2013-2014

Assessment Report

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Sitting Bull College
Summary of Assessment Plan

Assessment of Student Learning

Assessment begins with the Sitting Bull College (SBC) mission statement. The SBC mission and its corresponding vision, values, purposes, and goals inspire all assessment activity. As the scope of assessment is widened, it involves multiple committees, along with academic and student service programs in a well-planned and organized cycle. Central to this process is the Assessment Committee, who functions as a collection point for the data. The Vice President of Academics 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 of Academics, Academic Success Center Coordinator, Counselor, and Director of Institutional Research. The chair of the Assessment Committee is a faculty member.

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

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

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

In 2013-2014, the Assessment Committee continued to complete the yearend review through the use of an assessment program evaluation rubric. Any programs that have a composite score or individual criteria scores below 1.75 will be required to refine their plan and submit it to the Assessment Committee in the fall 2014 for review.

Assessment Committee Function:

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

Assessment Committee Scope:

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

Goals of SBC Assessment:

To review academic and student support data that demonstrates institutional effectiveness through 2017.

2013-2014 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) or Community College Survey of Student Engagement (every other year for each survey)
    f. Student Service Satisfaction Graduate Survey
    g. Satisfaction of Institutional Outcomes Graduate Survey
    h. Graduation Rates//IPEDS/AKIS
    i. Employer Survey
    j. Alumni Survey
2. Pre-entry and Freshmen Assessment
    a. COMPASS placement (pre) scores
    b. 1st Year Freshman Advising
    c. 1st Year Experience Course
    d. Freshman Orientation Evaluation
    e. Enrollment Trends

3. General Education Assessment
    a. General Education Outcomes Assessment Plan
    b. Post CAAP/COMPASS results
    c. Course Evaluations
    d. Completion Rates
4. Program Assessment
    a. Graduation rates
    b. Post CAAP/COMPASS results
    c. Program Review
    d. Program Assessment Plan & one page papers
    e. Employer Survey

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

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

Sitting Bull College supports:

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

2013-2014 Activities

- Regular monthly meetings were held.
- One goal and four outcomes were approved by the SBC Board of Trustees for the Assessment Committee 2013-2014 strategic plan.
- The year-end rubric was revised to match the College's assessment plans, including outcome, measurement, measurement goal, findings, analysis, and recommendations.
- Yearend reporting on outcome results for programs and general education along with the College's Enrollment Management continued with using the revised rubric.
- The 2013-2014 final analysis of the Assessment Committee goal and activities were presented and approved by the SBC Board of Trustees.

2013-2014 Institutional Assessment Report

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.
Wakháŋyeža kiŋ lená épi ča tháku 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 GOALS

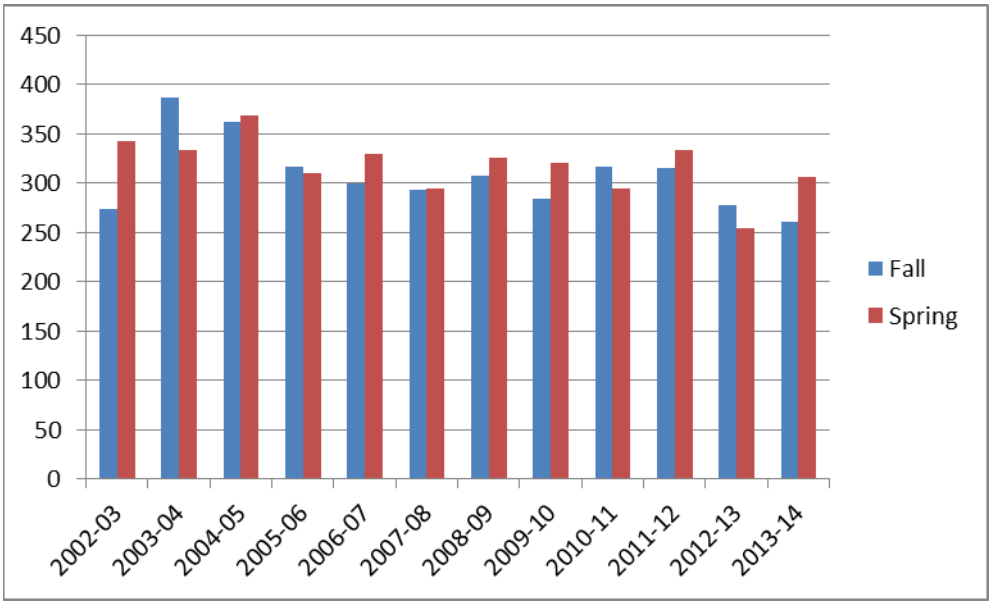
1. Students will display technical and critical thinking skills through effective oral and written communication.
2. Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior.
3. Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment.
4. Students will gain an understanding and appreciation for Native American cultures.

