’s for general education assessments in December.
- Approved co-curricular outcomes. Discussion on how to document the cultural integration into program assessment plans
- The year-end rubric was reviewed to insure continued practices of using direct and indirect measures.
- Completed rating using the rubric through google doc’s for program assessment along with the College’s Enrollment Management in May.

- The 2021-2022 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 iwíčhuŋkičiyukčaŋpi 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.

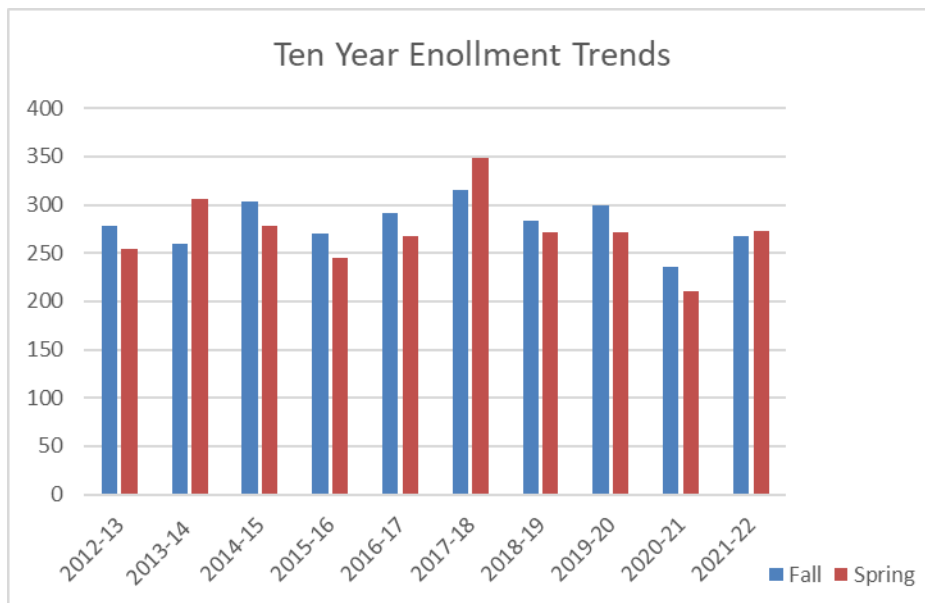
2021-2022 Institutional Wide Assessment

Enrollment Trends

The ten-year average is 277. 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 2021-2022 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 (65%), Native American (90%), single (86%), with an average age of 31. The 2021-2022 student demographic statistics remain consistent with past years.

Semester	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Average
Fall	278	260	304	270	291	316	284	300	236	268	282
Spring	254	306	278	245	268	349	271	272	210	273	273
Average	266	283	291	257.5	280	332.5	278	286	223	271	277



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.

Twenty-nine students received the BYBF tuition in fall 2021 (\$47,250) and 23 in Spring 2022 (\$32,700); 19 of the 23 spring recipients were awarded in Fall.

BYBF Dorm was awarded to 4 students in the fall of 2021 (\$2,000) and 3 in the Spring of 2022 (\$1,500); the three spring recipients were awarded in Fall.

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 eleven 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 2021-2022

- AS Practical Nursing
- AA Native American Studies
- General Education

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	Returning	Percent returning
Fall '11	Spring '12	247	166	67.2%
Fall '12	Spring '13	235	149	63.4%
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%
Retention				
First Semester	Second Semester	Total	Returning	Percent returning
Fall '01	Fall '02	173	71	41.0%
Fall '11	Fall '12	247	108	43.7%
Fall '12	Fall '13	235	113	48.1%
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
67.5%**

**Average
50.1%**

The following table tracks the persistence and retention rates for **first-time degree seeking students** and continues to track through 2021-2022.

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 2021-2022 with the following goals:

Enrollment Targets

Results

- To have increased new student enrollment by 50 per year:
 - Fall 21/Spring 2022 = 70 first-time freshman/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 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 21/Spring 2022 = 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 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 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://sittingbull.edu/uploads/33/enrollment-management-plan-21-22-finaldocx.pdf>, 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, and 2021, along with spring 2021, and 2022 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		
Semester GPA	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%
3.99-3.00	93%	62	28.31%	95%	75	25.77%
2.99-2.00	89%	37	16.89%	88%	34	11.68%
1.99-1.00	75%	15	6.85%	86%	14	4.81%
.99-.000	73%	15	6.85%	59%	11	3.78%

Correlation of Grades to Attendance						
Spring 2021				Spring 2022		
Semester GPA	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%
3.99-3.00	92%	56	25.34%	92%	78	26.71%
2.99-2.00	87%	34	15.38%	88%	44	15.07%
1.99-1.00	79%	19	8.60%	83%	17	5.82%
.99-.000	52%	12	5.43%	55%	14	4.79%

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 2021 there were 108 students were contacted through varies forms of communication:

Email: 95
Met off Campus: 0
Met on Campus: 57
Other: 129
Phone Call: 46

During the spring 2022, there were 111 students were contracted through varies forms of communication:

Email: 82
Met off Campus: 0
Met on Campus: 52
Phone: 46
Other: 146

The Counselors action plan for the 2021-2022 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. Increase student understating of attendance polices and adjustments post Covid on line learning.

Tracking of Student Withdrawals

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

Withdrawal data for the fall 21 includes 33 complete withdrawals and 34 partials:

Daycare/babysitter difficulties	3
Disappointed with quality of instruction	2
Dissatisfied with my grades	7
Employment time conflict with class schedule	4
Financial difficulties	2
Impersonal attitude of college faculty or staff	2
Inadequate study habits; lack of motivation	2
Medical difficulties	7
No access to internet	1
Other	37
Transportation difficulties	2
Wanted a break from college studies	4

Withdrawal data for the spring 2022, includes 22 complete withdrawals and 35 partials:

Disappointed with quality of instruction	3
Dissatisfied with my grades	12
Employment time conflict with class schedule	4
Inadequate study habits; lack of motivation	1
Medical difficulties	2

Other	33
Personal - would rather not state reason	3
Wanted a break from college studies	2
Work related problems	1
Other	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 81 students in the spring of 2022. 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 2022 survey are as follows:

Strengths

1. The campus is safe and secure for all students,
2. Computer labs are adequate and accessible.
3. My academic advisor is knowledgeable about my program requirements.
4. I am able to experience intellectual growth here.
5. Library staff are helpful and approachable.

Challenges

1. This school does whatever it can to help me reach my educational goals.
2. There is good variety of courses provided on this campus.
3. Faculty provide timely feedback about student progress in a course.
4. Most students feel a sense of belonging here.
5. Admissions counselors respond to prospective students' unique needs.

The Factors that Influence Our Student Enrollment

The percentage of students staying the following factors were important or very important.

87% Financial Assistance

83% Cost

81% Reputation of SBC

78% Flexible Pacing

75% Work Schedule

71% Convenience

76% of the students were very satisfied with SBC compared to a 65% national level of student satisfaction.

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 2021 and spring 2022 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	67.9% Very important
Registrar - Level of Satisfaction	67.9% Very satisfied
Financial Aid - Importance of this service to me	96.4% Very important
Financial Aid - Level of Satisfaction	50% Very satisfied
Counselors - Importance of this service to me	68% Very important
Counselors - Level of satisfaction	63.2% Very satisfied
Tutoring - Importance of this service to me	56.5% Very important
Tutoring - Level of satisfaction	54.5% Very satisfied
My Advisor(s) – Importance of this service to me	89.3% Very important
My Advisor(s) - Level of satisfaction	78.6% Very satisfied
Instructors - Importance of this service to me	82.1% Very important
Instructors - Level of satisfaction	71.4% Very satisfied
Student Organizations - Importance of this service to me	48% Very important
Student Organizations – Level of satisfaction	47.8% Very satisfied
MySBC Gradebook - Importance of this service to me	77.8% Very important
MySBC Gradebook - Level of satisfaction	60.7% Very satisfied
Business Office - Importance of this service to me	48% Very important
Business Office - Level of satisfaction	40% Very satisfied
Bookstore - Importance of this service to me	63% Very important
Bookstore - Level of satisfaction	59.3% Very satisfied
Kampus Kids Daycare - Importance of this service to me	56.5% Very important
Kampus Kids Daycare - Level of satisfaction	61.9% Very satisfied
Campus Housing - Importance of this service to me	55.6% Very important
Campus Housing - Level of satisfaction	50% Very satisfied
Library – Importance of this service to me	66.7% Very important
Library - Level of Satisfaction	69.6% Very satisfied
Campus Security - Level of importance to me	72% Very important
Campus Security - Level of satisfaction	72.7% Very satisfied
Transportation - Importance of this service to me	65% Very important
Transportation - Level of satisfaction	70.6% Very satisfied

How satisfied are you with the overall quality of the education provided by Sitting Bull College - 71.4% 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 is 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.

	2020-2021	2021-2022
Average	4.2	4

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

	2020-2021	2021-2022
Average	4.3	4.3

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

	2020-2021	2021-2022
Average	4.4	4

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

	2020-2021	2021-2022
Average	4.6	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/33/21-22-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 2021-2022 activities and number of respondents (27) were as follows:

Number of Respondents	Activity
17	Tuesday Speaker
14	Club Meetings/ Club Activities
13	Virtual Fall Summit
10	Internships
9	Research Activities
1	Indian Law Series

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: **40.7% (5 excellent), 48.1% (4 good)**
- 2A Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior. Rating for Outcome: **44.4% (5 excellent), 44.4% (4 good)**
- 3A Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment. Rating for Outcome: **40.7% (5 excellent), 51.9% (4 good)**
- 4A Students will demonstrate knowledge of past, present, and future Native American cultures. Rating for Outcome: **51.9% (5 excellent), 37% (4 good)**

The students are also asked to provide examples. These can be found on the College’s website under About, Assessment, 2021-2022 Assessment data <https://sittingbull.edu/uploads/33/co-curricular-assessment-resultsdocx.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 IPEDS 1% decrease (2015 cohort) = 15%, 2% increase (2014 cohort) = 16%, 1% increase (2013 cohort)=13%, 9% decrease (2012 cohort)=12%, 7% increase (2011 cohort) =21%, 4% increase (based on 2010 cohort) – 14% 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.** There were 31 certificate seekers completed and six bachelor degree students completed. That are not counted in IPEDS. In addition, there were 25 associate graduates, in which some are not part of the three year cohort.

Employer Survey

An employer survey was completed in the spring 2022. The surveys were emailed to Tribal programs and the local schools, whom are the largest employers on Standing Rock. The results are as follows:

9 responses

Gaming Dept.

