



**2020-2021**  
**Assessment Report**

## Table of Contents

Summary of Assessment Plan.....	3
Assessment Committee Scope .....	3
2020-2021 Assessment Strategic Plan Activities .....	4
Principal Indicators for Assessment.....	4
Sitting Bull College Resources and Support for Assessment .....	4
2020-2021 Activities.....	5
2020-2021 Institutional Assessment Report .....	7
Enrollment Trends .....	7
Program Review Guide.....	8
Persistence and Retention Rates .....	9
Attendance .....	12
Tracking of Student Withdrawals .....	12
Noel Levitz.....	14
Graduation Exit Surveys.....	15
Graduation Satisfaction Survey Institutional Outcomes.....	17
Graduation Rates.....	17
Employer Survey .....	18
Alumni Survey .....	18
2020-2021 Pre-entry and Freshmen Assessment.....	18
ACCUPLACER/Developmental Education .....	18
First-time and Transfer Student Orientation .....	19
PSYC 100 First Year Experience .....	19
Enrollment Trends .....	19
General Education Assessment.....	20
English .....	24
Speech.....	26
Math .....	27
Culture.....	28
Science .....	29
General Education Rubric Scores .....	30
Heighten Assessment Results .....	30
Program Assessment.....	33
Summary.....	49
Strategies for 2021-2022.....	50

# **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, and Institutional Data Coordinator. The chair of the Assessment Committee is a faculty member.

In 2020-2021, the Assessment Committee continued to rate the general education and program assessment plans through the use of an electronic evaluation rubric. The electronic rubric rated the findings, analysis of results, and recommended actions. 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 2021 for review.

Minutes are kept for all Assessment Committee meetings. The Assessment Committee did not begin meeting until November 2020 over zoom due to the COVID 19 pandemic. Face-to-face meetings were held December, February, and March, April and May of 2020-2021. 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 Scope:**

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

### **Goals of SBC Assessment:**

To review academic and student support data that demonstrates institutional effectiveness through 2025.

## **2020-2021 Assessment Strategic Plan Objectives:**

Objective 1: Annually review program assessment data which supports the continued improvement for student learning.

Objective 2: Annually review essential learning outcomes (general education) data which supports the continued improvement for student learning.

Objective 3: Meet monthly during the academic year to review assessment data that may be available at the time and/or plan for needed data collection to assist in data driven decisions.

Objective 4: Annually review Student Support Services data including the Enrollment Management Plan 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. Graduation Rates//IPEDS/AKIS
  - i. Employer Survey – every five years
  - j. Alumni Survey – every five years
2. Pre-entry and Freshmen Assessment
  - a. ACCUPLA CER placement (pre) scores
  - b. 1<sup>st</sup> Year Freshman Advising
  - c. 1<sup>st</sup> 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 offer assistance 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.

## **2020-2021 Activities**

- November 2020 over zoom due to the COVID 19 pandemic. Face-to-face meetings were held December, February, and March, April and May of 2020-2021
- Assessment Committee continues to support one goal and four objectives of the College's Strategic Plan.
- Reviewed goals of Quality Assurance Plan
- Revised General Education Outcomes
- Devised a plan for assessment of the revised General Education Outcomes
- Approved BS Criminal Justice Assessment Plan
- Approved Bachelor's in Social Work Assessment Plan
- 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 2020-2021 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 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.

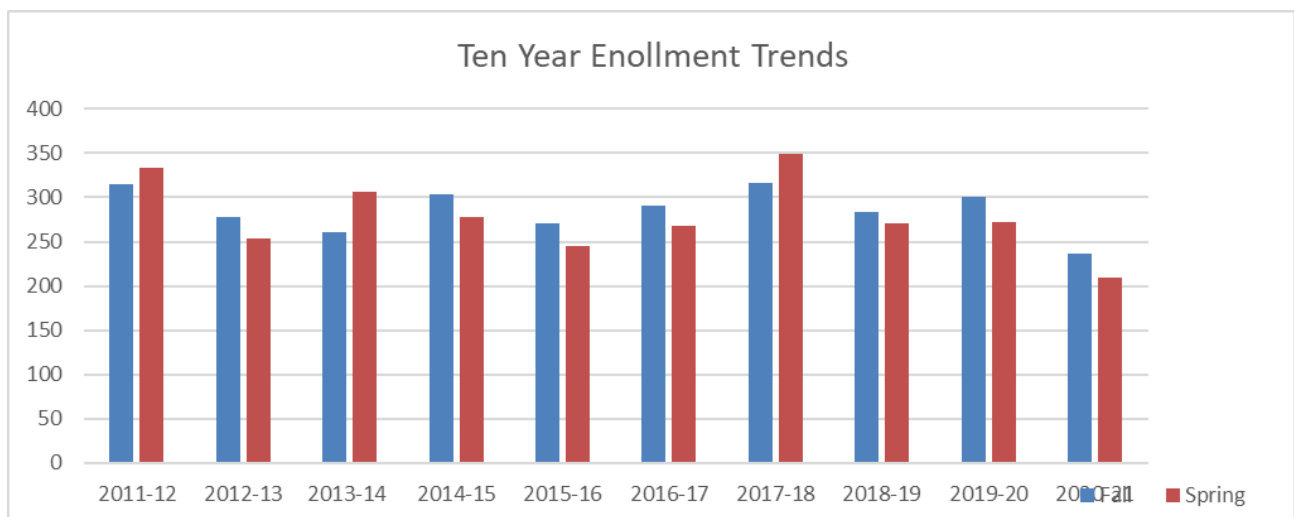
## 2020-2021 Institutional Wide Assessment

### Enrollment Trends

The ten year average is 282. 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.

The demographics show that the majority of our students are female (70%), Native American (91%), single (85.5%), with an average age of 30.5. The 2020-2021 student demographic statistics remain consistent with past years.

Semester	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Average
Fall	315	278	260	304	270	291	316	284	300	236	285
Spring	333	254	306	278	245	268	349	271	272	210	279
Average	324	266	283	291	257.5	279.5	332.5	277.5	286	223	282



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.

2020-21 was the seventh year the Build Your Brighter Future tuition scholarship and dorm scholarship was offered. 20 students received the scholarships totaling \$43,291. Compared to the prior year, this scholarship program decreased by 25.9%.

### **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 2020-2021

- AA Pre-Engineering
- AS Information Technology

The following new programs were reviewed in 2020-2021

- BS in Criminal Justice
- AAS Veterinary Technician



**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.

<b>Persistence</b>				
<b>First</b>	<b>Second</b>	<b>Total</b>		
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%
<b>Retention</b>				
<b>First</b>	<b>Second</b>	<b>Total</b>		
<b>Semester</b>	<b>Semester</b>	<b>1st Sem</b>	<b>Returning</b>	<b>Percent returning</b>
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%

The following table tracks the persistence and retention rates for **first-time degree seeking students** and continues to track through 2020-2021.

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%	

In addition the 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 2020-2021 with the following goals:

### **Enrollment Targets**

### **Results**

To have increased new student enrollment by 50 per year:

- 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 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 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 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.
- To provide resources for faculty and staff to attend recruitment and retention conferences.
- To provide resources for faculty and staff to attend assessment conferences.

**Data Collection and Reporting Goal**

6. To maintain an effective data collection and reporting system through 2025.
  - To develop tools to effectively track data collection.
  - To maintain a central repository system.

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/34/enrollment-management-plan-2020-21-final-june-2021docx.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 spring 2021, 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			
Semester GPA	Average Attendance	Number of Students	Percent of Group
4.00	98%	42	19.18%
3.99-3.00	93%	62	28.31%
2.99-2.00	89%	37	16.89%
1.99-1.00	75%	15	6.85%
.99-.000	73%	15	6.85%

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 2020 there were 102 students were contacted through varies forms of communication:

- Email: 48
- Met off Campus: 0
- Met on Campus :18
- Other: 140
- Phone Call: 62
- Unduplicated Contacts:102

During the spring 2021, there were 118 students were contracted through varies forms of communication: Students contacted 118

- Email:53
- Met off Campus: 1
- Met on Campus:58
- Phone:60
- Other:82

**The Counselors action plan for the 2020-2021 year is as follows:**

- Contact all new students within first week of classes.
- Improve communication with Faculty regarding student's behavior's that may be interfering with academic success.
- More effectively communicate with students at registration/orientation the importance of responding to outreach.
- Return to on campus learning.