Institutional Wide Assessment 2013-2014

Enrollment Trends

Enrollment data for fall semester 2013 was one of the lowest enrollments reported for the last ten years history of the College. Declining enrollment has been a trend for the majority of Tribal Colleges and State Colleges in North Dakota. Currently, North Dakota is experiencing a growing economy primarily due to the rapid changes within the energy sector, and is one of the largest producers of oil in the U.S. The economic expansion is driven by oil production in the Bakken Formation which underlays nearly two thirds of North Dakota. With the colder weather and less outdoor job opportunities spring semester 2014 enrollment rebounded and was around the norm for SBC.

In order to maintain and increase enrollment, SBC implemented an enrollment management plan with specific outcomes for student recruitment. In addition, SBC received a US Department of Labor grant that established five new certificate programs, which started in the fall 2013.



The demographics show that the majority of our students are female, Native American, single, with an average age of 30. The 2013-2014 student demographic statistics remain consistent with past years.

Program Review Guide

With the interest of increasing programs and the concern of low enrollment in several of the current programs, the Curriculum Committee developed a program review guide in 2008-2009. After a several years of usage, the guide was revised in 2010-2011.

The program review process is required to be completed to determine the feasibility of any new programs. In addition, the Curriculum Committee has set-up a five year schedule and is

requiring all current programs to complete the program review within this five years to determine the feasibility of keeping current programs, especially those with low enrollment. Also, for the past five academic years, program revenues have been calculated through the office of the Vice President of Academics. 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 2013-2014: Certificate in Native Community Development, Associate of Applied Science in Energy Technology, and Associate and Bachelor of Science in Environmental Science. The results of the review were as follows:

- The Curriculum Committee recommended that the Native Community Development – move the program to an online format (needs HLC approval) then complete a second program review in two years focusing on enrollment, finances, and student completion resulting from the move to online offering. HLC did not approve SBC to begin to offer the Native Community Development certificate on-line due to inadequate planning and lack of IT support for on-line students.
- Energy Technician – needs to enhance the program, complete a recruitment plan by September 2014 and an enrollment and budget report prior to the next college bulletin in two years.
- The Environmental Science program review was tabled until fall 2014, due to the implantation of the Master's program.

The Curriculum Committee will continue with the program review schedule, adding Environmental Science to the fall 2014. Other programs scheduled for review in 2014-2015 include Business, Education, and Criminal Justice.

As a means to address the consultant's findings, the Chair of the Curriculum Committee during the 2011-2012 final Strategic Planning Board of Trustees review process, made a recommendation to have the consultant work with faculty at the beginning of the program review process instead of after the first draft is completed. The use of an external reviewer before submitting the reports to the committee has continued to greatly enhance the quality of the program reviews submitted.

In addition in 2013-2014, the Associate of Science in Natural Resources was furloughed as a result of it program review, which was completed two years ago. It was a recommendation that at the time of the next printing of the bulletin, that if enrollment did not increase to ten students the program would be furloughed. The program within this two year period did not see any growth beyond the one or two students enrolled each semester.