SRST Gaming Department

Sitting Bull College

Child Support Enforcement Agency

Standing Rock Tribal Dept. of Education

STANDING ROCK SIOUX TRIBE

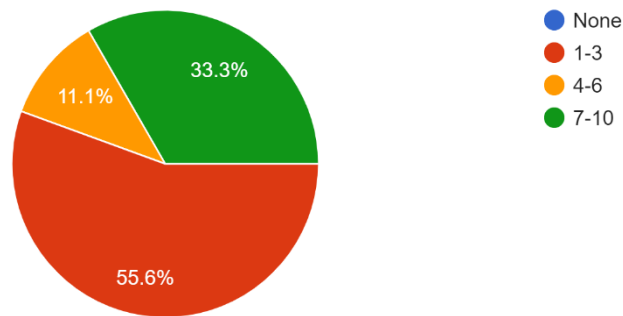
Standing Rock Elementary School

Smee School District / Wakpala School

Standing Rock Sioux Tribe

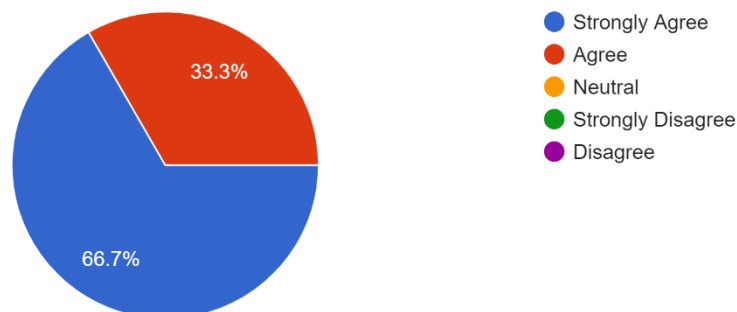
What is the number of SBC Graduates who are currently employed?

9 responses



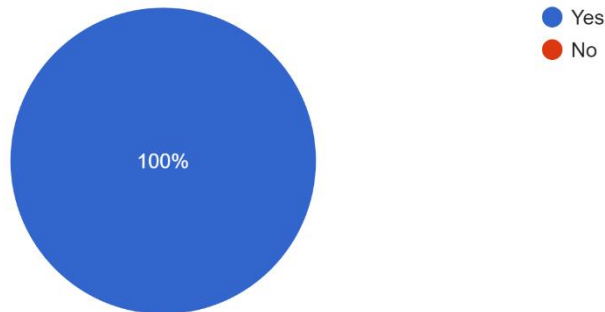
Does the employee(s) possess the technical skills and knowledge needed to perform his/her job duties effectively and efficiently?

9 responses



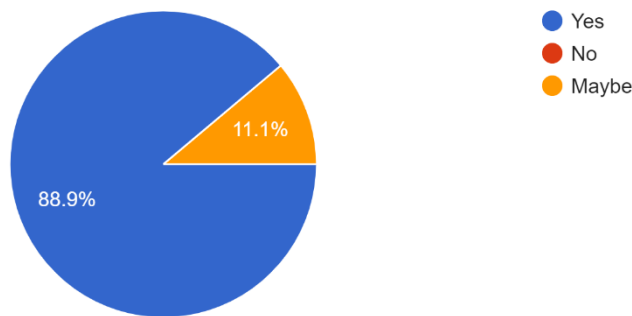
Does the employee(s) meet your professional expectations?

9 responses



Would you consider hiring additional SBC Graduates in the future?

9 responses



From your experience working with our graduate(s), what would you suggest SBC do to make our students better prepared for the workforce?

9 responses

General Understanding how to access SRST Titles and Codes & Tribal Government process.

No suggestions.

Doing a great job as is.

More federal grant knowledge and general customer service.

We have four employees (out of nine employees) who earned an associates or bachelor's degree from SBC. These four employees are outstanding. I am very fortunate to have a very competent staff.

The staff working in my program is an excellent employee. No recommendations.

Classroom Management (not just SBC but all education programs) Professionalism (same)

Update teaching information yearly in both states.....ND and SD

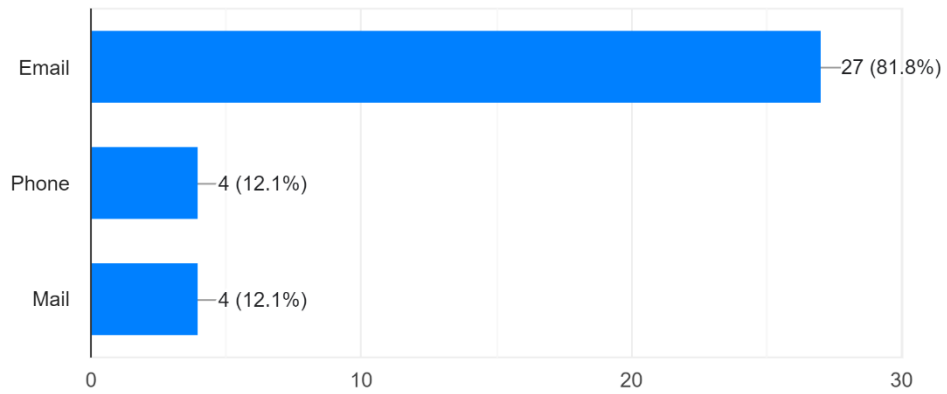
Because Tribal Government is so specific it would be a great benefit to offer classes that would offer insight on the history of standing rock, SRST Constitution as well as the Tribal Code of Justice.

Alumni Satisfaction Survey

An alumni survey was completed in the spring of 2022 through email and Facebook. The results are as follows:

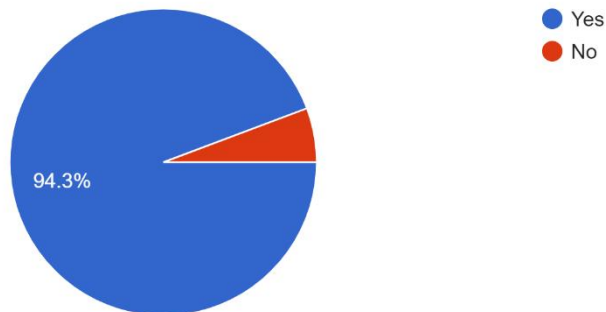
Preferred Contact Method

33 responses



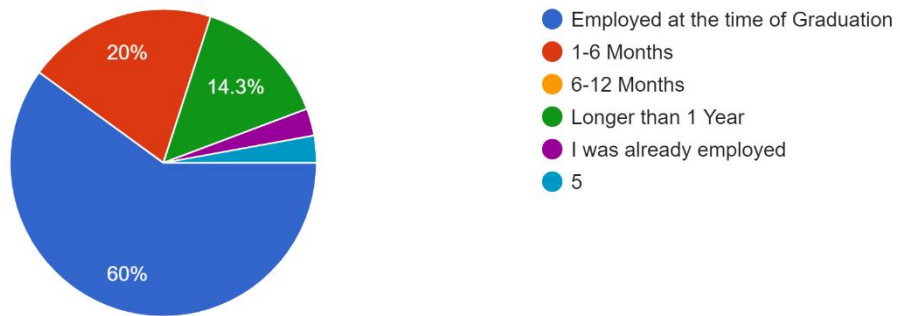
Are you currently employed?

35 responses



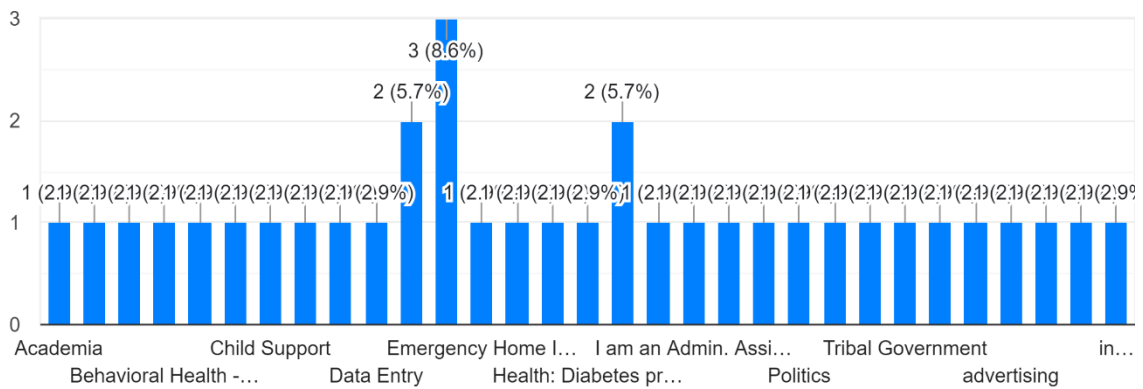
How Long did it take you to find work after graduation

35 responses



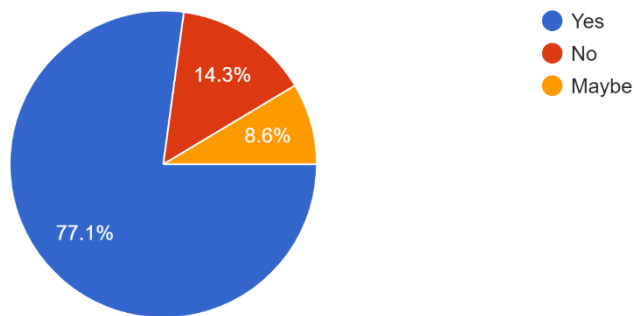
What field are you currently working in?

35 responses



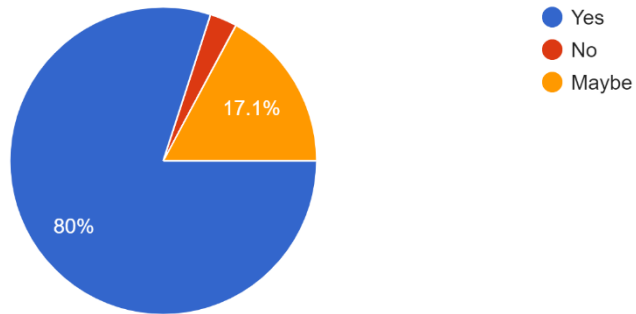
Is your current job directly related to your Degree?

35 responses



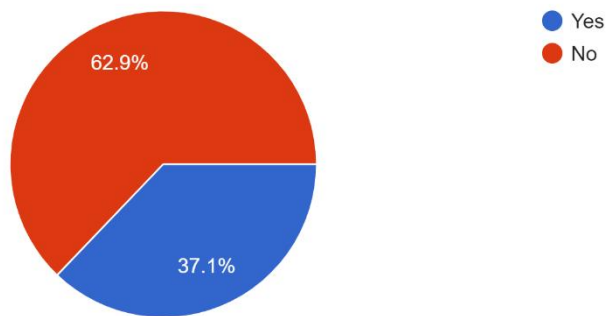
Do you feel SBC adequately prepared you for the workforce?

35 responses



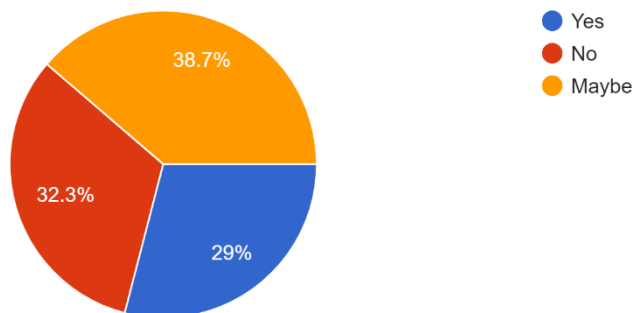
Did you attend Graduate School?