**Tracking of Student Withdrawals**

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

Withdrawal data for the fall 2020 includes 31 complete withdrawals and 58 partials:

Disappointed with quality of instruction	5
Dissatisfied with my grades	15
Employment time conflict with class schedule	2
Financial difficulties	1
Medical difficulties	7
Other	58

Withdrawal data for the spring 2021, includes 18 complete withdrawals and 46 partials:

Work related problems	2
Daycare/babysitter difficulties	1
Dissatisfied with my grades	21
Employment time conflict with class schedule	3
Inadequate study habits; lack of motivation	1
Medical difficulties	5
Other	37
Wanted a break from college studies	2

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 63 students in the spring of 2020. 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 2020 survey are as follows:

#### **Strengths**

6. My academic advisor is approachable.
50. Tutoring services are readily available.
34. Computer labs are adequate and accessible.
36. Students are made to feel welcome on this campus.
31. The campus is safe and secure for all students.
25. My academic advisor is concerned about my success as an individual.
27. The campus staff are caring and helpful.
28. It is an enjoyable experience to be a student on this campus.
41. Admissions staff are knowledgeable.
45. This institution has a good reputation within the community.
32. My academic advisor is knowledgeable about my program requirements.
68. On the whole, the campus is well-maintained.
14. Library resources and services are adequate.
43. Class change (drop/add) policies are reasonable.
58. Nearly all of the faculty are knowledgeable in their fields.
70. I am able to experience intellectual growth here.

#### **Challenges**

37. Faculty take into consideration student differences as they teach a course.
48. Counseling staff care about students as individuals.
29. Faculty are fair and unbiased in their treatment of individual students.

- 23. Faculty are understanding of students' unique life circumstances.
- 57. Administrators are approachable to students.
- 20. Financial aid counselors are helpful.
- 46. Faculty provide timely feedback about student progress in a course.
- 15. I am able to register for classes I need with few conflicts.
- 54. Faculty are interested in my academic problems.

### **Higher Satisfaction vs. National Community Colleges**

- 6. My academic advisor is approachable.
- 50. Tutoring services are readily available.
- 34. Computer labs are adequate and accessible.
- 36. Students are made to feel welcome on this campus.
- 31. The campus is safe and secure for all students.
- 37. Faculty take into consideration student differences as they teach a course.
- 48. Counseling staff care about students as individuals.
- 25. My academic advisor is concerned about my success as an individual.
- 55. Academic support services adequately meet the needs of students.
- 27. The campus staff are caring and helpful.
- 28. It is an enjoyable experience to be a student on this campus.
- 41. Admissions staff are knowledgeable.
- 45. This institution has a good reputation within the community.
- 29. Faculty are fair and unbiased in their treatment of individual students.
- 32. My academic advisor is knowledgeable about my program requirements.
- 23. Faculty are understanding of students' unique life circumstances.
- 68. On the whole, the campus is well-maintained.
- 14. Library resources and services are adequate.
- 43. Class change (drop/add) policies are reasonable.
- 16. The college shows concern for students as individuals.
- 18. The quality of instruction I receive in most of my classes is excellent.
- 42. The equipment in the lab facilities is kept up to date.
- 57. Administrators are approachable to students.
- 49. Admissions counselors respond to prospective students' unique needs and requests.
- 58. Nearly all of the faculty are knowledgeable in their fields.
- 20. Financial aid counselors are helpful.
- 40. My academic advisor is knowledgeable about the transfer requirements of other schools.
- 52. This school does whatever it can to help me reach my educational goals.
- 35. Policies and procedures regarding registration and course selection are clear and well-publicized.
- 53. The assessment and course placement procedures are reasonable.
- 70. I am able to experience intellectual growth here.
- 46. Faculty provide timely feedback about student progress in a course.

### **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 2020 and spring 2021 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	75% Very important
Registrar - Level of Satisfaction	70% Very satisfied
Financial Aid - Importance of this service to me	90% Very important
Financial Aid - Level of Satisfaction	65% Very satisfied
Counselors - Importance of this service to me	62.5% Very important
Counselors - Level of satisfaction	62.5% Very satisfied
Tutoring - Importance of this service to me	61.5% Very important
Tutoring - Level of satisfaction	70% Very satisfied
My Advisor(s) – Importance of this service to me	95% Very important
My Advisor(s) - Level of satisfaction	78.9% Very satisfied
Instructors - Importance of this service to me	95% Very important
Instructors - Level of satisfaction	80% Very satisfied
Student Organizations - Importance of this service to me	66.7% Very important
Student Organizations – Level of satisfaction	69.2% Very satisfied
MySBC Gradebook - Importance of this service to me	89.5% Very important
MySBC Gradebook - Level of satisfaction	72.2% Very satisfied
Business Office - Importance of this service to me	68.4% Very important
Business Office - Level of satisfaction	66.7% Very satisfied
Bookstore - Importance of this service to me	65% Very important
Bookstore - Level of satisfaction	60% Very satisfied
Kampus Kids Daycare - Importance of this service to me	66.7% Very important
Kampus Kids Daycare - Level of satisfaction	44.4% Very satisfied
Campus Housing - Importance of this service to me	76.9% Very important
Campus Housing - Level of satisfaction	58.3% Very satisfied
Library – Importance of this service to me	71.4% Very important
Library - Level of Satisfaction	53.8% Very satisfied
Campus Security - Level of importance to me	75% Very important
Campus Security - Level of satisfaction	81.3% Very satisfied
Transportation - Importance of this service to me	81.8% Very important
Transportation - Level of satisfaction	70% Very satisfied

How satisfied are you with the overall quality of the education provided by Sitting Bull College - 90% very satisfied.



## **Graduate Survey on Satisfaction of Four Student Outcomes**

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

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

	2020-2021
Average	4.2

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

	2020-2021
Average	4.3

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

	2020-2021
Average	4.4

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

	2020-2021	
Average	4.6	

The complete results of all surveys with their comments can be found on Sitting Bull College's website at <https://sittingbull.edu/uploads/34/20-21-instituional-outcomes-survey.pdf> under About, Assessment.

## **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 follows: IPEDS 2% increase (2014 cohort) = 16%, IPEDS 1% increase (2013 cohort) =13%, IPEDS 9% decrease (2012 cohort) =12%, IPEDS 7% increase (2011 cohort) =21%, and IPEDS: 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**

Last survey completed 2017.

**Alumni Satisfaction Survey**

Last survey completed 2017.

**2020-2021 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 2020-2021.

Fall Semester 2020

Class	Number Enrolled	Number Successfully Completed	Number withdrew/failed
Math 099	11	0	12 (100%)
Math 101	18	8 (44%)	10 (56%)
ENGL 099	9	0	9 (100%)

Spring Semester 2021

Class	Number Enrolled	Number Successfully Completed	Number withdrew/failed
Math 099	8	1 (13)	7 (87%)
Math 101	11	2 (18%)	9 (82%)
ENGL 099	8	0	8 (100%)

Due to the Covid 19 pandemic, classes were held in a hybrid format of meeting face-to-face for one hour a week and the remaining portion completed online or through zoom. Unfortunately, this is a population of students that need more face-to-face time with faculty.

## **First-time and Transfer Student Orientation**

Due to the Covid 19 pandemic, orientation was held as a “required class” on MySBC due by the 3rd week of classes. The categories were sectioned off per week to introductions, student services and club information. Each student gave written feedback on what they learned, enjoyed and had questions on.

Fall 20 Semester: 26 out of 59 students successfully complete the fall 2020 orientation course.

Spring 21 Semester: 10 out of 16 students successfully completed the spring 2021 orientation course. 15 students started the online orientation but did not complete the full class.

Site Coordinators assisted with students completing orientation at the other sites for a better completion rate.

Student feedback based off assignments: They learned about all of the services. A lot didn’t know we had dorms and houses and appreciated the counseling services. Students were thankful that the orientation class was available on MySBC all year so they could revisit if they had any questions or concerns in a specific area.

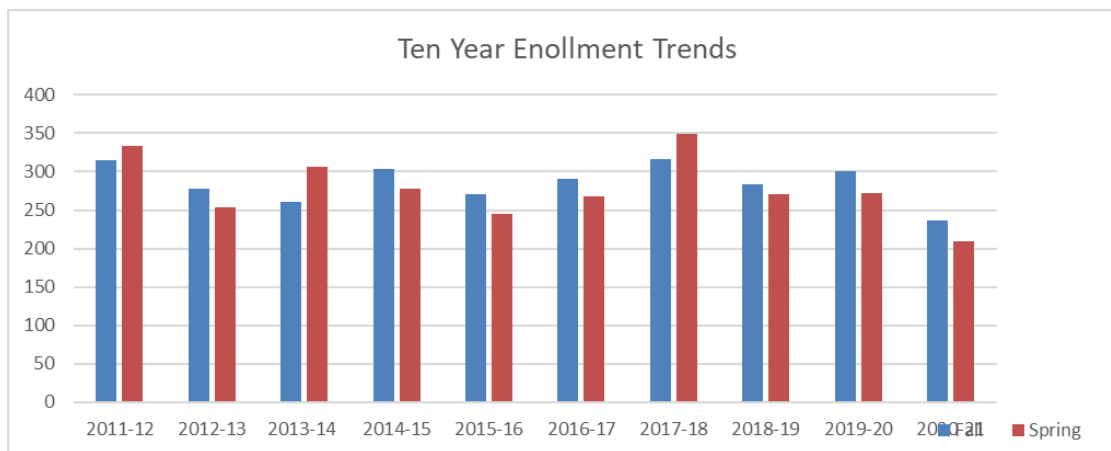
Orientation did not go as well online as it has in person. I believe the orientation class was set up well but it was hard for students to navigate their assignments on MySBC as new students. Moving forward, we hope to keep orientation in person as that works best for us.

