

# Assessment Committee Strategic Planning Report

Date of review: 6/13/2016

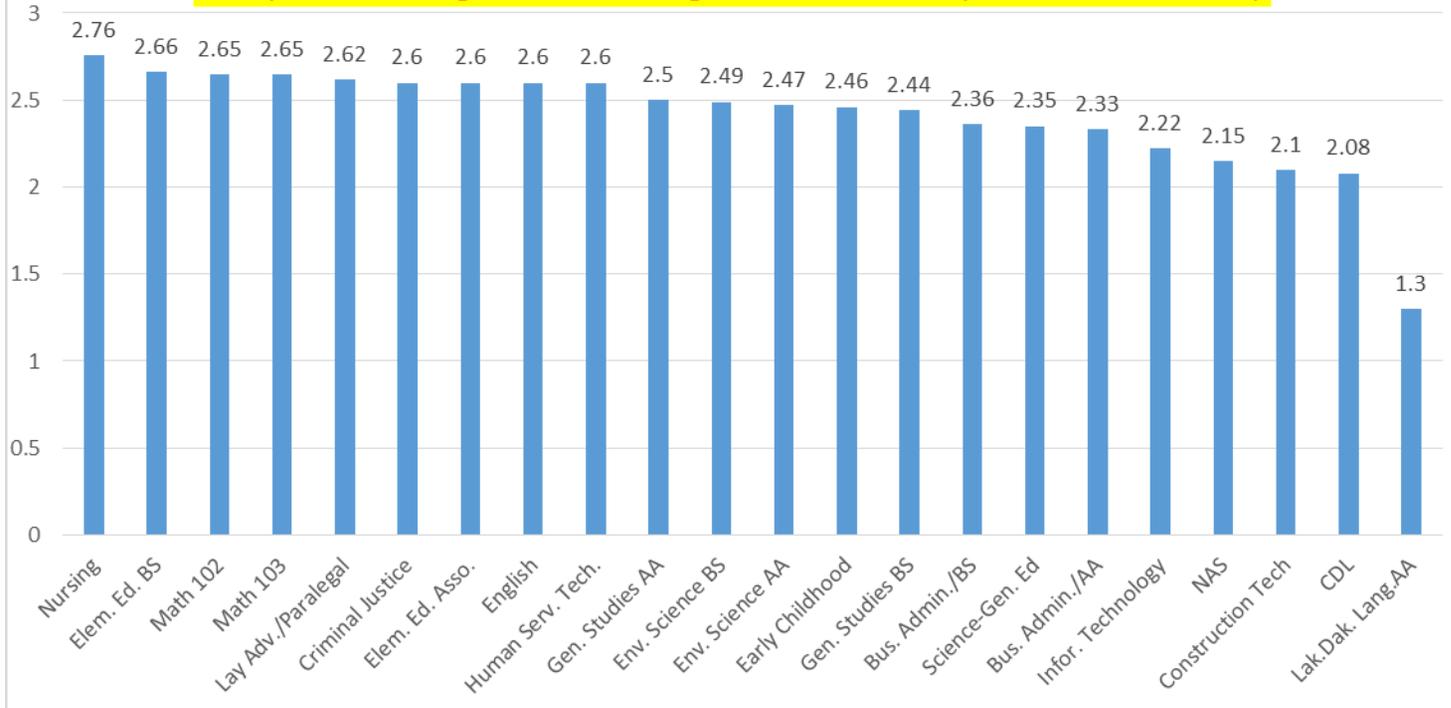
**FUNCTION:** Review, report and make recommendations concerning student learning and institutional effectiveness for continual quality improvement for all our stakeholders.