35 responses



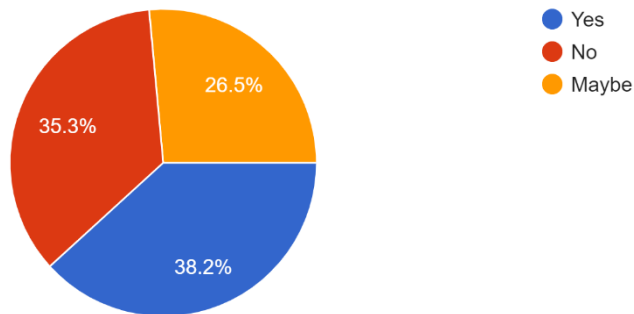
Do you plan on attending Graduate School?

31 responses



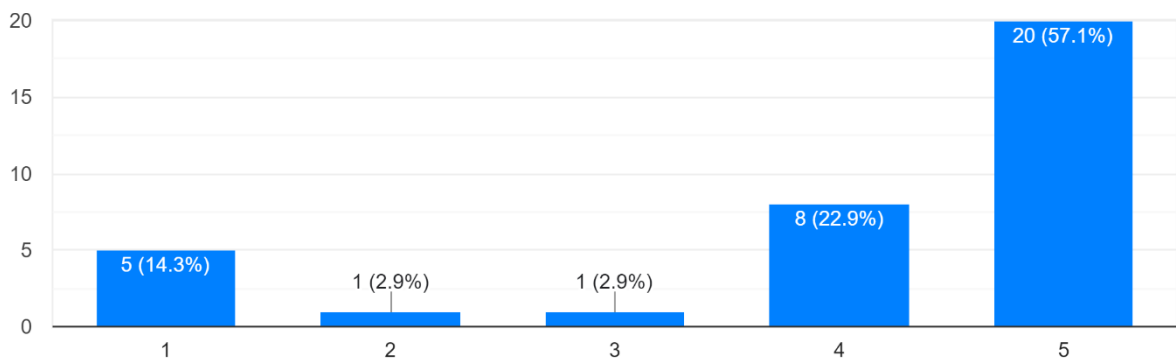
Does Sitting Bull College Offer a Graduate Degree that you would be interested in?

34 responses



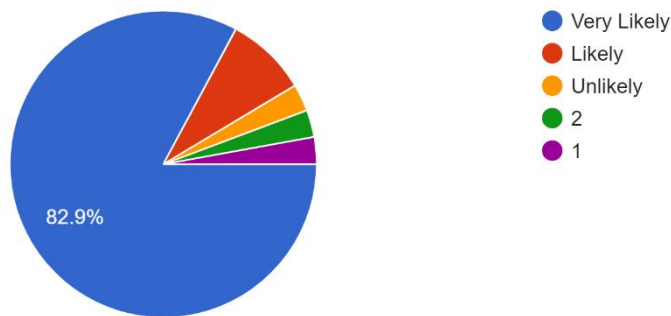
How satisfied were you with your overall experience at Sitting Bull College?

35 responses



How likely are you to recommend Sitting Bull College?

35 responses



What did you like best about Sitting Bull College?

Small class size and one on one with instructors

Family atmosphere

Small class sizes which gives students the opportunity to get one-on-one help if needed.

Teaching Faculty

The small groups and one-to-one help with advisors

Affordable

I was kind of in between the old campus and the new campus while I was attending school. My main struggle was child care in the evenings. Towards the end of my degree the child care center was available. I love now how much the college has expanded since my attendance. I enjoyed my time there and was even gladder that I was not saddled with student debt after completing school.

Friendly atmosphere

Small classes and peer, educator help.

Small class size and in-depth interaction with instructors

Instructors get to know their students, small class size, and various campuses.

Dr. Sarlak

Low student/teacher ratio and the availability of staff & faculty for assistance

This is my first time coming to Sitting Bull for some time, so it's new to me

Support system

The atmosphere, it was always welcoming.

All the teachers being so understanding sometimes when times get tough.

Local staff local school

My teachers and the Education Dept. support staff - best in the world, 2006 about.

I like how comfortable they made me in each class, each of my instructors accommodated me whether I was sick or I had to bring my daughter to class with me, they've all been very understanding

Family like atmosphere and Lakota values

Small classes, great instructors

Small class size and instructors that were dedicated to helping students succeed

I feel it's the location & just being home. The way our culture is tied into things. Also, the fact that we were never treated as a number but as a person & while we were expected to be professional or do the work to complete our degree, the advisors, faculty & even staff understood we had personal lives, families to tend to and they worked with us to do all of that. We were also taught to take responsibility or be held accountable if we missed an assignment or exam, if able then we work on making it up or take a zero. (Similar to our "whole person" value at my workplace)

The Instructor / student ratio was good

It was local

Class size and familiar student population.

The friendliness of the staff.

How it made my office skills work better for me at my job.

The social work program and Alicia!!

Small class sizes

The class sizes

Any additional Comments?

I can't wait to go back and finish my bachelor's degree. And hopefully move onto my master's degree.

It is already hard to go talk about your financial aid needs and dealing with people that made me think about not wanting to deal with them again.

I was the first person to graduate from the Sitting Bull College Bachelor of Early Childhood Education. I also have a teaching license. It is an awesome school. I have been encouraging my older children to attend SBC even if it's just to get their generals out of the way. I am very impressed with the expansion that SBC has made in the last 15 years.

Not right now

Need some online programs

Best time in my life.

Grateful for SBC

SBC prepared me, my employment sites were due to my Special Ed. degree from SBC. I am grateful I was "convinced" to take up this Special Ed. degree in conjunction with my Education degree as a priority. I didn't feel I had the capability to excel in the Special Ed. field but I have.

I appreciate everything I learned while attending SBC, from the very beginning to finally completing my 4 year. I recently graduated with my master's degree & credit SBC (along with a few others) for that.

You need a Communications Degree in Radio & Journalism

Sitting Bull College made me the man that I am today!

2021-2022 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 2021-2022.

Fall Semester 2021

Class	Number Enrolled	Number Successfully Completed	Number withdrew/failed
Math 099	10	4 (40%)	7 (60%)
Math 101	22	17 (77%)	5 (23%)
ENGL 099	13	7 (54%)	6 (46%)

Spring Semester 2022

Class	Number Enrolled	Number Successfully Completed	Number withdrew
Math 099	11	3 (27%)	8 (73%)
Math 101	9	3 (33%)	6(67%)
ENGL 099	7	3 (43%)	4 (57%)

First-time and Transfer Student Orientation

First-time and transfer student orientation was held during the second week of classes during students scheduled during the first-year learning courses at the main campus and at the two sites in SD.

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. Fall 21 semester: 33 out of 77 students attended orientation in Fort Yates. It should be noted for the fall that the SD sites, did not provide orientation data. Spring 22 semester: 25 out of 30 students completed orientation

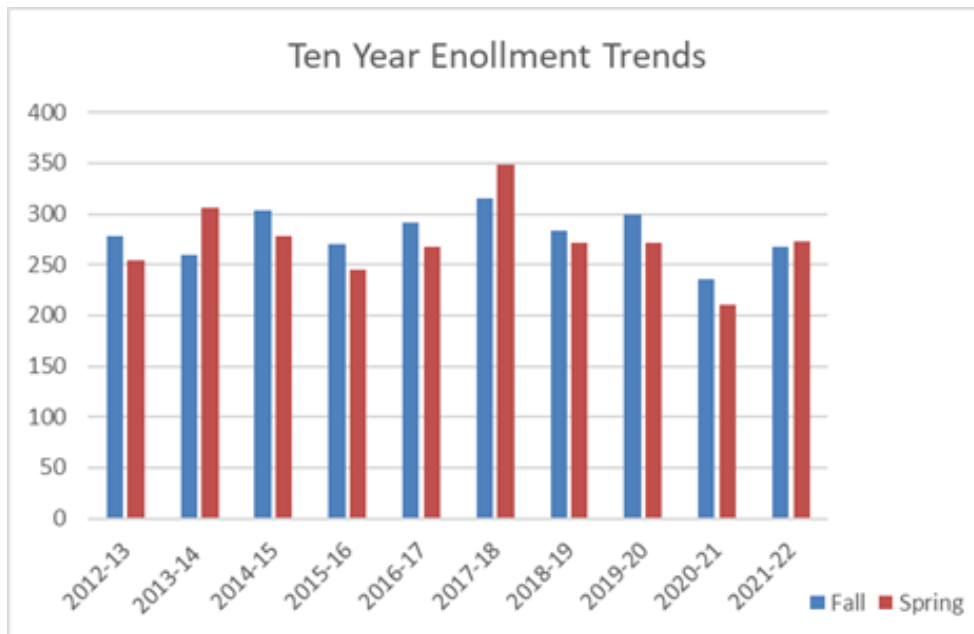
Student feedback based off the orientation survey indicated that financial aid information was very important to them and most found the information presented during orientation was very useful. The next segment the majority of the students considered very important was academic policies and most of them found the information presented was very useful.

PSYC 100 First Year Learning Experience

SBC requires all new students to complete a First Year Learning Experience Course. During the fall 21 semester there were 55 students that enrolled, 33 or 60% completed successfully. In the spring 22 semester there was 34 students that enrolled, 15 students or 44% completed successfully.

Enrollment Trends

Enrollment trends for students since the fall of 2012 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 2021-2022, continued a restriction on program enrollment as a means to continue to safely distance students in classrooms and practicums.

In 2021-2022 student services continued to do recruitment efforts with area schools and community events. The following is a list of events:

September 29 – Post-High School Planning Day in Mobridge where about 200 students from surrounding high schools were in attendance, received 36 potential student inquiries.

October 4 – Post- High School Planning Day in Eagle Butte received 7 potential student inquiries

October 6- College App day at Standing Rock High School, presented to senior class and set up a booth.

October 13 – Tour for 10 Solen seniors

October 18 – 7th Generation virtual college fair, where high schools from all over the state of SD were able to attend. Each college presented for about 10 minutes and afterwards students were able to attend breakout sessions with each college.

November 3- TCU virtual fair, was able to present to hundreds of students, parents, and other TCU's.

November 4- Choctaw Nation Virtual College Fair, SBC had their own webpage where students could find info, and had the option to IM or video chat with any questions they had.

December 16 & 17- Set up booth at Lakota Nation Invitational

January 19 – Tour for 12 Solen juniors

January 27 – Presented to seniors at Solen High School

February 25- Presented to seniors and parents at Wakpala High School

March 23 – Tour for 7 Wakpala Seniors

March 28 – Set up booth at FBLA State Leadership Conference where over 400 high school and middle school students from all over the state of ND attended.