## **PSYC 100 First Year Learning Experience**

There were 46 students that enrolled in the fall 20 semester. Forty-six (46) students enrolled in the First Year Learning Experience eighteen or 39% completed successfully. There were 26 students enrolled in the spring 21 semester. Thirteen (13) students or 50% completed successfully.

## **Enrollment Trends**

Enrollment trends for students since the fall of 2011 are shown in the following table:



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

With COVID-19 SBC was not able to get into a lot of schools like normal. Information on the two large virtual fairs was attended which was shared with all Standing Rock High School students so they did get to see SBC. Other events were as follows:

- Every Monday and Wednesday in July the Financial Literacy Coordinator and Outreach Coordinator held FAFSA & ACCUPLACER days at all three sites. 34 students attended and CDC Guidelines were followed.
- October 26- 28 - TCU virtual fairs, where hundreds of students received 5-10 minutes on every tribal college over the noon hour. SBC received 7 potential student inquiries.
- March 11- Solen School visit- reached 13 students.
- March 22-24- DACAC ND Virtual Fair. Hundreds of students attended, 14 of those students stopped by the SBC virtual booth that had housing, financial aid, virtual tours, admissions applications and other helpful information for first time students.
- March 24- Tour for 4 Standing Rock potential students
- April 21- Tour for 4 students that are pre-registering

## **General Education Assessment**

Committee members Dr. Koreen Ressler and Renee Froelich were asked to bring the Assessment Committee up to date on what Quality Assurance Plan requires and what the goals of the Quality Assurance Plan are. Being that faculty are not satisfied with the results of the Accuplacer (placement test for English and Mathematics courses), SBC is in the process, with faculty input, of developing our own assessment of English and Mathematic skills/knowledge for first time students.

SBC had an ad-hoc representation of 5 members of the Admin/Faculty participate in an online conference hosted by the HLC related to "How to assess General Education Outcomes" or "Student Learning Outcomes". These team members were: Dr. Koreen Ressler, Dr. Shawn Holz, Kayla Alkire Stewart, Renee Froelich and Tim Krahler. This conference was online conducted over a period of 4 days (approx. 3-4 hours each day). This online conference was attended/represented by many colleges/universities throughout the United States. The conference allowed for break out groups and one of the goals was for each institution to review their institutional "General Education Outcomes". SBC's team took this challenge and determined that there is a need to revisit/rewrite the Student Learning Outcomes "SLO's".

Committee members did some research to see what other institutions were had for outcomes. From this research, the ad-hoc committee had come up with some "New" potential outcomes.

The proposed Outcomes were shared with the Assessment committee. This generated quite a timely discussion on "Who, How, What & When" would these outcomes be assessed.

Discussion included comments such as "these general education outcomes should not be just assessed by the general education faculty, but input from all faculty. From this discussion there was some consensus that random samples could be collected from the different academic programs to be

evaluated via rubrics relating to the “SLO’s”. It was stated that the assessment process should not become overwhelming for the faculty to provide input for the assessment process.

Some in depth discussion took place on the “Culture Outcome”. Who and How was seen as a challenge.

Committee talked about having a sub-committee and to identify 2 Performance Indicators for each “SLO”. Committee members suggested that the proposed list of “SLO’s” be narrowed down to four (4) “SLO’s”

It was also discussed that not every “SLO” would need to be evaluated annually. A proposed schedule presented to the committee showed that a cyclical schedule could be presented that would allow for each “SLO” to be evaluated every two years.

Proposed at the conclusion of this meeting, was to write/approve of the “SLO’s” by spring 2021 and identify which “SLO’s” would first be evaluated, the WHO, HOW, WHAT, & WHEN.

As should be in any appropriate assessment process, these would be always in the process of refining of the goals and processes. The revised General Education Outcomes were approved by the Assessment Committee, Governance Committee, and Board of Trustees in the Spring 2021.

Semester	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Responsible
	Articulate Oceti Sakowin language and culture (IO 3 & 4)	Apply written and oral communication skills (IO 1)	Analyze problems using quantitative and qualitative analytical skills (IO 3)	Engage with diverse perspectives and cultures as they relate to the individual, the community, and the global society. (IO 3)	
Fall 2020	<b>Write &amp; Collaborate</b> Committee Revises Outcomes to be clear and measureable				Assessment Committee
Spring 2021	Board of Trustees approval of outcomes				Assessment Committee Chair
Fall 2021		Design			English Department + Committee
Spring 2022	Design	Pilot		Design	
Fall 2022	Pilot	Train	Design	Pilot	
Spring 2023	Train	Assess	Pilot	Train	
Fall 2023	Assess	Analyze	Train	Assess	
Spring 2024	Analyze	Intervene	Assess	Analyze	
Fall 2024	Intervene	Assess	Analyze	Intervene	
Spring 2025	Assess	Analyze	Intervene	Assess	
Fall 2025	Analyze	Intervene	Assess	Analyze	
Spring 2026	Intervene	Assess	Analyze	Intervene	

**Stages of Development Strategies**

Design	<ol style="list-style-type: none"> <li>1. Write assessment plan for outcome with performance indicators to address Who? What? When? and How?</li> <li>2. Create/revise rubrics and/or measurement tools to rate each performance indicator.</li> </ol>
Pilot	<ol style="list-style-type: none"> <li>1. Implement assessment strategies with small group of courses/students to evaluate               <ol style="list-style-type: none"> <li>a. Focus on strategy to collect student artifacts for outcome in a streamlined manner</li> <li>b. Appoint key people to rate and comment</li> <li>c. Address if rubrics/tools adequately assess performance indicators, competencies, and learning outcomes</li> <li>d. Make adjustments</li> </ol> </li> </ol>
Train	<ol style="list-style-type: none"> <li>1. Recruit and train faculty/staff to implement outcome assessment practices               <ol style="list-style-type: none"> <li>a. Focus on inter-rater reliability through norming sessions</li> <li>b. Discuss methodology for collecting and assessing artifacts</li> <li>c. Make adjustments</li> </ol> </li> </ol>
Assess	<ol style="list-style-type: none"> <li>1. Collect and assess outcome artifacts with faculty/staff</li> <li>2. Collect data and report</li> <li>3. Reflect on challenges</li> </ol>

Analyze	<ol style="list-style-type: none"> <li>1. Examine data from outcome assessment plan</li> <li>2. Discuss changes needed to use data for institutional planning</li> <li>3. Evaluate outcome data for alignment with current mission, vision, and goals</li> <li>4. Make adjustments</li> </ol>
Intervene	<ol style="list-style-type: none"> <li>1. Isolate barriers to clear outcome strategies</li> <li>2. Make adjustments</li> <li>3. Create/edit any new measurements or rubrics as necessary</li> </ol>

## 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 Ocheti Sakowin culture, provide intellectual stimulation, and to help in the development towards respectful citizens of the universe.

## GENERAL EDUCATION OUTCOMES

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

## *GENERAL EDUCATION REQUIREMENTS*

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

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

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

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

## ENGLISH DEPARTMENT COURSE ASSESSMENTS 2020-21

### ENGL 110 (099) Assessment:

Typically, the English 110 (099 included as a co-requisite) students are asked to write a 40 minute essay on demand pre/post on a given prompt in the writing lab. However, due to the COVID-19 pandemic, courses were moved to a hybrid model for both FA-20 and SP-21 semesters, limiting face-to-face contact with students to one-hour a week.

After many discussions, the English Department decided to omit this pre/post assessment for this academic year. Although we could have asked students to time themselves and submit the essays online, we thought that students who had limited experience writing essay would seek others for help. Rather than waste time and energy on an invalid assessment, we decided that we would only give the pre/post writing process comfort level indirect measurement for the class.