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

**GOAL 1:** To review academic & student support data that demonstrates institutional effectiveness through 2025.

<i>Objective A</i>	Annually review program assessment data which supports the continued improvement for student learning.
Measurement Tool (who, what, when, how)	The Assessment Committee in 2015-2016 will review program assessment data with the appropriate faculty in the spring of each year after completion of all spring semester classes.
Measurement Goal	100% of all required programs will be reviewed for approval and/or recommended changes by the assessment committee.
Findings/Results	<p>The assessment committee rated all degree program assessment plans on five (5) different criteria using a four (4) point Likert scale (0 – low and 3-highest). Assessment committee members are also allowed to add comments to any of the five criteria. The Criminal Justice and Paralegal/Lay Advocate assessment plan was modified and thus the assessment committee reviewed eight (8) different criteria using the four (4) point Likert scale.</p> <p>Four programs did not report end of year assessment results. Special Education did not have student enrollment, Native American studies revamped their plan as did the Criminal Justice/Paralegal/Lay Advocate program. Pre-engineering, Trend Certificates and Heavy Equipment will report to the assessment committee in the fall of 2016. Also CSCI 101 Intro. to Computers which is a general education requirement will report in the fall as well.</p>
Data Analysis	The following table indicates the composite scores for SBC programs of study.

**Composite Average for 2016 Program Assessment (4 Point Rubrics 0-3)**



The top scoring program assessment of student learning continues to be Nursing with a 2.76. The Lakhotiyapi/Dakhotiyapi program rated below a 1.75 last year and will be required by the Assessment Committee to revamp the program assessment plan. This is the first year this program has reported to the Assessment committee. The Elem. Ed. B.S. program rated second on the scoring rubric rating a 2.66. The second lowest scoring program was CDL which rated 2.08. This is the first time this instructor presented end of year data to the Assessment committee. All but one program that reported exceed the minimum score of 1.75.

Action/  
Recommendation

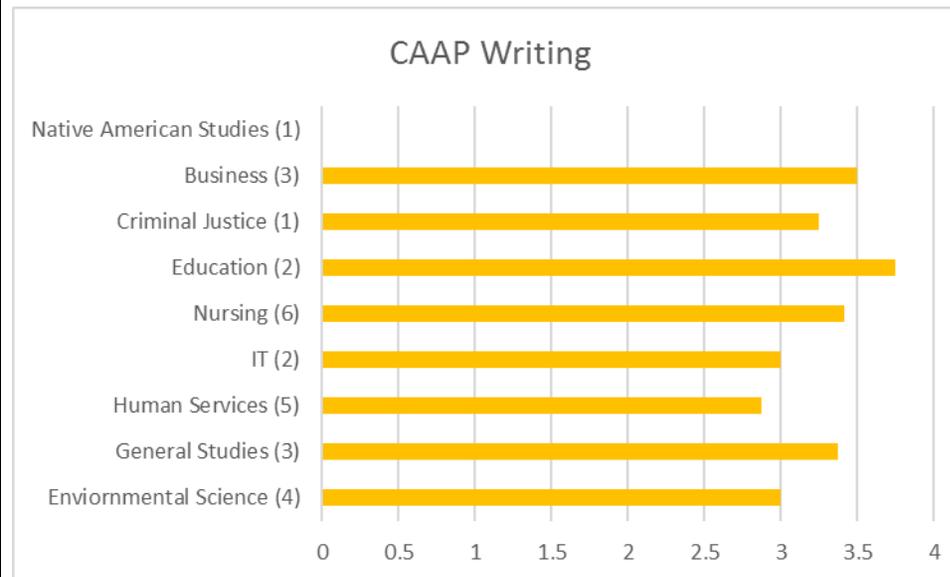
Continue process of assisting programs in the development of measureable program outcomes in the fall semester. Require the four programs that did not present to present their results to the Assessment committee in September 2016 meeting.