April 21 – Tour for 40 6th graders from Mobridge-Pollock School

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 Ojibwe 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 Ojibwe 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
<i>Writing Skills Institutional Outcome (1)</i> <i>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)</i> <i>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.
<i>Mathematics Institutional Outcomes (1,3)</i> <i>General Education Outcome (3)</i>	MATH 103 College Algebra - 4 cr. Students will learn the manipulation skills that are at an advanced level in the application of algebra.	MATH 102 Intermediate Algebra – 4 cr. Students will also learn the manipulation skills that are basic to the field of algebra.	MATH 100 Applied Math or higher - 3 cr. Students will learn to organize information according to mathematical structure and to utilize concepts.	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.
<i>Student Success Institutional Outcome (3)</i> <i>General Education Outcomes (2, 3, 4)</i>	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.	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.	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.	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.
<i>Culture/History Institutional Outcome (4)</i> <i>General Education Outcomes (1, 4)</i>	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.	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.	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.	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.
<i>Humanities or Social & Behavioral Science Institutional Outcome (2, 3)</i> <i>General Education Outcome (4)</i>	Any two (2) courses selected from two (2) different areas: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy,	Anyone (1) courses selected from: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal	Not applicable	Varies by program – 3 cr. -15 cr. Students will learn to explore and appreciate the development and interaction of elements of multiple cultures.

	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.	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.		
<i>Health/Physical Education Institutional Outcome (3)</i> <i>Essential Learning Outcome (4)</i>	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.	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.	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.	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.

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 Ochethi 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

	<ol style="list-style-type: none"> 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

Note: The General Education assessment only includes fall data, as the Assessment Committee voted to move reporting to the end of fall semester. For 2021-2022, there is only one semester of data. Moving forward the data will be reported for fall and spring.

ENGLISH DEPARTMENT COURSE ASSESSMENTS FALL 2021

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 during week 1 or 2; the post-assessment is given during week 15 or 16 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 an intense norming process. All essays were read by two 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.

Essay prompt for fall 2021:

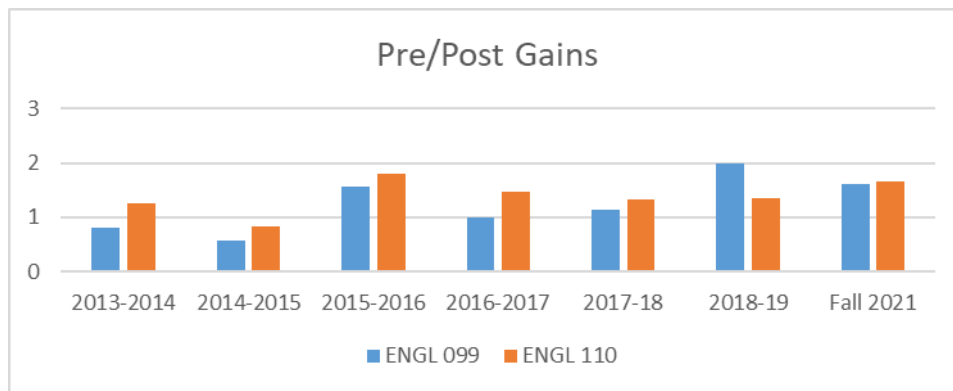
A tract of undeveloped land has been designated for the community on the edge of Fort Yates. The community is divided over whether to develop the land for residential use to design townhomes and condominiums or to designate the land for a park with a man-made pond and picnic tables, a playground, basketball courts and tennis courts so people can enjoy many outdoor activities. There is only enough land for one of these purposes.

The Tribal Council has announced that the final decision will be based on which of the uses will be of greatest benefit to the community. Write an essay in which you argue that the land is designated for residential use **or** for a park, explaining how your choice will be of greatest benefit to the community.

RESULTS

Fall 2021 Courses	PRE	POST	GAIN	# OF STUDENTS
ENGL 099	2.0	3.6	1.6	5
ENGL 110	2.83	4.5	1.66	30

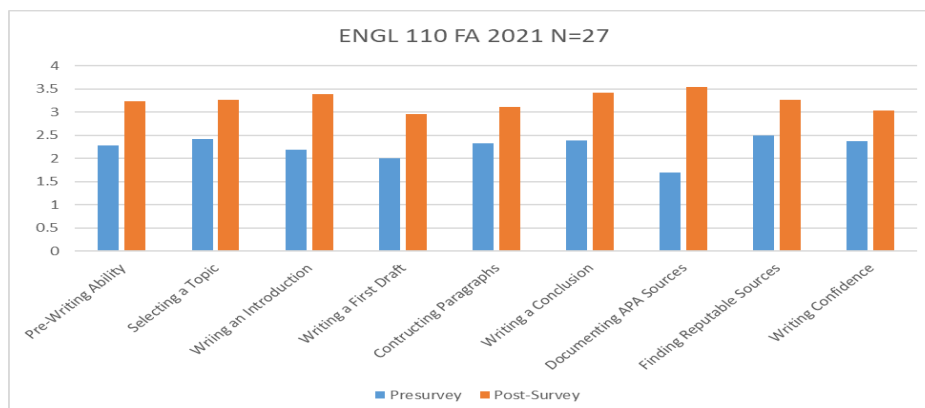
Overall, students gained more than a point to from pre-test to post-test. We were able to see that students are progressing in their writing abilities from our 099 courses through our 110 courses.



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. Twenty-seven students completed the pre-& post survey for Fall 2021, and students rated their comfort and experiences higher at the end of the semester (+.58 average increase).

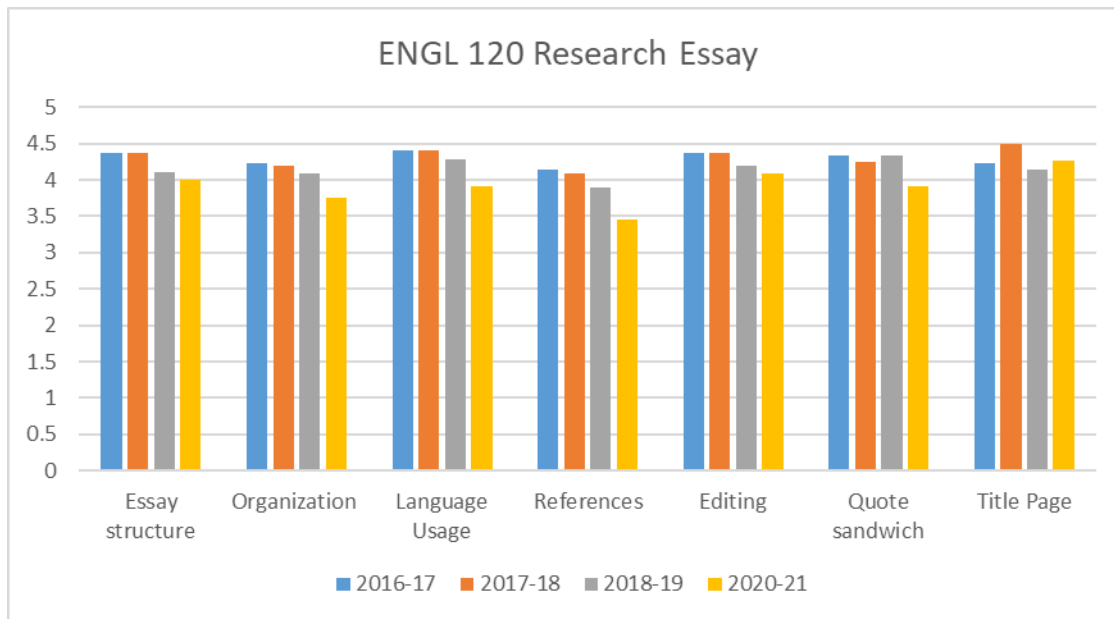
However, we have noticed that students rate themselves higher on areas such as “I can find reputable sources for my essay to back up my ideas” at the beginning of the semester, yet do not know how to complete when the task is assigned. The biggest gain (+1.84) was the statement: *I can add sources to my essay using APA documentation style*, and the smallest gain (+.66) was with the statement: *I feel confident about my writing*.

Below is the graph for the pre/post survey:

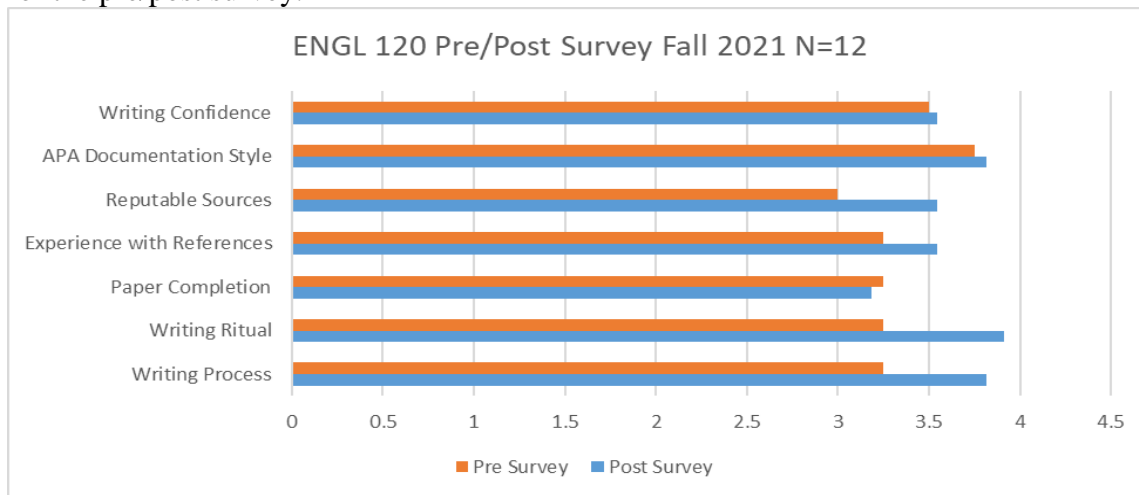


ENGL 120 Composition II:

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. Twenty-two students completed the assessment in 2020-21. They scored lower on *References & In-Text Citations* (3.45) and highest on the *Title Page* (4.34). Below is a comparison of four years of 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. Twelve students completed the pre/post survey for Fall 2021, and students rated their comfort and experiences higher at the end of the semester. Below is the graph for the pre/post survey:

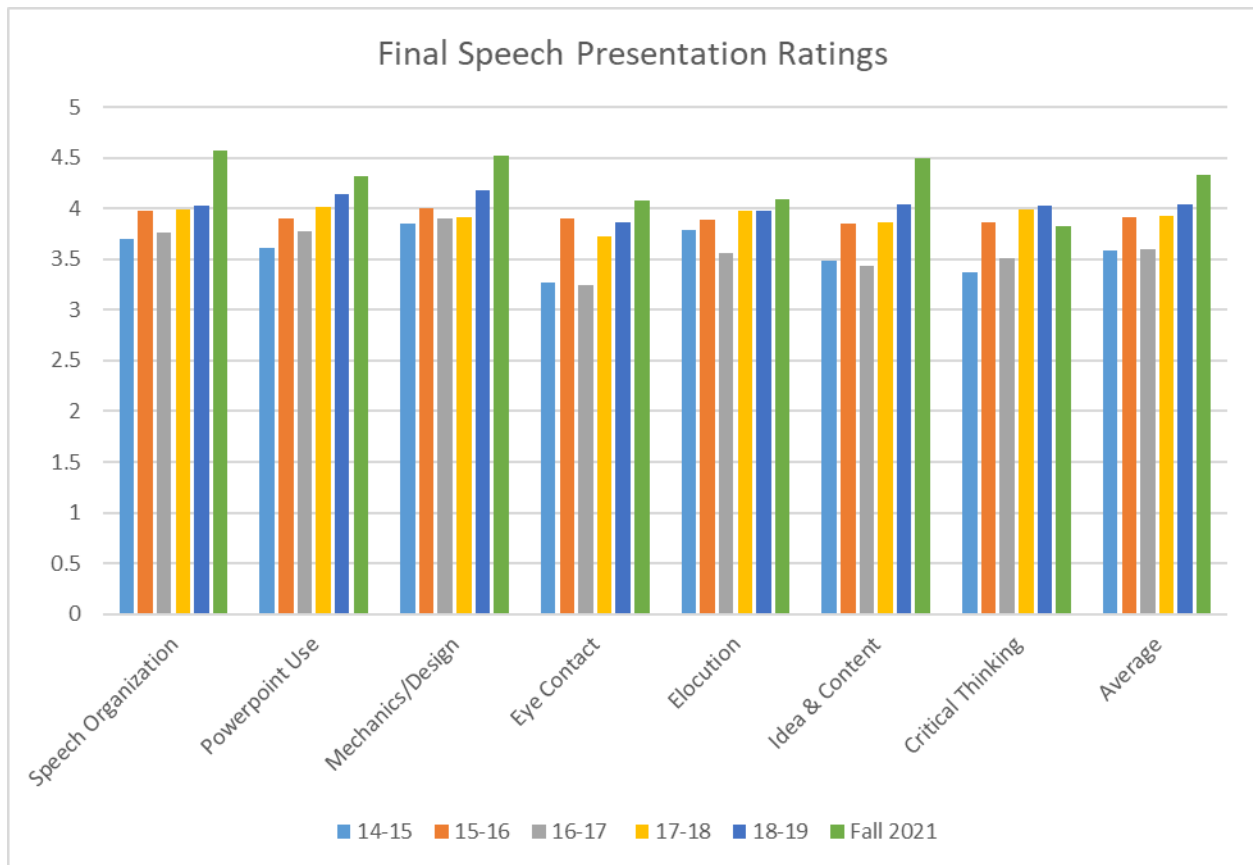


ACTIONS

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.

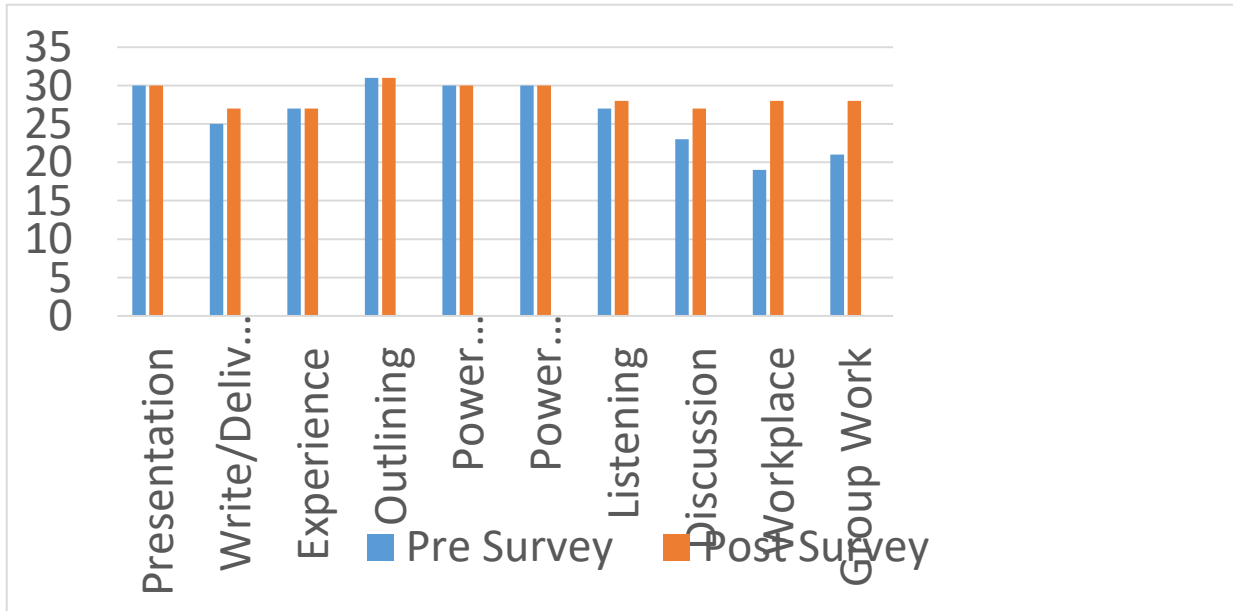
COMM 110 Fundamentals of Public Speaking

Students taking COMM 110 are asked to present a persuasive power point speech at the end of the semester to three faculty members. This semester the five students scored lowest in *critical thinking* and highest in *speech organization* out of a 5-point rubric. Overall, the department is pleased with the continued improvement in the speech presentations.



Indirect Measure - Speech Survey Fall 2021 Data

Speech students were asked to complete a pre/post speech comfort survey during the Fall 2021 semester. *Note: This class seemed particularly over-confident in their abilities to speak in front of a group at the beginning of the semester.* In fact, 80% of the students received a C or better in this class, so their prior experiences may not have led to as much growth in speech class.



ACTIONS

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

MATH

Math 102/Math 103

Assessment and program data for the Fall Semester of 2021 were gathered, analyzed, and presented by the General Education Mathematics Instructor culminating in this report presented February 4th, 2022. The data has been analyzed and reported in connection with the newly adopted/approved General Education outcomes. Specifically,

Fall 2021

According to enrollment data, thirty-six (36) students were registered in Math 102 and Math 103 courses in the fall semester of 2021. The assessment tool is the final exam. Of the 36 students enrolled in the courses, only 23 actually took the final exam.

Of the thirteen (13) of the thirty-six (36) students that DID NOT take the final exam, eight (8) out of these thirteen (13) failed the course they were enrolled in. These eight (8) students did not attend classes after the second academic week of courses. Seven (7) of the thirteen (13) were enrolled in Math 102. Six (6) of the thirteen (13) were enrolled in Math 103.

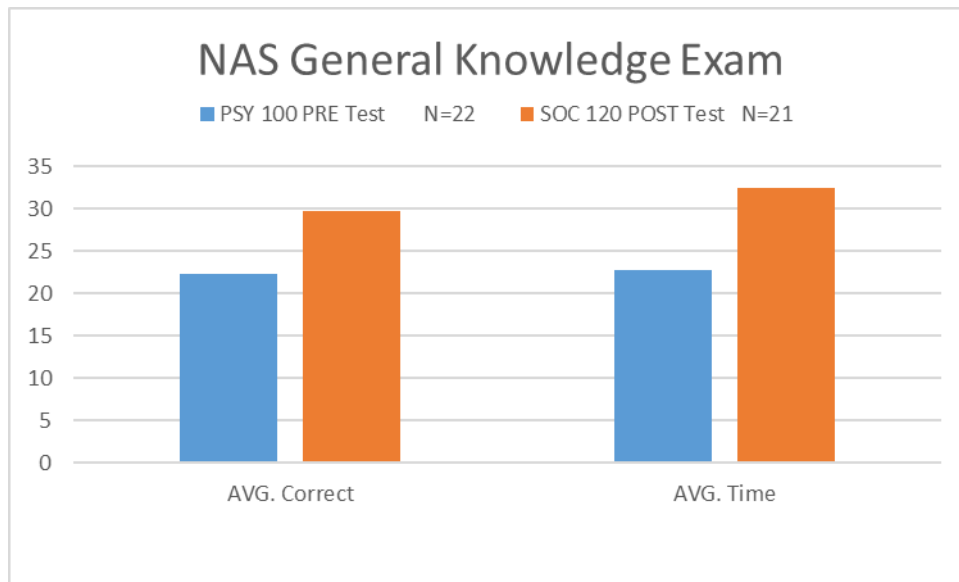
Native American Studies Tribal Knowledge Test Data 2021-2022

The Native American 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 freshman entering Bull College. SOC 120 associate graduates also took longer a longer time taking the test, suggesting that they took the assessment more seriously.

2021-2022	Avg. # of questions correct	Avg. # of minutes spent on test
PSY 100 PRE Test N=22	22.32	22.68
SOC 120 POST Test N=21	29.71	32.48



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 Fall 2021 semester. Responses to questions were scored by individual faculty and collated for this report.

FINDINGS:

During the fall 2021 semester, 30 students were sampled.
 Three fulltime science faculty members scored students in their classes on a five-point rubric.
 Courses sampled were: BIOL 150, BIOL 220, CHEM 115, and ENS 113.
 Overall, 21 of 30 students scored a 3 or above for the first competency question, and the same value, 21 of 30 students scored a 3 or above for the second competency question.
 The average mean score for the first competency question was 3.78, and 3.42 for the second competency question.
 9 students in the courses either did not answer all the questions, or did not take the final exam, or dropped out of college.
 The Covid-19 pandemic affected overall attendance hence academic performance.

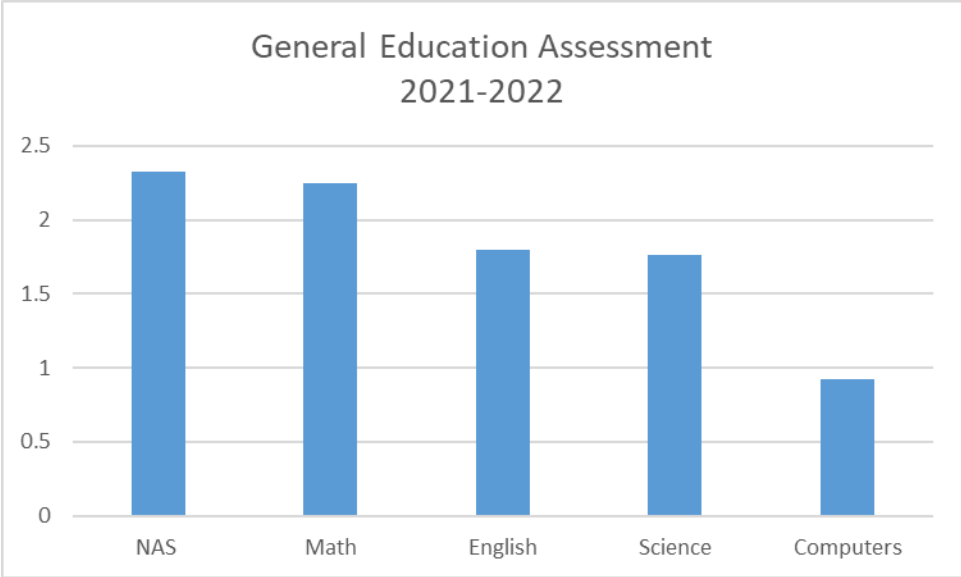
ACTIONS:

Review the Scientific method more than once in every course.
 Setting up labs as mini research projects that could be completed in two hours can be practical approach to increase the understanding of students. Perhaps more labs set up in such a fashion would help with students' comprehension of the scientific method.
 Incorporate more "mini" or small experiments in lab and with case studies to better assess the students' ability to make observations and create working and alternative hypotheses.
 Encourage class attendance from day 1 of the lecture through verbal and continuous assessment/tests
 Practice the scientific method with abstract ideas.
 Due to covid-19 pandemic, field activities were limited. Field labs tend to provide a good conduit for demonstrating connectedness. Perhaps more field labs in the future will increase the score for these students.