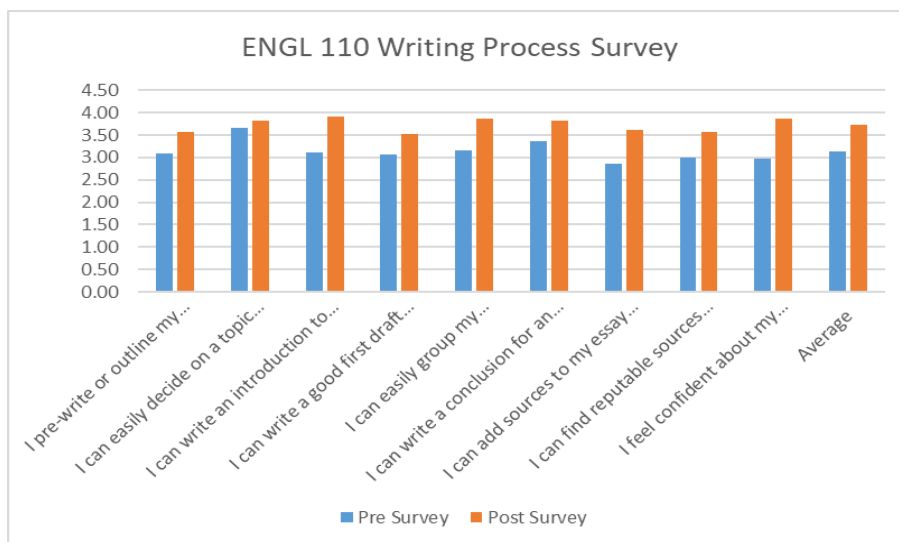
Indirect Assessment: Students in ENGL 110 are asked to complete a pre/post survey on their writing process comfort level using a google docs survey form. Twenty-six students completed the pre & post survey for 2020-21, and students rated their comfort and experiences higher at the end of the semester (+.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 (+.89) was the statement:

*I feel confident about my writing*, and the smallest gain (+.14) was with the statement:

*I can choose a topic and stick with the topic through the writing process.*

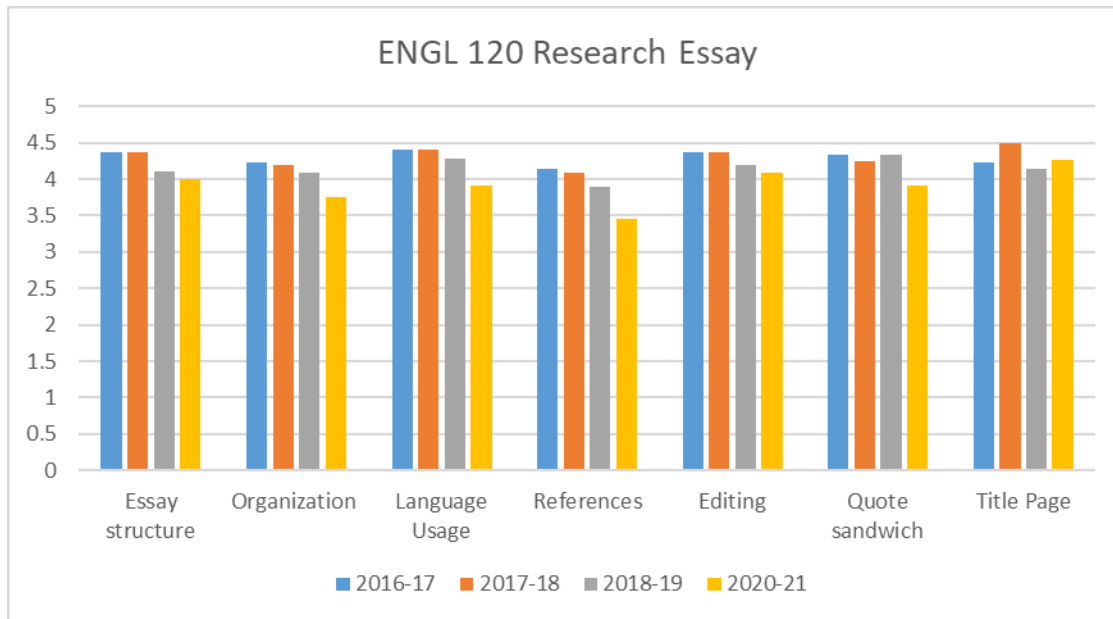
Below is the graph for the pre/post survey:



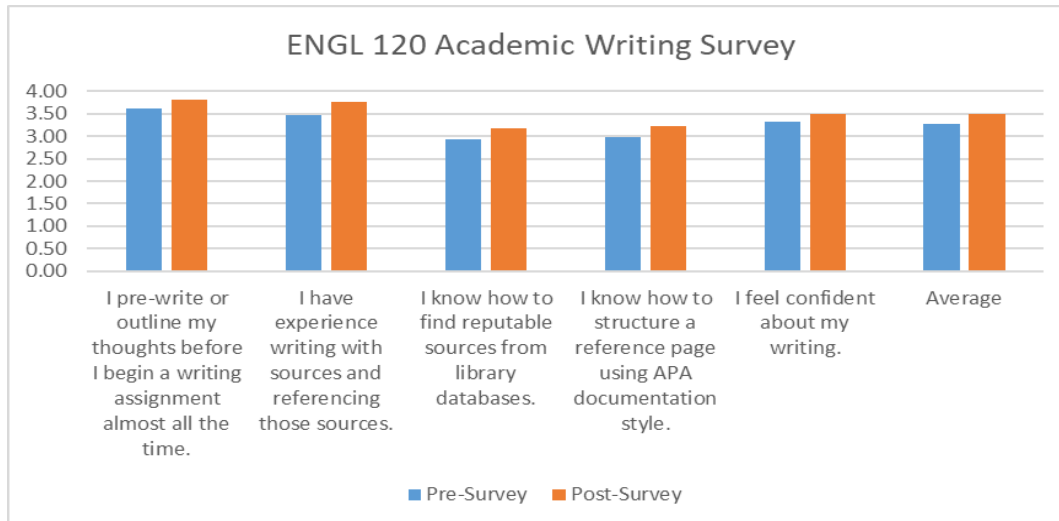


## ENGL 120 Composition II:

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. Sixteen students completed the pre/post survey for 2020-21, and students rated their comfort and experiences higher at the end of the semester. Below is the graph for the pre/post survey:

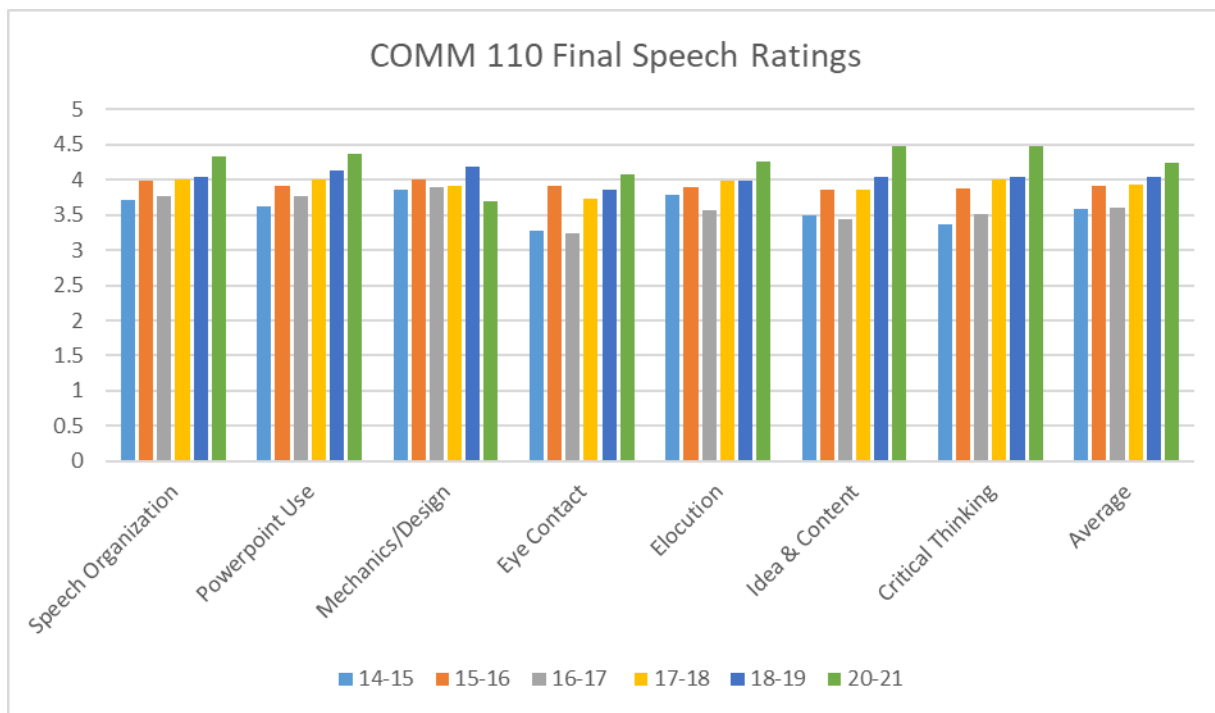


## ACTIONS

Once classes are face-to-face in fall 2021, we will continue to monitor the ENGL 110 on-demand writing process to see if we have overall findings for how to teach to student needs. The holistic rubric is a little cumbersome, but is effective in rating. This is not effective for the ENGL 120 class, so we discontinued this pre/post for the class, but continue rating the research **essay at the end of** the course. More discussion on how the faculty of record score the research essay, since it is possible that the expectations have risen yet are not congruent with the rubric expectations. Perhaps more than one faculty member needs to rate the research essay for additional validity.

## 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 year, students scored lowest in *eye contact* and *elocution* and highest in *PowerPoint use* and *mechanics and design* out of a 5 point rubric. Overall, the department is pleased with the continued improvement in the speech presentations. We are especially proud at the way students can present professionally over zoom. They demonstrated more technology skills by sharing their slides, preparing an additional microphone, and looking into the camera.