Persistence and Retention Rates

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

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

Persistence				
First	**Second**	**Total**		
Semester	**Semester**	**1st Sem**	**Returning**	**Percent returning**
Fall '01	Spring '02	173	113	65.3%
Fall '02	Spring '03	192	129	67.2%
Fall '03	Spring '04	262	164	62.6%
Fall '04	Spring '05	237	155	65.4%
Fall '05	Spring '06	209	125	59.8%
Fall '06	Spring '07	216	140	64.8%
Fall '07	Spring '08	246	134	54.5%
Fall '08	Spring '09	245	162	66.1%
Fall '09	Spring '10	289	179	61.9%
Fall '10	Spring '11	250	160	64.0%
Fall '11	Spring '12	247	166	67.2%
Fall '12	Spring '13	235	149	63.4%
Fall 13	Spring 14	198	145	73.2%

Retention				
First	**Second**	**Total**		
Semester	**Semester**	**1st Sem**	**Returning**	**Percent returning**
Fall '01	Fall '02	173	71	41.0%
Fall '02	Fall '03	192	89	46.4%
Fall '03	Fall '04	261	114	43.7%
Fall '04	Fall '05	235	90	38.3%
Fall '05	Fall '06	206	82	39.8%
Fall '06	Fall '07	216	87	40.3%
Fall '07	Fall '08	244	96	39.3%
Fall '08	Fall '09	245	107	43.7%
Fall '09	Fall '10	255	105	41.2%
Fall '10	Fall '11	230	106	46.1%
Fall '11	Fall '12	247	108	43.7%
Fall '12	Fall '13	235	113	48.1%

First-time Degree Seeking Students

Year	Persistence	Retention		
Fa 09	55%	28%		
Fa 10	56%	29%		
Fa 11	71%	46%		
Fall 12	50%	38%		
Fall 13	62%			

The college in 2011-2012 recognized the need to break down persistence and retention further. So for the 2012-2013 academic year the college went back to fall 2009 to track persistence and retention rates for first-time degree seeking students. In addition in 2013-14, the Institutional Data Coordinator completed persistence and retention rates per degree program for the past three years. 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 with the following goals:

Marketing Goals

1. To develop and implement a comprehensive marketing plan through 2017.
    - Develop a campaign to brand SBC.
    - Determine the most effective means for marketing SBC.
    - Revamp SBC web site.

Recruitment and Enrollment Goal

2. To establish and maintain a recruitment plan that will increase new students by 50 per year through 2017.
    - Establishment of an ad hoc Recruitment Committee.
    - To have completed a demographic study of service area.
    - 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 establish and maintain a retention plan through 2017.
    - Establishment of an ad hoc Retention Committee.
    - To provide an effective first year learning experience.
    - To provide an effective integrated and coordinated advisement program for all students.
    - To improve engagement of all students.
    - To create improved communication of events/activities and important dates between the college and the students.
    - To provide services for students at risk.

- To increase availability/access to support services offered to McLaughlin & Mobridge sites.
- To increase student opportunities for external experiences.

Student Financial Management Goal

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

Professional Development Goal

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

Data Collection and Reporting Goal

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

The Enrollment Management Plan with its findings and recommendations were presented to the Assessment Committee for yearend review. Eight Committee members evaluated the results with the results listed in the following table. 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.

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Comments
2	2	3	2	3	3	
3	3	3	2	3	3	
3	3	2	3	3	3	
3	2	3	3	3	3	When reviewing and reporting retention and persistence and enrollment data, it should be disaggregated to look for trends. i.e. Maybe our highest stop out group is the young males under 24 yrs. of age.
3	3	3	3	3	3	
3	2	3	3	3	3	
3	3	2	2	3	3	Is 100% always attainable? Consider that this is ideally what we want to achieve but what is more realistic. Then as goals are reached we can increase the goal.
3	3	3	3	3	3	
2.88	2.63	2.75	2.63	3.00	3.00	**Composite Average**
						2.81

Attendance

Numerous faculty members during the yearend 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. In the spring 2011 the college's Academic Excellence Learning Center hired an Attendance Counselor which resulted in the successful completion of nearly one-half of the students who were at risk of failing due to poor attendance. The grant that was funding the Attendance Counselor position ended in the summer of 2012, but the college recognized the importance of the position and secured additional funding to retain the position. Below is a correlation for the spring 2012, 2013, and 2014 semesters' attendance to grade point averages, which is shared with students:

Correlation of Grades to Attendance									
Spring 2012				Spring 2013			Spring 2014		
Semester GPA	Average Attendance	Number of Students	Percent of Group	Average Attendance	Number of Students	Percent of Group	Average Attendance	Number of Students	Percent of Group
4.00	92%	42	12%	88%	42	16%	91%	52	16%
3.99-3.00	82%	107	31%	86%	77	29%	85%	85	26%
2.99-2.00	77%	63	18%	78%	51	19%	77%	40	12%
1.99-1.00	65%	44	13%	70%	18	7%	67%	34	10%
.99-.0.00	37%	91	26%	36%	82	30%	29%	113	35%

The College through its Enrollment Management plan implemented an aggressive counselor intervention starting in the fall of 2012. This included the Academic and Attendance Counselors contacting the student who miss class beginning with week one. This was 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.

In the fall 2013, 225 unduplicated students were contacted, 100% of students identified through the alert system, 58% of these students reenrolled during the spring 2014 semester. In addition, 51% of these students contacted for attendance issues completed the course with a C or higher.

In the spring 2014, 205 unduplicated students contacted, 100% of students identified with alert system. Thirty-seven percent completed with a C or higher grade point average.

The Counselors indicated that phone calls were the most effective way to reach students.

Tracking of Student Withdrawals

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

Reason(s) used for Dropping	Total
Daycare/babysitter difficulties	6
Desired major was not offered by this college	1
Disappointed with quality of instruction	4
Dissatisfied with my grades	30
Employment time conflict with class schedule	7
Financial difficulties	3
Medical difficulties	2
Inadequate study habits; lack of motivation	2
Other	29
Personal - would rather not state reason	11
Transportation difficulties	4
Wanted a break from college studies	3
Wanted to move or was transferred to a new location	4
Work related problems	8

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, etc.

Availability of transportation after 4:30 pm is still a concern because the college has a large population of students taking evening courses. The director of the transportation program continually seeks grants to increase the number of routes that can be feasibly sustained on a daily basis. This is a difficult task with the reservation consisting of 2.4 million acres, which is equivalent to the size of the state of Connecticut.

Noel Levitz

Due to the resignation of SBC's Career Counselor the Noel Levitz survey was not completed in the spring of 2014. The survey has been used to measures 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 survey allows SBC to do a national comparison, along with a year to year comparison of SBC data.

The survey will continue to be administered in the spring of 2014.

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 spring 2014 survey are provided below. Twenty-six graduates completed the survey in which they rated the importance of the service and their level of satisfaction.

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

1	2	3	4	5	6	7
Registrar - Importance of this service to me						
-	-	4.8%	19%	9.5%	28.6%	38.1%
Registrar - Level of Satisfaction						
-	4.8% -	9.5%	14.3%	23.8%	47.6%	-
1	2	3	4	5	6	7
Financial Aid - Importance of this service to me						
-	-	-	-	-	5%	95%
Financial Aid - Level of Satisfaction						
-	-	-	10%	10%	5%	75%
1	2	3	4	5	6	7
TRIO – Importance of this service to me						
28.6%	14.3%	14.3%	14.3%	7.1%	21.4%	4 2%
TRIO - Level of satisfaction						
30.8%	15.4%	-	7.7%	23.1%	15.4%	7.7%
1	2	3	4	5	6	7
Counselors - Importance of this service to me						
-	-	-	25%	10%	20%	45%
Counselors - Level of satisfaction						
-	-	-	23.5%	17.6%	17.6%	41.2%
1	2	3	4	5	6	7
Tutoring - Importance of this service to me						
5.3%	-	-	26.3%	5.3%	10.5% 5	2.6%
Tutoring - Level of satisfaction						
6.3%	6.3%	-	25%	12.5%	25%	25%
1	2	3	4	5	6	7
My Advisor(s) – Importance of this service to me						
-	-	-	-	-	-	100%
My Advisor(s) - Level of satisfaction						
-	-	-	4.8%	4.8%	9.5%	81%