<i>Objective B</i>	Annually review essential learning outcomes (general education) data which supports the continued improvement for student learning.										
Measurement Tool (who, what, when, how)	The Assessment Committee in 2015-2016 will review essential learning outcomes (general education) with the appropriate faculty in the spring of each year after completion of all spring semester classes.										
Measurement Goal	Review of CAAP/COMPASS post scores, in addition to English, Speech, Math, Science and Computers with each area meeting an established minimum requirement.										
Findings/Results	<p>The assessment committee rated all general education program assessment plans on five (5) different criteria using a four (4) point Likert scale (0 – low and 3-highest). Assessment committee members are also allowed to add comments to any of the seven criteria.</p> <p>All general education learning outcomes were presented by the appropriate general education faculty except for the Intro. to Computers which will present in the fall.</p> <div data-bbox="537 581 1810 1156" data-label="Figure"> <p>The bar chart displays the composite average scores for four general education departments. The y-axis represents the score, ranging from 2.2 to 2.7 in increments of 0.05. The x-axis lists the departments. The scores are: English/Speech Dept. General Ed. (2.6), Math Dept. Ed. (2.65), Lab Sciences General Ed. (2.35), and Intro. to Computers General Ed. (2.35).</p> <table border="1"> <thead> <tr> <th>Department</th> <th>Composite Average</th> </tr> </thead> <tbody> <tr> <td>English/Speech Dept. General Ed.</td> <td>2.6</td> </tr> <tr> <td>Math Dept. Ed.</td> <td>2.65</td> </tr> <tr> <td>Lab Sciences General Ed.</td> <td>2.35</td> </tr> <tr> <td>Intro. to Computers General Ed.</td> <td>2.35</td> </tr> </tbody> </table> </div>	Department	Composite Average	English/Speech Dept. General Ed.	2.6	Math Dept. Ed.	2.65	Lab Sciences General Ed.	2.35	Intro. to Computers General Ed.	2.35
Department	Composite Average										
English/Speech Dept. General Ed.	2.6										
Math Dept. Ed.	2.65										
Lab Sciences General Ed.	2.35										
Intro. to Computers General Ed.	2.35										

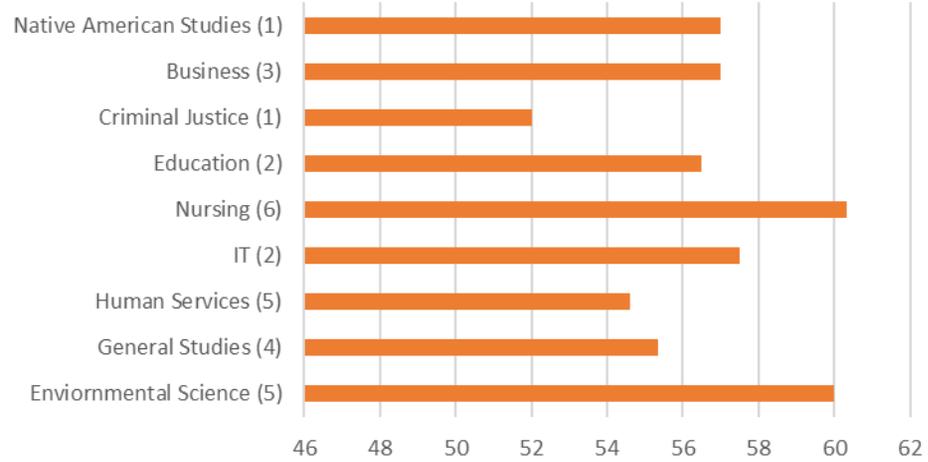
Math scored the highest with a 2.65 rating.

The results from the CAAP in the areas of Reading, Writing and Mathematics were reviewed and the results for most students were very positive.