## Indirect Measure - Speech Survey Data 20-21

Speech students were asked to complete a pre/post speech comfort survey during the 2020-21 year.

SURVEY Questions	PRE Average	POST Average
Preparing/Delivering	2	5
Preparing an Outline	3	5
Designing a Power Point	4	5
Listening Skills	5	5
Group Participation	3	5
Application of Research	2	5
Benefitting from Zoom	2	5
Preference Online vs. Face to Face	4	4
AVERAGE SCORE	3.125	4.875
GAIN	1.75	

## **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 spring 2021**

#### **Statistics**

A total of 37 students completed the Math 102 Intermediate Algebra. 24 of the 37 students that completed the course showed the knowledge level of competency in the application and use of critical thinking skills. Twenty-four out of 37 students exhibited the level of competency in mathematical principles.

A total of 19 of 22 students demonstrated how analyze and interpret mathematics (critical thinking) when applied to real-life applications. Fifteen of 22 demonstrated master of solving mathematical equations (Mathematical Principles).

#### **Review**

Assessment plan does not include statistics for Math 099 or Math 101. In future assessment, this data should be reviewed. Faculty have noticed a substantial difference in student success in Math 099/Math 101 as compared to Math 102 and Math 103.

It is very possible that due to the Covid Pandemic, students have not adjusted to online course work and having the direct contact with faculty. The implementation of using laptops has been a very big asset and actually helped SBC students be ahead of the Covid crisis which has forced online classes. It is obvious that younger students have adapted better than the older students.

**Actions taken to improve and/or enhance students learning in the Math 102 and Math 103:**

1. Continue to direct students to utilize the KHAN Academy website for tutoring along with other technological sites to assist students such as DESMOS>
2. Continue to reach out to other program faculty to see what math skills/concepts students must have a mastery to be successful in their respective programs.
3. If online or hybrid classes are taught, required students to participate in at least a one hour session each week of the semester.

**Native American Studies Tribal Knowledge Test Data 2020-2021**

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 Oceci 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 freshman 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 indicates there was an increase in the number of correct questions for SOC 120 associate graduates as compared with first-time freshman entering Sitting Bull College. SOC 120 associate graduates also took longer a longer time taking the test, suggesting that they took the assessment more seriously. Please note that due to COVID and the hybrid change in course delivery, one of the PSYC 100 instructors forgot to give the assessment to her students for the academic year.

<b>2020-21</b>	<b>Avg. # of questions correct</b>	<b>Avg. # of minutes spent on test</b>
PSY 100 PRE Test N=27	<b>21.8</b>	<b>16.025</b>
SOC 120 POST Test N=19	<b>30.51</b>	<b>44.03</b>

## 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 2020-2021 academic year. Responses to questions were scored by individual faculty and collated for this report.

### FINDINGS:

- During fall 2020 and spring 2021, 35 students were sampled (15 in the fall and 20 in the spring).
- Science faculty members scored students in their classes on a five-point rubric.
- Courses sampled: BIOL 150, BIOL 202, BIOL 230, CHEM 116, ENS 113, and SOIL 210
- Overall, 29 of 35 students scored a 3 or above for the first competency question, and 32 of 35 students scored a 3 or above for the second competency question. This is an increase from last year's numbers.
- The average mean score for the academic year was **3.9 (last year: 3.8)** for the first competency question, and **4.3 (last year: 3.6)** for the second competency question. The scores show an increase in both the first and second competency scores from last year. All the scores exceeded outcome expectations.
- 9 students in the courses either did not answer all the questions, or did not answer any question, or did not take the final exam.

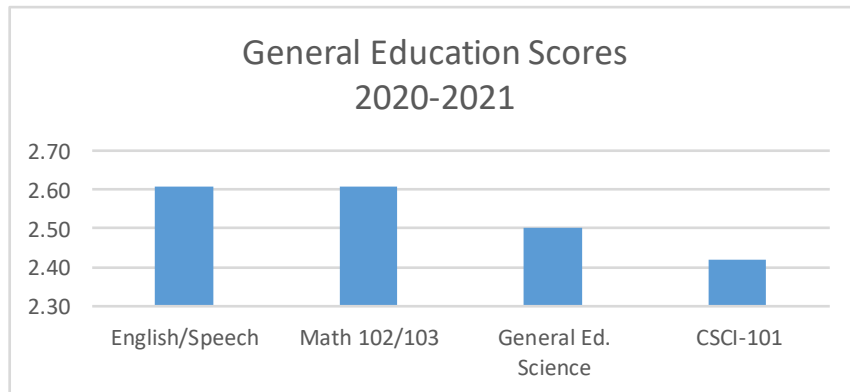
**COVID Adaptation.** Faculty sort out alternative forms of instructions to adapt to the realities of COVID-19.

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

### ACTIONS:

- Last year's recommendation to review the scientific method more than once in every course is still being implemented as a solution. Recommended to continue doing that.
- Continue the use of experiments in lab and case studies to improve students' ability to make observations and create working and alternative hypotheses.

The 2020-2021 general education core Assessment Committee evaluation results are as follows:



**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
- 2020-2021: Quantitative Literacy & Written Communication**

**HEIghten Intercultural Competency and Diversity Assessment**

The ETS Standardized HEIghten Intercultural Competency and Diversity Assessment was given to 19 students enrolled in the *SOC 120: Transitions: Graduation & Beyond* course in both fall and spring semesters of 2020-2021. These SBC students are completing their associate’s degree in various majors.

Data collected measure Sitting Bull College’s:

- General Education Essential Learning Outcome #4: *Students will engage with diverse perspectives and cultures as they relate to the individual, the community, and the global society*
- Student Institutional Outcome #3: *Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment.*

The Heighten Intercultural Competency & Diversity Assessment focuses on:

- 1) **Analyze**: measures the test taker's ability to take in, evaluate and synthesize relevant information without the bias of preconceived judgments and stereotyped thinking.
- 2) **Approach**: looks at the overall positivity with which an individual views and responds to cross-cultural interactions. Test takers are asked to self-report on their reactions to hypothetical situations

Since fewer than 30 students took the assessment, ETS could not give SBC an institutional profile report. Rather, test scores were grouped by student major.

Majors	Analyze (150-180)
Business Administration N=3	167.33
Criminal Justice N=4	160.67
Early Childhood Education N=1	174
Environmental Science N=2	165
General Studies N=2	156
Human Services N=3	165
Information Technology N=1	172
Nursing N=3	165.67

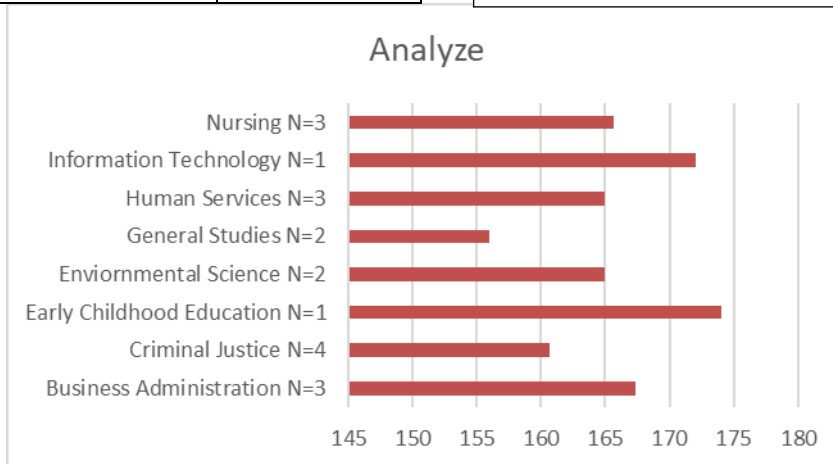
Self-awareness — understanding the impact that one's own culture, values, preferences and previous experiences has on cognitive, emotional and behavioral responses

Social monitoring — awareness of physical, verbal and nonverbal behaviors and cues of others during a social interaction; attention to others' responses to one's own actions and signals

Suspending judgment/perspective taking — active consideration of others' potential viewpoints and active refrainment of preconceived cultural schema interfering with information processing

Cultural knowledge application — utilizing relevant declarative cultural knowledge in an interaction

Developing (150-157)    Proficient (158-174)    Advanced (175-180)