1	2	3	4	5	6	7
Instructors - Importance of this service to me						
-	-	-	-	-	14.3%	85.7%
Instructors - Level of satisfaction						
-	-	-	9.5%	9.5%	28.6%	52.4%
1	2	3	4	5	6	7
Student Organizations - Importance of this service to me						
5.3%	5.3%	-	26.3%	10.5%	15.8%	36.8%
Student Organizations – Level of satisfaction						
6.7%	-	-	26.7%	20%	20%	26.7%
1	2	3	4	5	6	7
MySBC Gradebook - Importance of this service to me						
-	-	-	4.8%	4.8%	9.5%	81%
MySBC Gradebook - Level of satisfaction						
-	4.8%	-	9.5%	4.8%	28.6%	52.4%
1	2	3	4	5	6	7
Business Office - Importance of this service to me						
5%	-	5%	15%	10%	30%	35%
Business Office - Level of satisfaction						
5.3%	-	5.3%	15.8%	21.1%	21.1%	31.6%
1	2	3	4	5	6	7
Bookstore - Importance of this service to me						
-	-	-	9.5%	9.5%	23.8%	57.1%
Bookstore - Level of satisfaction						
-	14.3%	9.5%	14.3%	-	42.9%	19%
1	2	3	4	5	6	7
Kampus Kids Daycare - Importance of this service to me						
18.2%	9.1%	-	-	9.1%	-	63.6%
Kampus Kids Daycare - Level of satisfaction						
20%	10%	-	-	30%	-	40%
1	2	3	4	5	6	7
Campus Housing - Importance of this service to me						
30%	-	-	10%	10%	-	50%
Campus Housing - Level of satisfaction						
50%	-	-	10%	10%	10%	20%
1	2	3	4	5	6	7
Library – Importance of this service to me						
-	-	-	-	5%	20%	75%
Library - Level of Satisfaction						
-	-	-	10%	5%	30%	55%
1	2	3	4	5	6	7
Campus Security - Level of importance to me						
5.6%	11.1%	-	5.6%	5.6%	16.7%	55.6%
Cam pus Security - Level of satisfaction						
12.5%	-	6.3%	18.8%	31.3%	-	31.3%

1	2	3	4	5	6	7
Transportation - Importance of this service to me						
8.3%	-	8.3%	6.7%	16.7%	-	50%
Transportation - Level of satisfaction						
15.4%	-	7.7%	23.1%	7.7%	7.7%	8.5%
1	2	3	4	5	6	7
How satisfied are you with the overall quality of the education provided by Sitting Bull College						
-	-	-	4.8%	-	19%	76.2%

Graduate Survey on Satisfaction of Four Student Outcomes

In the fall 2013 after review of the College's vision and mission, the Board of Trustees revised the institutional student outcomes from seven to four. 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 results of 26 of the spring 2014 graduates.

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

Mean	Med.	Mode	S. D
4.1	4	5	.83

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

Mean	Med.	Mode	S. D
4.1	4	5	.97

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

Mean	Med.	Mode	S. D
4	4	5	.95

Outcome Four - Students will gain an understanding and appreciation for Native American cultures.

Mean	Med.	Mode	S. D
4	4	5	1.05

The complete results of all surveys with their comments can be found on Sitting Bull College's website at www.sittingbull.edu under 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. The 2007 IPED's data indicates a 12% graduation rate, 2006 was 17%, 2005 was 24%, and 2004 was 12%. It has been determined that many of the problems with the graduation rates deal with attendance and stop out of students due to personal reasons, economic conditions, medical, etc.

Employer Survey

Due to the Career and Technical Education Guidance Counselor position being vacant the data collection for this report was initiated by the TREND Job Coach in May of 2014. The process included contacting the forty nine 2012-13 graduates by mail and requesting their current employment status. Employed graduates were asked to provide supervisor contact information either by mail or by calling the Job Coach. Evaluation forms were then mailed to the supervisors to be completed and returned to SBC.