 Develop methods to teach students to use all observations when developing hypotheses/diagnoses. Some courses like BIOL 150 requires tutoring sessions given that most fresh college students struggle with sciences.

The 2021-2022 general education core Assessment Committee evaluation results are as follows:

	Types of Measurement	Findings (Actual Results)	Analysis of the Results	Recommended Action(s)	Average
Math	2.83	2.17	2.5	2.67	2.25
English	3.00	2.33	2.17	2.17	1.80
Science	1.33	3.00	1.83	1.83	1.76
Computers	1.00	1.33	.17	1.17	.92
NAS	2.67	2.00	2.5	2.17	2.33



General Education Outcome # 2 Written	2	3	3	2
Outcome #2 General Education	3	3	3	3
Outcome #2 Written	3	3	3	3
Outcome 2 - Written	3	3	3	3
	2.75	3.00	3.00	2.75
	Composite Average			2.88

Committee Strength Noted:

- 1. Good laying-out and spent more time in it.
 - 2. English teachers are doing the rating.
- EXCELLENT ASSESMENT PLAN - Presentation of results was very thorough
 Very easy to follow and measurable
 Great job for the pilot of assessing general education outcome 2 written skills throughout all courses

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**

**HEIghten Report
2021-2022**

The ETS Standardized HEIghten Quantitative Literacy & Written Communication tests were given to 32 students enrolled in the *SOC 120: Transitions: Graduation & Beyond* course in both fall and

spring semesters of 2021-2022. These SBC students are completing (or close to completing) their associate’s degree in various majors.

Data collected measure Sitting Bull College’s:

1. General Education Essential Learning Outcome #2: *Students will apply written and oral communication skills.*
2. General Education Essential Learning Outcome #3: *Students will analyze problems using quantitative and qualitative analytical skills.*
3. Student Institutional Outcome #1: *Students will display technical and critical thinking skills through effective oral and written communication.*

Quantitative Literacy

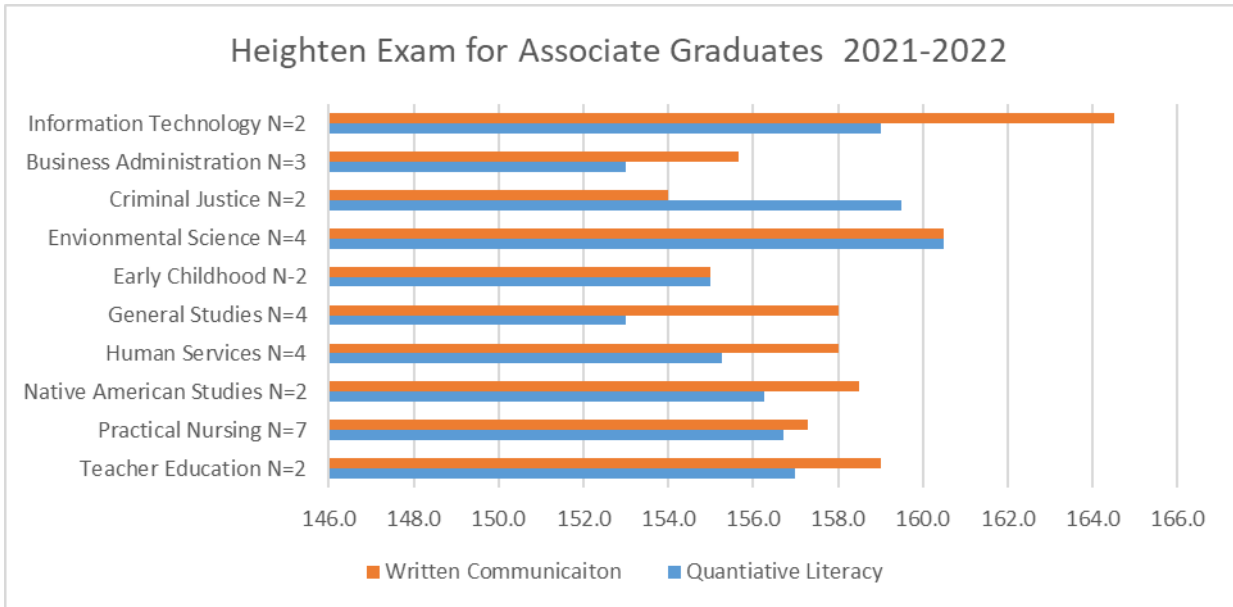
The HEIghten™ Quantitative Literacy test evaluates college students’ abilities to comprehend, detect, and solve mathematics problems in authentic contexts across a variety of mathematical content areas. The assessment focuses on two main areas: Problem-solving Skills and Mathematical Content. Calculators and scratch paper are allowed. Test length: 45 minutes

Written Communication

The HEIghten™ Written Communication examination evaluates college students’ ability to demonstrate four key dimensions of written communication: Knowledge of Social and Rhetorical Situations, Knowledge of Conceptual Strategies, Knowledge of Language Use and Conventions, and Procedural Knowledge and Skills. Students are also asked to write a letter based on a scenario. Test length: 45 minutes

Results

	Quantitative Literacy	Written Communication
Teacher Education N=2	157.0	159.0
Practical Nursing N=7	156.7	157.3
Native American Studies N=2	156.3	158.5
Human Services N=4	155.3	158.0
General Studies N=4	153.0	158.0
Early Childhood N=2	155.0	155.0
Environmental Science N=4	160.5	160.5
Criminal Justice N=2	159.5	154.0
Business Administration N=3	153.0	155.7
Information Technology N=2	159.0	164.5

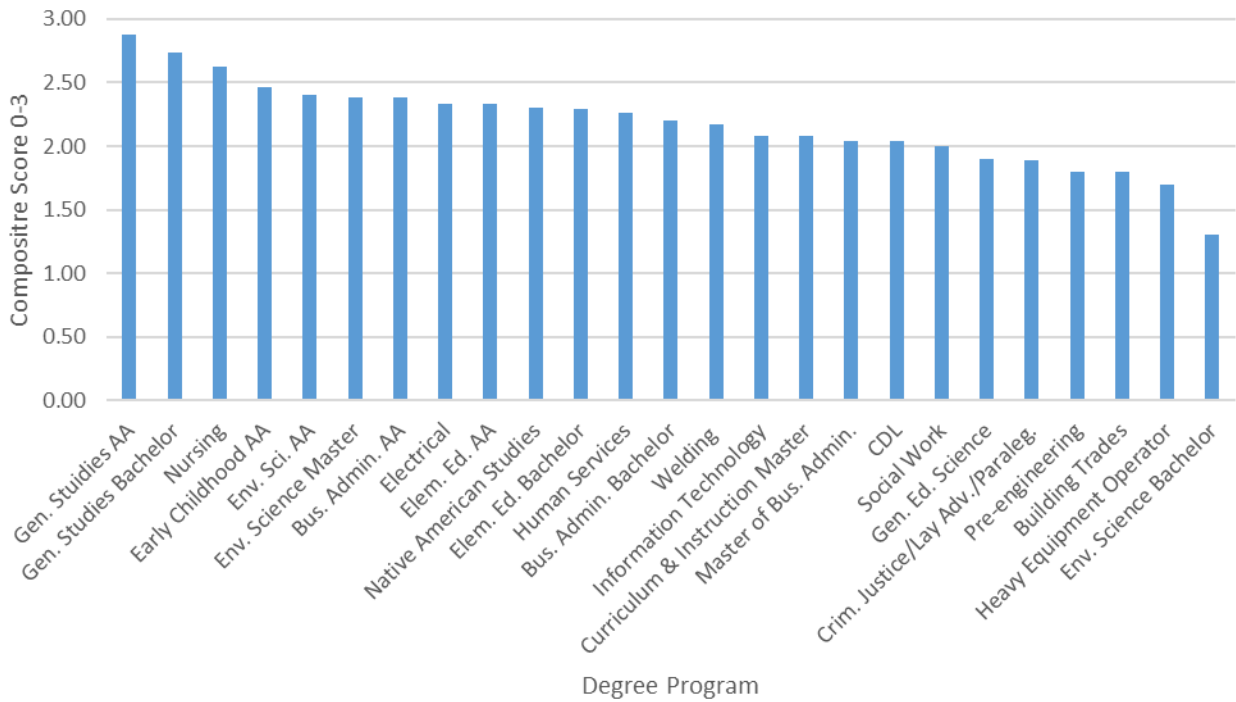


Program Assessment

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 2021-2022 the Assessment Committee continued to require that all program assessment plans include both direct and indirect measurement tools. 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 2021-2022 program Assessment Committee evaluation results are as follows:

**Program Assessment
2021-2022**



Program Name	Types of Measurement	Findings (Actual Results)	Analysis of the Results	Recommended Action(s)	Average
Nursing	2.78	2.78	2.33	2.22	2.53
Gen Studies AA	3	2.88	2.75	2.78	2.7
Gen Studies BS	2.6	2.67	2.89	2.89	2.78
Bus Adm BS	2.2	2.2	2.2	2.2	2.2
Information Technology	2.13	2.25	1.88	2	2.06
Cur & Inst	2.25	2.13	1.88	2.13	2.09
Bus Adm AA	2.38	2.5	2.25	2.5	2.41
Nat Amer Studies AA	2.5	2.25	2.25	2.38	2.34
Env Sci BS	1.56	1.11	1.22	1.33	1.31
Human Service	2.56	2.22	2	1.11	1.97
Electrical	2.3	2.5	2.2	2.1	2.28
MBA	2.22	2.22	1.67	2	2.03
Nat Amer Studies BA	2.2	1.8	2	2	1.88
Building Trades	2.1	1.7	1.6	1.6	1.75
Env Sci AS	2.3	2.6	2.3	2.5	2.43
CDL	2.11	2.22	1.78	1.67	1.94

Social Work BSW	2	1.89	2.11	1.78	1.94
Welding	1.8	2.6	2.1	2.1	2.15
Elementary ED BS	2.5	2.5	1.88	2	2.22
Teacher Ed AS	2.5	2.33	2.17	1.83	2.21
Early Child BS	2.14	0.43	0.29	1.57	0.94
Env Sci Master's	2.38	2.5	2.25	2.13	2.31
Early Child AS	2.63	2.5	2.25	2.38	2.44
HEO	1.9	1.8	1.4	1.4	1.63

Building Trades Summary of Actions for 21-22

Enrollment numbers are always a concern, but I'm encouraged that we will have larger classes in the upcoming semesters but with the pandemic still here we can keep it to a minimum of 6 students. We're still trying to work with TERO for help in steering students our way for the programs being offered here at Sitting Bull College. I was very satisfied with the quality of work done on our project house and the home renovations and repairs our students participated in this year.