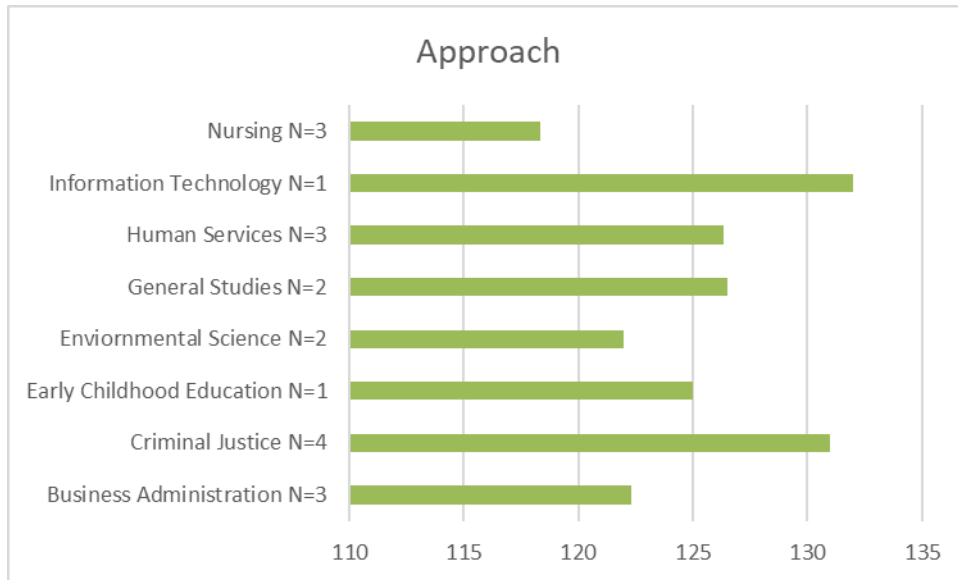
Majors	Approach (90-150)
Business Administration N=3	122.33
Criminal Justice N=4	131
Early Childhood Education N=1	125
Environmental Science N=2	122
General Studies N=2	126.5
Human Services N=3	126.33
Information Technology N=1	132
Nursing N=3	118.33

Tolerance of ambiguity — the ability to maintain composure and well-being in uncertain situations without compromising effectiveness

Positive cultural orientation — the evaluation of cross-cultural situations as favorable

Cross-cultural self-efficacy — the belief that they can successfully engage in cross-cultural situations

Low (90-105)    Neutral (106-132)    High (133-150)



**NOTEWORTHY STUDENTS**

Two SBC Students scored in the **ADVANCED** area of Intercultural Competency & Diversity and earned a certificate from ETS HEIghten. One was a Criminal Justice major, the other was a Human Services major.

In addition to the standardized assessment, Sitting Bull College added three questions regarding working and learning about cultural values. N=19

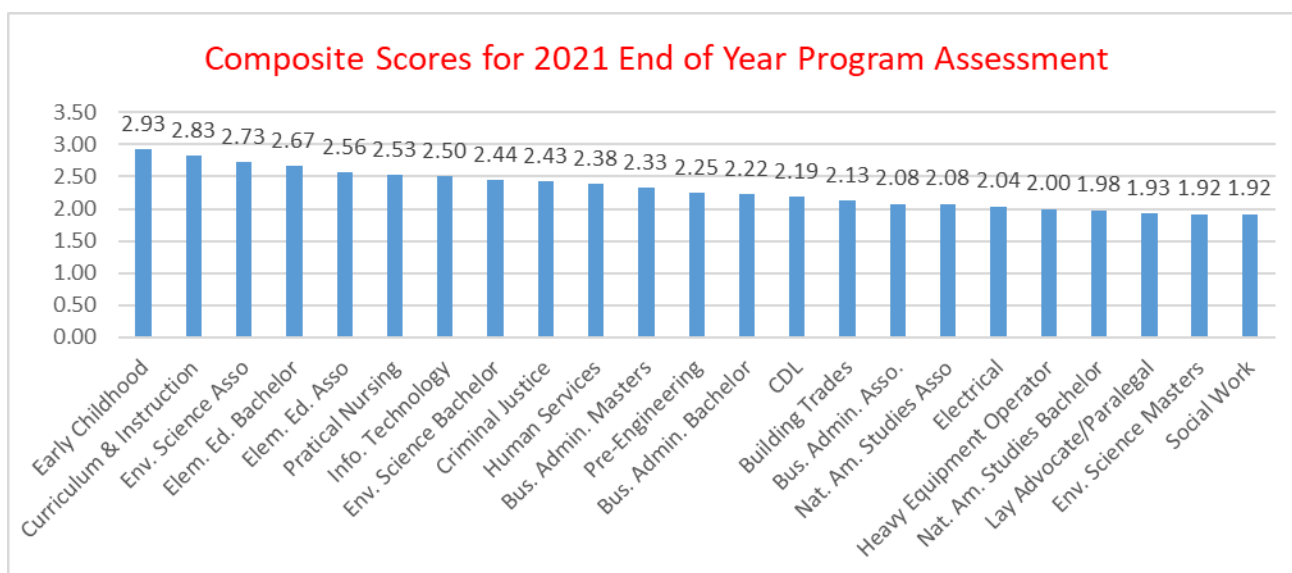
<b>SBC Questions</b>	<b>No Response</b>	<b>Did not help me at all</b>	<b>Somewhat helped me</b>	<b>Helped me significantly</b>
How do you feel SBC classes and activities prepared you to work in diverse communities?	4	0	6	9
How to you think SBC classes and activities assisted you in knowing about Native cultures?	4	0	7	8
How much do you think SBC classes and activities helped you know more about yourself and your own cultural values?	4	1	4	10



## 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 2020-2021 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 2020-2021 program Assessment Committee evaluation results are as follows:



Program Name	Degree Type	Rubric Score for Findings(A ctual Results)	Rubric Score for Analysis of Results	Rubric Scores for Recommended Action(s)	Strengths of Program Assessment	Opportunities for Program Assessment
Building Trades	Certificate	3		2	Good qualified Professors, Availability of equipment for teaching	Covid-19 is declining hence face-to-face meeting will be better.
Building Trades	Certificate	2		1		Provide ideas/concepts for developing the program further, regardless of whether the goal was met. (should always include areas of some development or

						relation between why the data shows met or fail)
Building Trades	Certificate	2	1	1	The program uses the NCCER standards.	
Building Trades	Certificate	3	2	2		
Building Trades	Certificate	3	3	3	Successful hands on assessment.	Focusing on assessing the estimation of material needed. Pre-assessment at the high school level, partnerships with local companies.
	<b>Average</b>	<b>2.60</b>	<b>2.00</b>	<b>1.80</b>		
	<b>Composite Average</b>	<b>2.13</b>				
Business Administration	Associate	3	3	3	Focused heavily on writing.	Integrating more content outcomes.
Business Administration	Associate	2	1	1		Recommendations did not relate outcomes
Business administration	Associate	2	2	1		
Business Administration	Associate	2	2	3	Availability of ZOOM plat form, IT know how. and Small Classes	Zoom Class Face-to-Face help them know how to block their background. Face -to-Face is better.
	<b>Average</b>	<b>2.25</b>	<b>2.00</b>	<b>2.00</b>		
	<b>Composite Average</b>	<b>2.08</b>				
Business Administration	Bachelor	3	3	3	Really interactive Business plans!	Rewording APA
Business Administration	Bachelor	3	2	2		
Business Administration	Bachelor	2	2	2		
Business Administration	Bachelor	3	2	2	Small Class, Jonathan Business Plan	Use of technology encouraging face-to-face over zoom, Business trips to expose students. External speakers --

						Those who have done well in business/Start from the locals and go larger. You tube Videos can also be used.
Business Administration	Bachelor	2	1	1		Some measurement goals not fully outlined and lacking findings (needing low average and high) data for findings
Business Administration	Bachelor	3	2	2		Need to clean up some of report, some columns for analysis are not completed
	<b>Average</b>	<b>2.67</b>	<b>2.00</b>	<b>2.00</b>		
	<b>Composite Average</b>	<b>2.22</b>				
Business Administration	Master	3	3	3	Strong content analysis	Focus on finance objectives and assessing APA preparedness
Business Administration	Master	3	1	2		More description of scores students received.
Business Administration	Master	3	2	2	Lead instructor is very engaged in creating a solid program.	
Business Administration	Master	3	2	2	Few Students and Competent Staff. Good recommendation to focus on local issues on their capstones.	Graduate Students to work towards publishing their capstones. This is a good idea to prevent Plagiarism and pass the research findings to the community.
Business Administration	Master	3	1	2		
	<b>Average</b>	<b>3.00</b>	<b>1.80</b>	<b>2.20</b>		
	<b>Composite Average</b>	<b>2.33</b>				
CDL	Certificate	2	2	1		