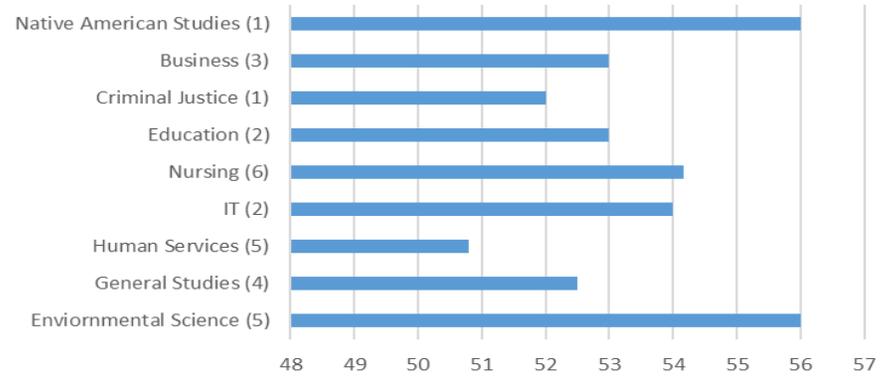
	Math Average	Reading Average	Writing Average
<b>All = 28</b>	52.81	57.68	3.39
<b>Scale</b>	40-80	40-80	0-6
<b>National Average (high)</b>	56	60	3.0
<b># SBC Students Scoring Honors</b>	6	8	14