Committee Recommendations:

- Change Heading on Program Assessment to Certificate Degree
- Edit Grammar in finding
- Separate Outcome #1, Should be two Outcomes
- Edit Outcome Column #2 to match Program outcomes
- For Outcome #3, create 3a, 3b. 3c.
- Recommendation "Add Active Board as technology implemented as assistive teaching device.
- No Recommendations commented, committee asked for update

Committee Strengths Noted:

It encompasses many different areas of proficiency within what is needed for building More one on one. Only one student in class. Instructor will be able to recruit from the high school for dual credit.

The instructor seems very engaged and seems to really know his students. Instructor is very innovative!

Allowing students hands on opportunities in building a house

You explained that you could not do much with data due to one student. Understandable.

Your discussion was very helpful.

Terry is invested in his work with the students.

Considering there was one student to assess this was a fair assessment

Considering Covid limited number of students enrolled, Faculty did a very good job on instructing the students to develop the skills & knowledge related to program outcomes.

Business Administration Summary of Actions for 21-22

The relationships with AICF and AIBL will continue to be cultivated and nurtured to ensure future opportunities for Business Administration students at SBC. Faculty plan to visit high schools with the Outreach Coordinator this coming year now that the Pandemic has subsided.

Committee Recommendations Business Adm AA:

- Faculty commented on Accounting Practice sets are Paper/Pencil

- All student complete writing project. Faculty commented that students did well on writing their reaction papers to prescribed situations.
- Faculty have used Mind TAP
- Students have been doing well on ORAL Presentations.
- Students have also done well on presenting using ZOOM.

Committee Recommendations Business Adm AA:

Progress is clear

Excellent job of improvement from past years.

Hands on learning projects - for example, writing and research skills to navigate through the grant writing and philanthropy process; the writing of business plans and allowing students to learn what is feasible or realistic through the process.

All program faculty have taken a more proactive approach to assessing the program achievement.

Committee Recommendations Business Adm BS:

- Students in Business Writing did well on Philanthropy Long Report.
- Students have done well on ORAL reports.
- Both written and oral assessment shows students can communicate effectively.
- Students have demonstrated advanced proficiency of integration of business concepts.
- Indirect assessment: Findings are in the Analysis column, move to Findings

Committee Recommendations Business Adm BS:

Good assessments. Nice to see goals being met with analysis of next actions needed. Clean and Committee Recommendations MBA:

- Faculty commented on difficulty getting data because of student follow thru on completion of assignments used as assessment tool.
- Assessment Committee recommends if there are 3 or fewer students, faculty should NOT indicate the number of students on their respective reports. “State – due to low enrollment numbers, there is insufficient data to report.”
- Committee also stated, if a program has low numbers, the program should aggregate two or three years data. NOTE: As long as the assessment tool, Outcomes, and expectations have not changed.
- Committee members also asked faculty- if students STOP OUT, how are is SBC addressing this. There is NO POLICY in Graduate Handbook.
- Committee members questioned if low numbers are being reported, is there potential for a FERPA violation. The answer is NO, SBC does not POST the Program Assessment Reports to the public.

Committee Strengths Noted:

Good summary of issues experienced; recommendations made.

The layout of the report is good, only one student enrolled resulting into great one-on-one with the student.

Good. Thorough.

Faculty is committed to a strong program. Faculty has made numerous recommendations to improve student performance related to program outcomes.

Commercial Driver’s Licensure (CDL) Summary of Actions for 21-22

Stress more to students who are unable to test because of their driving records needing attention to make sure they are able to test in the class timeframe. We will continue with the coursework as it has shown to be very successful with all students able to take their permit tests. The trucks and trailers

used for CDL course work is top of the line equipment which makes it easy for students to learn the necessary course work.

Committee Recommendations CDL:

- Committee members requested faculty member breakout a,b,c,d,e
- What did students do well on/
- What was their biggest challenge/
- Under Action – SBC now has a straight stick pick up so students can practice shifting when using a clutch rather than automatic transmission
- For each outcome – identify strengths and weaknesses
- Take out Outcome #4

Committee Strengths Noted for CDL:

Arlin has done some wonderful changes to this program.

Safety Precautions

Hands on activities.

What is assessed for outcomes 1 and 2 is positive for qualified drivers on the road.

Good beginning. Just needs some additional data to highlight student strengths and weaknesses.

Initial analysis identifies students' strengths and weaknesses but there is an opportunity for clarifying them.

Faculty develops a great rapport with students and thus they all have very good attendance and put the effort into learning what is being taught.

First three column sections look solid, (need to develop analysis of data and recommended actions).

HEO Summary of Actions for 21-22

I feel that the students commit themselves to learning in this program and we had a successful and fun semester. We have received the new Trimble GPS equipment and we were able to begin using the equipment towards the end of the semester after it was operational. The equipment used in the program is very nice equipment and with proper maintenance will continue to be so. The basic operating skills along with safety continues to be the most important objective for companies looking for new hires.

Committee Recommendations HEO:

- Change wording on who, what when... from student to faculty will....
- In findings, state using a quiz and then in findings also state range, average, and using a checklist for walk around assessment.
- Identify how many times it takes students to complete walk around inspection successfully

Committee Strengths Noted for HEO:

It's organized and looks to use the correct terminology.

The assessment plan is progressing.

Good. Just a bit more breakdown of data.

This is a newer program, and Arlin is doing well to create outcomes and try to assess. There is a learning curve to this kind of report.

The measurement goals and findings are sufficient.

Strong Safety Precaution

Good summary for the year.

Faculty is committed to make sure students have the knowledge and skills to operate a number of machines/heavy equipment which will make them student a very good employee.

Criminal Justice Summary of Actions for 21-22

The Program will continue to strengthen ties with local industry and provide training to best prepare candidates for successful job applications. The Program has also been doing a regular email to all CJ students and alumni (whose addresses are in listserv) about opportunities in CJ within area, from SRST to CRST to BIA and so forth. Jeff Kelly of SRST Game & Fish has noted potential availability for interns for Fall 2022 as well as some grant funding to open up to hire new Standing Rock recruits. The CJ Program will work with Jeff Kelly to provide potential Fall opportunities as well as keep in touch about any job openings in SRST Game & Fish.

Committee Recommendations

- Data for Pre-Post is not showing gain.
- Faculty informed committee of the need to change the assessment tool- committee members agreed.
- Faculty will be bringing back Program Assessment Plan to committee in the fall.
- Committee suggested to update Criminal Justice/Lay Advocate/Paralegal assessment to plans and present for approval in the fall 2022.
- Committee members shared with faculty that they do NOT need to include course name that the assessment tool is being implemented in.
- Committee members requested that the findings would indicate the range and average findings.
- Committee members also requested to identify what areas students scored low and high on the Pre and Post assessments.
- No need to attach the APPENDIX at the end of report.

Committee Strengths Noted:

Current department chair recognizes the problems with the present assessment plan; recommends changing the entire document.

Enhance rubrics

Education Department Summary Actions 21-22

- Students were introduced to many new forms of instructional technology through online/hybrid coursework during both semesters. Introduction and use of new programs and technology is essential for students to use and learn as K-12 schools in the area will continue to use many of the programs they used during remote learning as they transition back to in person learning. Specifically google classroom as many schools use this as a LMS for their students.
- Continue to review programs to link to CAEP standards and also 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 lie.
- 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 Early Childhood AS:

- Faculty was not able to meet with Head-start Director because of logistics.
- Faculty commented that application of technology needs to be improved.

Committee Recommendations Teacher Education AS:

- Low numbers in the program, so data can be misleading.
- Within the Analysis, committee members asked faculty to comment on what areas of the rubric did students score low and why? Same request for strengths.

Committee Recommendations Teacher Education:

Committee Recommendations Elementary Education BS:

- Low enrollment numbers, so data may be misleading.
- Same committee requests on what were students' weaknesses and strengths and why?

Committee Recommendations Curriculum & Instruction Master's:

- Low enrollment numbers, so data may be misleading. Same committee requests on what were students' weaknesses and strengths and why?
- Committee requested under the Analysis – state why a student scored low and on break out on what areas.
- Findings state 5 out of 6 students, committee members asked if this would/could be listed as a percent.
- Committee members asked if more Analysis could be expressed based on findings.
- For EED 527 – What's being Assessed? No Analysis, NO recommendations.
- Data is shown. Question asked was is this from which semesters/grading terms?
- Faculty stated from spring 2022 but NO DATA.
- Committee members also stated Outcome #3 & #4 should probably be rewritten.
- Committee members requested that Ed. Dept. to shorten-rewrite Outcomes
- In the summary report, committee members asked that Acronyms not be used to write out what they are. This is for the benefit of those looking over the reports and are not familiar with the Acronyms can have a better understanding.

Committee Strengths Noted:

Easy to read and understand

The recommendations for next year are thorough.

A lot of information that can be used to innovate and continue to improve.

Good summary. Include number of students in addition to high, low, average.

Department faculty are committed to a strong education department.

Very creative in assessing special education!

Department faculty are invested in making a strong education department.

All explanations were thorough. The explanations for findings are sufficient.

Electrical Summary of Actions for 21-22

The students did get to utilize the electrical lab to sharpen their skills on residential and commercial wiring. The lab provides individual work stations for students which was vital with social distancing and also allows students to work on tasks all at the same time at their own pace. We will 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 would like to get students involved again with tribal/community repair projects as the Covid restrictions start lifting.

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 experienced in all skills by 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:

- Committee members commented on faculty doing good work on assessment plan. Findings include High – Low for range and average.
- For Indirect assessment – faculty should identify the expectation for the self-evaluation – Reword finding for Self-Evaluation.

Committee Strengths Noted:

Solid

The manner in which the findings were related to the analysis is written professionally and easy to understand.

Bruce has a handle on what his students know and do not know.

"Students building lamps on their own Very well hands-on.

Peer mentoring, community work is very nice."

Good summary. Nice detail. Good job.

Created work stations to assess students, was very productive.

Good summary. Needs a bit more breakdown of data in some areas and recommendations for next semester.

The ability to provide hands on practice for students.

Faculty really makes the human connection with students. Because of this, the students all have very good attendance and dedication to learning the skills expected.

Environmental Science Summary of Actions for 21-22

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 AS:

- Committee members commented that comparing the Environmental Sampling and Environmental Statistics courses has worked well.
- Students have done well explaining the Scientific Method.
- Student's Proposal Paper – students have been procrastinating.
- Students presenting their respective research has been good except for one student, did very little until almost the deadline to present.

- Committee members requested to change numbers that would ONLY reflect students that in are enrolled in the Env. Science Major, there are other students taking some science classes to meet the General Education Science requirement.

Committee Recommendations Master's:

- Faculty need to develop some Indirect Assessment Tool(s).
- Committee members inquired how the Outcome is assessed- is it with a rubric? Is it either correct or incorrect? Can a student get part of it correct?
- Faculty informed committee that Env. Science dept. uses an interview for a Pre-Assessment and Post-Assessment with the same question.
- Student did well on Outcome #1, both 1A. and 1B.

Committee Recommendations BS:

- Committee members requested for faculty to align Outcome tools – Findings – Analysis
- State when NO students took course, so assessment was not completed (this is not a course assessment, but rather when the assessment process should be completed for the program).

Committee Strengths Noted for AA:

Your findings, the analysis, and recommendations are easy to comprehend and relatable to the data.