CDL	Certificate	2	2	2	Availability of equipment and tools for teaching.	There is opportunity for the instructor to get used to teaching the course and adopt to the new environment. Get a smaller manual shifting. This will help students get used to manually shifting gears on small vehicles before getting to big trucks.
CDL	Certificate	2	1	2	College equipment	Drill down into the areas in which students really need practice and put a focus on those areas.
CDL	Certificate	3	2	2	Faculty member is very energetic and passionate about giving the students the best opportunity to master necessary skills.	
CDL	Certificate	3	1	2	Students have the ability to receive CDL permit.	Not sure outcome 4 is needed.
CDL	Certificate	3	3	2	Good Job for First time with program assessment!	
CDL	Certificate	3	3	3	Very thorough potential to grow in students attending program!	Potentially attaining the funding for the manual vehicle and for permits potential grants aiding students in completing requirement for certification.
	<b>Average</b>	<b>2.57</b>	<b>2.00</b>	<b>2.00</b>		
	<b>Composite Average</b>	<b>2.19</b>				
Criminal Justice	Associate	0	0	1	opportunity this program has with Tribal Law positions for Standing Rock Reservation	online assessment development recommendation sounds good for further assessment that helps the program more accessibility
Criminal Justice	Associate	3	3	3	a lot of data for the	

					program	
Criminal Justice	Associate	2	2	1		
Criminal Justice	Associate	3	3	3	Detailed assessment.	Continue detailed assessment with focus on two or three specifics.
Criminal Justice	Associate	3	3	3	Instructor has great knowledge and dedication.	
Criminal Justice	Associate	3	3	3	Leaving a wonderful legacy!	A lot of Data to work with for Cara!
Criminal Justice	Associate	3	3	3	No active criminal Justice students, however students are taking courses. Associated with tribal courts.	Relationships with local paralegal groups!
	<b>Average</b>	<b>2.43</b>	<b>2.43</b>	<b>2.43</b>		
	<b>Composite Average</b>	<b>2.43</b>				
Curriculum and Instruction	Master	3		3	Lead instructor is very enthused. Many different types of assessment.	
Curriculum and Instruction	Master	3	3	3	This program plan was more than thorough.	
Curriculum and Instruction	Master	3	3	2		Better integrate Thesis chapter into curriculum so that candidates are near completion of their Thesis by their fourth term.
Curriculum and Instruction	Master	3	3	3	Very thorough	Implementing goals mentioned in the presentation!
Curriculum and Instruction	Master	3	3	3		
Curriculum and Instruction	Master	2	3	2	Grading with chapters for thesis is very good. Student self-assessment is a good idea. Assessment and Post Assessment is good.	Giving Options on Projects. Courses are different and need different Projects, ***I have a star here given that over 86% of graduate students have not completed their work!! The Cohort 1 has been here for over 2 years!!

	<b>Average</b>	<b>2.83</b>	<b>3.00</b>	<b>2.67</b>		
	<b>Composite Average</b>	<b>2.83</b>				
Early Childhood Education	Associate	3	3	3	Good insight into changes that will take place.	
Early Childhood Education	Associate	3	2	3	Availability of ED BS and Master's program	Availability of online resources
Early Childhood Education	Associate	3	3	3	Thorough	Improve assessment of technology skills and utilization
Early Childhood Education	Bachelor	3	3	3	Department Faculty work well together and look at ways to improve program.	
Early Childhood Education	Bachelor	3	3	3	Clear and concise outcomes	Assessing further technological competencies
	<b>Average</b>	<b>3.00</b>	<b>2.80</b>	<b>3.00</b>		
	<b>Composite Average</b>	<b>2.93</b>				
Electrical	Certificate	3	2	2	Instructor has a good connection with the students.	
Electrical	Certificate	2	2	2	COVID had significant impact on face-to-face instruction due to limited enrollment, yet was still able to engage with assessment of participating students.	Be more specific with findings and analysis. (Percentages)
Electrical	Certificate	2	2	2	Students are mentored in steps not exposing them to live wires at early stages. Students taking state tests.	Students are few and given hands-on activities..

Electrical	Certificate	1	2	1	Stating what you had students complete is helpful.	Provide ranges for the data.
Electrical	Certificate	1	2	2	Bruce commitment to the success of the program	
Electrical	Certificate	2	2	2	The program has industry standards that students are required to master.	
Electrical	Certificate	1	2	2	Organized and structured assessment rubric (pass and fail rating)	more and different types of electricity projects (working with houses, campus & community related needs, etc.
Electrical	Certificate	3	2	3	Instructor does a good job making connections with his students which has a positive effect on their attendance.	
Electrical	Certificate	3	3	2	Preparing students for 4-year apprenticeship. Hands-on assessment is very successful. Teaching hands-on online and assessing proved to be unsuccessful.	Potentially exposing students to journeyman exam now, so they are study even throughout their 4-year apprenticeship. Also, any internship opportunities to measure hands on outcome. Internship opportunities.
	<b>Average</b>	<b>2.00</b>	<b>2.11</b>	<b>2.00</b>		
	<b>Composite Average</b>	<b>2.04</b>				
Elementary Education	Associate	3	2	2		
Elementary Education	Associate	3	3	3		SBC should review if it is a violation of confidentiality when reporting small number of students.
Elementary Education	Associate	3	2	2	Taking Multicultural issues seriously.	Use of technology. The smart response using smart phone.

						These devices remain very important
	<b>Average</b>	<b>3.00</b>	<b>2.33</b>	<b>2.33</b>		
	<b>Composite Average</b>	<b>2.56</b>				
Elementary Education	Bachelor	<b>3</b>	<b>3</b>	<b>3</b>		
Elementary Education	Bachelor	<b>3</b>	<b>3</b>	<b>3</b>		
Elementary Education	Bachelor	<b>2</b>	<b>3</b>	<b>2</b>		
Elementary Education	Bachelor	<b>3</b>	<b>2</b>	<b>2</b>	Very concise	Great ideas presented!
Education Elementary	Bachelor	<b>3</b>	<b>2</b>	<b>3</b>	Mock Test is good, having professors with diverse education background is good,	Uniformity in lesson plans need to be encouraged.
	<b>Average</b>	<b>2.80</b>	<b>2.60</b>	<b>2.60</b>		
	<b>Composite Average</b>	<b>2.67</b>				
Environmental Science	Associate	<b>3</b>	<b>3</b>	<b>3</b>		
Environmental Science	Associate	<b>3</b>	<b>3</b>	<b>2</b>		
Environmental Science	Associate	<b>3</b>	<b>3</b>	<b>2</b>		
Environmental Science	Associate	<b>2</b>	<b>3</b>	<b>2</b>	Milestones courses and a faculty assigned to handle internships and teach research project and proposal. Research Presentation as a final capstone	Availability of Water Lab for sample analysis and availability of departmental vehicles for field work



					project.	
Environmental Science	Associate	3	3	3	Detailed assessment with specific recommended actions identified for improvement.	COVID had negative impact on student numbers. Continue finding new ways of encouraging student participation.
	<b>Average</b>	<b>2.80</b>	<b>3.00</b>	<b>2.40</b>		
	<b>Composite Average</b>	<b>2.73</b>				
Environmental Science	Bachelor	2	3	3		
Environmental Science	Bachelor	2	2	3	Concise and clear	Higher enrollment may contribute increase in data next year.
Environmental Science	Bachelor	3	2	3		
Environmental Science	Bachelor	2	2	2		
Environmental Science	Bachelor	2	2	2		
Environmental Science	Bachelor	3	2	3	Faculty have taken a great deal of time to reflect on what changes should be implemented to help students excel.	
Environmental Science	Bachelor	2	2	2	Thorough. Easy to follow.	COVID had negative impact on program completion because of dropout/stop out for personal and health reasons. Limited assessment data. Act to increase enrollment.
Environmental Science	Bachelor	2	3	3	Availability of Research Science Labs, Departmental Vehicles and Faculty with diverse academic	Availability of Associate degree, Bachelors, and Master's Program. Students are able to

					background.	advance. Faculty write grants that support students' research. Availability of zooms.
Environmental Science	Bachelor	3	3	3	Good assessment data with purpose.	Expand hands on work to better engage students. Expand on students' knowledge of theoretical research. Increase and faculty 1-on-1 time. Conduct at least one synchronous course weekly. Especially for online courses. Have more outdoor activities.
	<b>Average</b>	<b>2.33</b>	<b>2.33</b>	<b>2.67</b>		
	<b>Composite Average</b>	<b>2.44</b>				
Environmental Science	Master	2	3	3	Research Funds from NASA that helps our students, Diverse faculty with different academic background.	Few students hence students are able to have more one-on-one mentoring.
Environmental Science	Master	1	1	2		
Environmental Science	Master	1	0	2	With low student enrollment numbers, data for many of the outcomes are not available.	Data will be updated after the cohort completes the program.
Environmental Science	Master	2	3	3	Very clear and concise, given the lack of data.	Goals for 2022 very apparent and based off of current data.
Environmental Science	Master	3	3	1	Good assessment plan, but, poor student numbers. Use a rubric	Improve student numbers. COVID impacted numbers even with changes. Work is not completed. Continue encouraging participation and publications. Be sure students select topics they are comfortable

						with. Conduct assessment from combined years to increase number.
Environmental Science	Master	1	2	2		
Environmental Science	Master	0	2	0	Comment: we should not be collecting data for 1 student or no completing students, not enough data to measure (it would be better to move students data over to the next year and clump so that we have several students to draw data from for our smaller course counts.	General program reflection: It might not be best to make program suggestions for data that only reflects one student.
Environmental Science	Master	3	3	3	Very well analyzed and results were clear and concise.	Statics assessment results indicate future emphasis investing time in statistics sessions.
	<b>Average</b>	<b>1.63</b>	<b>2.13</b>	<b>2.00</b>		
	<b>Composite Average</b>	<b>1.92</b>				
Heavy Equipment Operator	Certificate	3	1	1		The measurement tools need to be reworded. The student is not assessing, it is the instructor.
Heavy Equipment Operator	Certificate	3	2	2	Good job connecting with students.	
	<b>Average</b>	<b>3.00</b>	<b>1.50</b>	<b>1.50</b>		
	<b>Composite Average</b>	<b>2.00</b>				