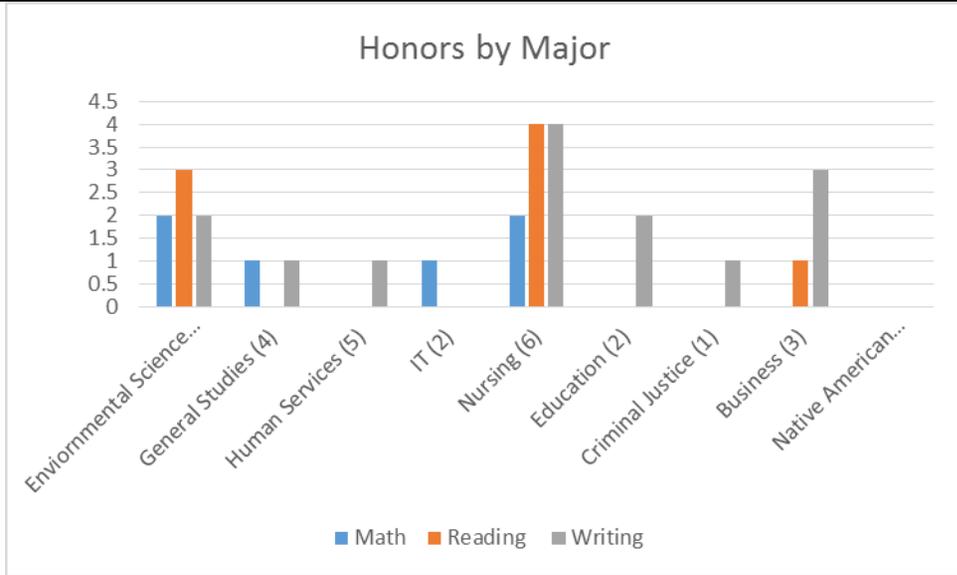


### CAAP Reading



### CAAP Math



	 <table border="1"> <caption>Honors by Major</caption> <thead> <tr> <th>Major</th> <th>Math</th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>Environmental Science</td> <td>2</td> <td>3</td> <td>2</td> </tr> <tr> <td>General Studies (4)</td> <td>1</td> <td>0</td> <td>1</td> </tr> <tr> <td>Human Services (5)</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>IT (2)</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Nursing (6)</td> <td>2</td> <td>4</td> <td>4</td> </tr> <tr> <td>Education (2)</td> <td>0</td> <td>0</td> <td>2</td> </tr> <tr> <td>Criminal Justice (1)</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Business (3)</td> <td>0</td> <td>1</td> <td>3</td> </tr> </tbody> </table>	Major	Math	Reading	Writing	Environmental Science	2	3	2	General Studies (4)	1	0	1	Human Services (5)	0	0	1	IT (2)	1	0	0	Nursing (6)	2	4	4	Education (2)	0	0	2	Criminal Justice (1)	0	0	1	Business (3)	0	1	3
Major	Math	Reading	Writing																																		
Environmental Science	2	3	2																																		
General Studies (4)	1	0	1																																		
Human Services (5)	0	0	1																																		
IT (2)	1	0	0																																		
Nursing (6)	2	4	4																																		
Education (2)	0	0	2																																		
Criminal Justice (1)	0	0	1																																		
Business (3)	0	1	3																																		
Data Analysis	<p>The results presented by general education faculty show that students are showing gains as expected. General Education faculty are making changes to their assessment plan to better measure their expected outcomes which is part of the overall assessment process and purpose annually. Of the 28 students that took the CAAP, six (6) students scored high enough to receive honors. Eight (8) of the 28 received honors in Reading and 14 of the 28 received honors in Writing.</p>																																				
Action/ Recommendation	<p>The cumulative results from the Spring Assessment will be forwarded to the appropriate faculty to review and make changes for 2016-2017 based on the results and recommendations from the Assessment committee. Of the eight (8) criteria that is required on the assessment plan, only the last five (5) will be rated unless a program makes changes to any of the first three (3) criteria. If changes are made by a program on the first three criteria, they will present their respective changes to the assessment committee in the fall of 2016.</p>																																				

<i>Objective C</i>	Annually review Student Support Services data including the enrollment management plan which supports the continued improvement of student learning.
Measurement Tool (who, what, when, how)	The Assessment Committee in 2015-2016 will review Student Support Services assessment data through the results of the exit interview administered in SOC 100 each semester along with data submitted on the Enrollment Management Plan.
Measurement Goal	100% review of all data collected that relates to Student Support Services including the enrollment management plan.

Findings/Results	All data related to the Student Support Services and the Enrollment Management Plan were reviewed by the Assessment Committee, using the same scoring rubric as used for programs and essential learning outcomes. The Enrollment Management plan scored 2.40.
Data Analysis	Retention and Persistence data shows just a slight drop, but efforts being implemented to work with first time students are showing a positive trend. Recruitment and Outreach efforts surpassed the goal of number of potential students' contacts. Staff in the student support services has very aggressively pursued students with attendance issues which also shows positive trends but continues to be an area needing improvement. First year students, based on the COMPASS results, still continue to tend to have low scores in English and Mathematics, thus the need for the remedial courses.
Action/ Recommendation	Student Support Services along with faculty and staff need to continue to gather data and review the data on a regular basis to make decisions on whether or not specific efforts to improve/assist in reaching outcome goals is truly making a difference. This data will be made available to all faculty, staff, and students as it is posted on the SBC website. In the fall of 2016, all incoming students will take the ACCUPLACER test, as the COMPASS will no longer be available after December 2016. Results from the ACCUPLACER and previous years COMPASS test will be compared.

<i>Objective D</i>	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.
Measurement Tool (who, what, when, how)	The Assessment Committee in 2015-2016 will meet monthly during the academic year to review or identify any data needed to assist in recommending programmatic or policy changes.
Measurement Goal	A systematic plan of data collection and minutes from monthly meetings.
Findings/Results	The Assessment committee met eight times throughout the academic year. A systematic plan is in place to collect data which includes who, how, and when the data is to be collected. Minutes for all monthly meetings as well as minutes for the end of year assessment reporting are posted on the Shared File folder for all faculty and staff to review.
Data Analysis	It is evident that committee members understand the necessity for the assessment process which has evolved over a number of years by many dedicated faculty. Other faculty members that have had some consternation over the assessment process are starting to make changes to their program assessment so that they can determine if changes are needed in their program. The committee membership has been very stable as most committee members have served for 5 or more years. A couple of new faculty have been added as members which has brought some new thoughts and direction to the committee.
Action/Recommendation	Continue with the process that has evolved and continue to work with faculty and staff and making necessary changes so that the academic programs and student support services continue to improve and grow.