Faculty are invested in the students they teach

Strength of program is the experience and faculty knowledge related to the program and preparing students to continue on to the Bachelor level.

Instructor is implementing changes to assessing entire classroom based on previous results. Showing improvement and the data provided a lot of insight.

Committee Strengths Noted for BS:

Very clear of the progress occurring, may also benefit by working closely with E.S AS program.

No students in program. No data to report.

Your tools are excellent!

Faculty have extensive knowledge related to the program. All faculty strive to make sure that the students enrolled in the program have a full and deep understanding of the scientific method of conducting research and also understand how broad application is relating to the real world.

Committee Strengths Noted for Master's:

Looks good. Nicely organized.

Much improvement from previous years.

Good summary. You have identified the strengths and weaknesses.

Qualified instructors, low number of students, good research facilities, good collaborations, and partnerships/connections.

General Studies Summary of Actions for 21-22

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

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

- One graduate in the AA:GS degree from this year was accepted at Louisiana State University for the Bachelor of Science in English program.
- Last year's BS:GS graduate was accepted into the SBC Master of Business Administration program.
- One previous graduate in the BS:GS degree from 2019 was conditionally accepted into the University of North Dakota Law School.

Committee Recommendations:

None

Committee Strengths Noted:

Good.

The interviews are great! It would be interesting to see if we had random faculty interview students 2-3 times so they can experience multiple scenarios.

Good summary and analysis of data. Recommendations made for next year.

There is a considerable amount of data here. It is helpful to see the comments students provided.

Veteran Instructor, including technology like PowerPoint is good.

Human Services Summary of Actions for 21-22

There were a number of projects/assignments throughout the year that have incorporated additional scaffolding techniques. This was especially challenging that all courses were online require many additional teaching tools.

Committee Recommendations:

- Outcome #1: Analysis needs to be updated
- Very some of the recommendations – committee members noted that the faculty has been making changes to improve student performance, but not documented on the Program Assessment Plan – Faculty will update in the Plan as requested

Committee Strengths Noted:

Overall a very strong program assessment plan. Multiple measurement tools.

The measurement is very clear! Adding to the recommendations may help for future course assessing.

Good summary of data.

It sounds like there are solid tools/instruments used to collect each section of data; however, maybe is missing self-reflection component. This will help better understand why the students performed the way that they did, which should help understand what's needed for actions. (actions all missing suggestions from both years).

Good detail.

The program uses multiple measurement tools to gather information.

"Veteran Instructor, Good internships and Students are rated highly. This is a good thing to both the student and the college (Good Name).

Peers working collaboratively.

Action column red and blue colors used to track the progress is very good."

Thank you for including how Zoom impacted test scores.

Information Technology Summary of Actions for 21-22

Plan to adjust my grading scale to mitigate the issue faced in CIS 212.

Committee Recommendations:

- Committee members requested that “TEST RESULTS” to be moved from recommendations to Analysis column. Same with CIS 128 and CIS 129
- Same with Project
- Committee requested for faculty to indicate the range and Average in the Findings.
- Committee also recommends course to be taught in person and not hybrid/online.
- Committee asked for under “Internship” analysis, just comment on what the student(s) did well and what needs improvement.
- Faculty indicated that finding internships has not be difficult, but some placement is not very challenging, students would like to have a wider range to IT tasks to complete.

Committee Strengths Noted:

Good summary of your program assessment. You have a good grasp of the issues your and your students are experiencing,

Few students for one-on-one, availability of facilities e.g.-computers

The findings is explained perfectly. Do put the range and average in.

Faculty is very enthusiastic about making the program better on a continual basis.

Good assessment across multiple courses and semesters.

Native American Studies Summary of Actions for 21-22

No one page report completed

Committee Recommendations:

- Insufficient enrollment for data to report.
- Committee members asked that Analysis state what Outcomes/skills students did well and what do they have challenges with.
- Committee member’s comments on how very much the Program Assessment Plan has been improved from prior years.

Committee Strengths Noted:

Nice assessment across multiple courses.

"Good indirect measurement/the reflections.

Report layout is impressive"

Great improvement from previous years.

Findings are stated correctly. The recommendations are great!

Very Good recommendations on changes to the assessment process was presented by faculty.

Nursing Summary of Actions for 21-22

Capstone continues with the testing and reviews. The students stressed this was a beneficial experience and recommended that both the computerized testing, remediation, and meetings with the instructor be continued. They requested to add one more app called Uworld so they can practice their testing on their phones wherever they are. We implemented the clinical manual and scheduled clinical paperwork, which is still a work in progress, but I believe we have found a good balance to promote clinical judgment and critical thinking. We have also begun to collect feedback from clinical agencies on how the experiences go from their point of view. This will be compiled over the summer and reviewed.

Committee Recommendations:

- Committee members requested #2 comment on “Explore” to “demonstrate”.
- Committee also asked if faculty would identify under Analysis “the strengths and weaknesses”.

- Under recommendation also add in “LAB” as commented by faculty.
- Committee members commented on how EXTENSIVE the Assessment Plan is.
- Faculty commented on 1st SBC Male Nursing student graduate and being heavily recruited for the “OR” (Operating Room”).
- Faculty would like to focus more on med-surg. and that faculty would be present.
- Faculty added a quiz on cultural sensitivity.
- Faculty plans to add onto recommendation to more cultural sensitivity.
- N-CLEX is being upgraded to “New Generation”.
- Outcome #4 – Can a rubric to evaluate the journaling be added?
- Supervisors for clinical experience have shared many positive comments.
- Students are doing very well on leadership skills.
- Committee asked for “Move additional review of these topics in all courses across the curriculum to RECOMMENDATIONS.”
- Faculty commented on Nurses would like to know what level students are at when they are doing clinicals.
- Faculty is pursuing approval of Hybrid offerings.
- Committee members requested more time to be allotted for end of year presentation for the Nursing program as it is obvious that the Assessment Plan needs to be and IS quite Extensive.

Committee Strengths Noted:

Good actionable items and follow through. Very nice detail and assessment. Example for other faculty.

The program has a number of strong assessment components. Good job.

This program has excellent measurement tools to rate the outcomes. The faculty has a solid understanding of both her content area and nursing trends. Students graduating will be well prepared to enter the workforce.

Your findings and analysis sections are easy to understand.

Few students hence perfect one on one interactions.

Provided in-depth data and very useful information to continue to progress.

Faculty is aware of the importance of assessing the program success related to expected outcomes which is essential for Accreditation.

Pre-Engineering Actions for 21-22

Goals for the upcoming year:

- The intro engineering course is being overhauled to incorporate more project-based learning, which will help implement the capstone project more easily, and will also help build the cohort structure for future collaborative activities.
- When students find out that the Exit Exam is optional and ungraded, they consistently do not take the exam (or do not put forth any effort, turning in blank papers). I am unsure how to get students to engage with this. Is it ethical to turn performance on this exam into some sort of prize-based competition? Maybe something else? This bears further discussion with the committee.
- The survey results aren't in, so no comments there. Last year's survey indicated students want more projects and job opportunities, so this past year we expanded connecting students with internships/programs: one student is doing a summer internship at Sandia National Labs, and two

others are scheduled to participate in an intensive 7-week program hosted by NDSU, UND, and UTTC.

- Our collaborative has decided to implement the semester projects/presentations across the courses starting in fall 2022, which means we'll have assessment data for every SBC student taking an engineering or high-level math class.
- A big question moving ahead: there are now 5 TCUs in our pre-engineering collaborative. Does it make sense to evaluate the program just at SBC, or instead to evaluate the entire program, including instructors/students from the other TCUs. This would allow for far more robust data, and possibly sample sizes big enough to perform meaningful statistical analysis.

Committee Recommendations:

- Faculty noted that enrollment numbers are low as has been for a number of years (students intimidated as this is a very challenging program requiring mastery of advanced mathematical and scientific background).
- There is a challenge to access program outcomes being much of the curriculum is being taught by faculty from the regional Higher Education Tribal Colleges/Universities.
- Faculty asked what/how can it be required for students to attend the monthly engineering labs.
- Committee members asked if faculty would include "ALL students enrolled in the Pre-engineering program" not just SBC enrolled.
- Faculty also asked for suggestions on how to get students to complete the "EXIT EXAM" as it is voluntary as of the END of Year presentation.

Committee Strengths Noted:

It is noted there are challenges obtaining data.

Few students hence more time for One-on-one.

Good summary of what problems you're experiencing, and questions to grapple with how to address those concerns.

Social Work Summary of Actions for 21-22

The Social Work Program was approached by Dr. Running Bear (University of North Dakota) to collaborate on a Boarding School Research study on the standing rock reservation. We have plans to provide students with hands-on learning research experience. Students will be trained on how to collect and handle specimens.

Committee Recommendations:

- Faculty was not able to collect data for some of the measurement tools due to low enrollment or students have not progressed within the degree program to have been instructed or able to show evidence of their knowledge/skills of the required program content.
- Faculty stated how excited they were to teach new courses developed and new curriculum.
- Faculty noted that the program is in the second phase of accreditation.
- There is evidence that shows there is a need to increase enrollment and retain students within the program.

Committee Strengths Noted:

Good overview and summary of your program assessment.

Report layout is great

Connection too many outside resources

Being a relatively new program, it will take time to keep improving on the assessment process and make data driven decisions on changes needed in the program.

Clean easy to follow.

Welding Summary of Actions for 21-22

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.

Committee Recommendations:

- In column #2, state the Faculty will....
- Committee members inquires if welding students could make projects to sell, such as yard signs.....
- Double check to make sure Outcomes on Program Assessment Plan are the same as in the Bulletin and approved by Assessment committee

Committee Strengths Noted:

Good beginning. You have done a good analysis of your data and made recommendations.

New instructor to program - beginning to understand the elements of assessment

The way you explained what students had to know and your limitations was helpful.

Overall well-developed assessment and has red to help differentiate from last year to this year's recommendations.

Safety is taken seriously

Good use of data and summary.

The instructor is open to implementing new changes!

Faculty member has completed his first year of instruction at SBC. Considering this, he has done a very good job of providing the instruction, assessing the student's progress related to program outcomes and has developed a better understanding of SBC Program Assessment Process.

Summary – 2021-2022 was a difficult year, due to ongoing COVID cases and continued COVID burnout. Committee members had some brief discussion on requiring ALL faculty to submit their respective end of year reports using Microsoft “Word”. Some faculty had submitted their end of year reports as a “Chrome” format

Strategy for 2022-2023:

September

- Review yearend program rubric results
 - Also remind committee members that HLC would be coming to Sitting Bull College for the ten-year visitation (October 2023 – SBC 50-year anniversary). Dr. Koreen Ressler briefly explained HLC visit and what it probably will entail so that new committee members that have not been thru the process have some understanding what to expect.

October

- Corrective action, with review of programs with a composite score of 1.50 or lower
- Review 2022-2023 program plans – require the both direct and indirect measures to be used

November:

- Review 2022-2023 corrected program plans

January

- Continue to refine assessment process

February

- General education outcomes presentations and ratings

May:

- Program outcomes presentations and ratings