Human Service	Associate	3	2	3	Group work was encouraged, Capstone work and Internship placement. Use of e-textbook	Few students, Availability to advance their degrees. College paying for zoom is a plus
Human Services	Associate	3	2	1	Add information besides "continue monitoring"	
Human Services	Associate	3	3	2	Thorough.	Coordinate with SWK for assessment of SWK 255 & SWK 257 outcomes as they apply to HS.
Human Services	Associate	3	3	2	Faculty did a good job using technology so instruct through the Covid Pandemic	
Human Services	Associate	3	3	2	Analysis was clear and concise,	Utilizing more of the Cengage assessment numbers in additional to internship results.
Human Services	Associate	3	3	1		
Human Services	Associate	2	2	1		More emphasis on areas of weakness of students and how to make changes for improvement.
Human Services	Associate	3	3	1		
	<b>Average</b>	<b>2.88</b>	<b>2.63</b>	<b>1.63</b>		
	<b>Composite Average</b>	<b>2.38</b>				
Information Technology	Associate	3	2	3		
Information Technology	Associate	3	2	2	Faculty member is very energetic and engaged in making a great program.	
Information Technology	Associate	3	3	3	Informed Staff, few students that are easy to train including one-on-one, Availability of internships including	Strengthen Internships including Out of the State. Recruiters need to be flexible and

					out of the State	accommodative to our students offering them family accommodation and if possible, have funds to hire a baby seater.
Information Technology	Associate	2	2	2	The different types of certifications exams students can complete.	External internship
	<b>Average</b>	<b>2.75</b>	<b>2.25</b>	<b>2.50</b>		
	<b>Composite Average</b>	<b>2.50</b>				
Lay Advocate/Paralegal	Associate	3	2	2	Experience Professor	There are job opportunities for graduates. Few students learning better one on one
Lay Advocate/Paralegal	Associate	1	1	2	New Instructor. She is young and energetic.	There is need. Employment is there for the Paralegal students. Opportunities for furthering their degrees too.
Lay Advocate/Paralegal	Associate	1	2	3		
Lay Advocate/Paralegal	Associate	2	2	3	Good assessment and analysis.	Strong recommended actions and plans.
Lay Advocate/Paralegal	Associate	1	1	3		
	<b>Average</b>	<b>1.60</b>	<b>1.60</b>	<b>2.60</b>		
	<b>Composite Average</b>	<b>1.93</b>				

Math 102/103	General Education Course	3	3	2	Finding resources for all students	
--------------	--------------------------	---	---	---	------------------------------------	--

Math 102/103	General Education Course	3	3	2	Ideas towards future growth and development. Instructor has a game plan towards future growth of the program to help increase student engagement. (strength, the vision)	Develop assessment for measuring student access to internet and navigating online distance learning. We need to know where our students are and what they need to know in order to be successful online.
Math 102/103	General Education Course	3	2	3	Professor is knowledgeable, accommodative and try to bring real life in math,. The students get chance to give presentations. Availability of tutoring services in math is very good.	Having tutors for students. This will help them develop their math intellectual thinking and reasoning
Math 102/103	General Education Course	3	2	2	Explanation of types of problems students are working with is helpful.	Would it be possible to account for how students rate themselves for the indirect measurements?
Math 102/103	General Education Course	2	3	3	Pre and Post self-assessment of confidence level. Very informative. Helps to point program towards solutions.	COVID informed how the future utilization laptops and online/hybrid learning, in conjunction with face-to-face and synchronous instruction.
Math 102/103	General Education Course	3	3	2	There are specific mathematic topics that need to be a focus for next semester and a clear trend on what needs to be improved. Clear and concise outcomes. Outcomes are well justifiable and are measurable to note trends.	Working with high schools based on results from previous semester to focus on increasing scores within these specific topics.
	<b>Average</b>	<b>2.83</b>	<b>2.67</b>	<b>2.33</b>		
	<b>Composite Average</b>	<b>2.61</b>				

Native American Studies	Associate	3	2	2		Recommendations are what was done this year, what about the upcoming year?
Native American Studies	Associate	3	2	2	New curriculum should show gains.	
Native American Studies	Associate	2	1	2	Great job with the improvement on the plan.	It would be great to there to be more breakdown of what the scores mean. What areas were they weak, or what areas outstanding.
Native American Studies	Associate	2	2	2	Plan continues to be improved.	With revisions to the plan, the department faculty can work towards assessment tools that meet the program needs.
	<b>Average</b>	<b>2.50</b>	<b>1.75</b>	<b>2.00</b>		
	<b>Composite Average</b>	<b>2.08</b>				
Native American Studies	Bachelor	3	2	2		Very few recommendations for next year
Native American Studies	Bachelor	2	1	2	Progress is being made on the plan.	More analysis of data would be helpful other than just numbers.
Native American Studies	Bachelor	2	2	1	Plan continue to be improved.	With the revamping of the plan, program faculty need to look towards assessment tools that can provide them with information to make recommendations for continual improvement.
	<b>Average</b>	<b>2.33</b>	<b>1.67</b>	<b>1.67</b>		
	<b>Composite Average</b>	<b>1.89</b>				

Practical Nursing	Associate	3	3	2	It is great that they are going to be doing their State Boards all together.	Reevaluation of assessment tools with new director
Practical Nursing	Associate	3	3	3	Program has a very in-depth assessment plan which is also necessary for the Accreditation.	
Practical Nursing	Associate	1	2	2	Rubric shows measurement goals for each category	More data that indicates low, medium, high scores for more categories within the rubric measures
Practical Nursing	Associate	3	3	2	Planning forward. Actively making adjustments to program assessment.	Follow through with identified changes to assessment procedures. Address findings of skills deficiency through instruction and assessment.
Practical Nursing	Associate	3	2	3	Qualified Staff, Small class favorable for learning.	Students to be help gain confidence. Transition change from student to Nurse.
	<b>Average</b>	<b>2.60</b>	<b>2.60</b>	<b>2.40</b>		
	<b>Composite Average</b>	<b>2.53</b>				
Pre engineering	Associate	1	2	3		
Pre-Engineering	Associate	2	2	1		To develop a comprehensive assessment plan for the collaboration.
Pre-Engineering	Associate	2	3	2	Few class, more time for one-on-one Zoom meeting.	Internships opportunities. Students to be exposed and this may be an opening for their employments



Pre-Engineering	Associate	3	3	3	Very thorough!	Potential internship opportunities to increase recruitment.
	<b>Average</b>	<b>2.00</b>	<b>2.50</b>	<b>2.25</b>		
	<b>Composite Average</b>	<b>2.25</b>				
Social Work	Bachelor	2	2	1	The use of SWEAP	More in depth analysis.
Social Work	Bachelor	2	2	3		
Social Work	Bachelor	2	1	1	For first time creating a program assessment plan, faculty did a good job, but have some work to do as any new program would.	Anytime there is a lack of student success,
Social Work	Bachelor	2	2	3	Fewer students, and Faculty open for help. Exit interviews is good and helpful	Use other instructors to teach scientific method, call guest speakers to help out specifically on topics such as scientific methods.
	<b>Average</b>	<b>2.00</b>	<b>1.75</b>	<b>2.00</b>		
	<b>Composite Average</b>	<b>1.92</b>				

### **Summary**

The Assessment committee met via zoom 6 out of the 9 months. In early fall the committee did not meet formally, but the assessment committee required all programs to submit their program assessment plans for the upcoming 2020-2021 academic year. Faculty were to make note if they had made changes to their program outcomes, Measurement goals and/or measurement tool. Outside of formal committee meetings, committee members assisted faculty with the development and/or modifications for their respective program assessment plans.

Even with circumstances due to Covid, program faculty presented their findings face to face. The Welding program (Certificate program) did not present as SBC did not have an instructor, thus no courses were offered. The Lakhotiyapi/Dakhotiyapi program (Certificate program) did not present.

Considering the abnormal circumstances, results from program assessment success was better than expected for upper level (Bachelor/Master) programs (probably due to being older and more mature students. Many programs/general education course faculty commented that first time students did not succeed as would be expected. Faculty commented that this may be attributed to the online/zoom classes and younger students not being as responsible as older students.

Program faculty have completed their respective program assessment plans. If SBC cannot conduct regular Face to Face classes as in a NORMAL academic year, SBC should consider having a Hybrid schedule which would require some of the students to meet for one or two hours each week of face to face and NOT be 100% online.

### **Strategy for 2021-2022:**

September

- Review yearend program rubric results

October

- Corrective action, with review of programs with a composite score of 1.50 or lower
- Review 2020-2021 program plans – require the both direct and indirect measures to be used

November:

- Review 2021-2022 corrected program plans

January

- Continue to refine assessment process

May:

- Program outcomes presentations and ratings