The process was difficult and time intensive with only 6 evaluations returned. To expedite the process and obtain a higher return rate a plan to have the evaluation available on line has been established. Data collection has begun for the 2014 graduates without the evaluation on line but it will be used as soon as it is available.

As October 14, 2014, 20 additional evaluations were completed. The method included calling employers directly and or going to the work site of known graduates and requesting their participation. FERPA training confirmed the graduate's permission or notification of is not necessary when contacting their place of employment and requesting an evaluation be completed. Although data collected is not anonymous it will be reported as anonymous. The data gathered is to be used as a tool for the college to better help students be successful.

Graduates
Contact was made with thirty six of the forty nine graduates and or their employers. It was found that twenty-eight are employed, four are self-employed, two are full time college students, seven are unemployed and ten we are unable to contact. When linking employment with degree areas we found:

Certificates		
Farm/Ranch certificates	two graduates	one employed
Building Trades certificate	one graduate	self-employed
Associates of Applied Science		
Building Trades	two graduates	
Energy Technology	six graduates	three employed, one in a BS program
Lay Advocate/Paralegal	one graduate	one employed

Associate of Science		
Criminal Justice	one graduate	
Early Childhood Education	four graduates	one employed
Human Service Technician	three graduates	one in a BS program
Information Technology	four graduates	four employed
Office Technology	three graduates	two employed
Natural Resource Mngt	one graduate	one employed
Practical Nursing	three graduates	three employed
Teacher Education	one graduate	one employed
Associate of Arts		
Business Administration	one graduate	one employed
General Studies	one graduate	
Native American Studies	one graduate	one employed
Bachelor of Science		
Business Administration	ten graduates	six employed, three self-employed
Environmental Science	one graduate	
General Studies	three graduates	three employed

The seven unemployed graduates report family obligations (3), transportation (3), and not seeking employment (1) as reasons they are not working. Upon initial contact all graduates were offered job seeking assistance with no responses to the offer.

Employers

Ninety six percent of the graduates are employed full time within the exterior boundaries of the Standing Rock Indian reservation. The remaining four percent are employed full time in Bismarck, ND and Mobridge, SD. Two large towns close to the reservation boundaries.

Sixty-nine percent of the graduates work for the Standing Rock Sioux Tribe in ten different programs. The programs are Child Support Enforcement, Environmental Protection, Gaming, Housing, Paleontology, Tax office, Water Resources, Wellness Program, Women Infant and Children Program, and the Workforce Investment Act office.

Sitting Bull College employs eleven percent of the graduates with employees working in accounting, the campus daycare, and the maintenance department. Four percent are employed with the Standing Rock Middle School, four percent with the Red and White filling station, four percent at the Aberdeen Area Youth Treatment Center, four percent with Prairie Knights Casino and four percent at the Mobridge Medical Clinic.

Evaluation

The employee evaluations have two parts and were to be completed by an immediate supervisor. The first part rated the employee on a scale from zero (not applicable) to four (above average) in two areas, Work Attitudes and Habits and Knowledge and Skills.

Work Attitudes and Habits:
Fifty-eight percent of the employees rated above average for dependability, thirty-four percent satisfactory and eight percent fair.

Fifty-eight percent of the employees rated above average for initiative and striving for increased responsibility, thirty-four percent satisfactory and eight percent fair.

Sixty-five percent of the employees rated above average for professional manner, thirty-one - percent satisfactory and eight percent fair.

Fifty-four percent of the employees rated above average in recognizing when help/advice is needed and seeking assistance, thirty-four percent satisfactory, eight percent fair and four percent unsatisfactory.

Ninety-two percent of the employees rated above average in the area of practicing safety habits and taking care of company property, four percent satisfactory and four percent fair.

Knowledge and skills:
Sixty-one percent of the employees rated above average in their abilities to effectively communicate, twenty-seven percent satisfactory and twelve percent fair.

Sixty-five percent of the employees rated above average in their abilities to work cooperatively with others, thirty-one percent satisfactory and four percent fair.

Eighty-four percent of the employees rated above average in their knowledge of technical equipment on the job, eight percent satisfactory and eight percent fair.

Seventy-seven percent of the employees rated above average in their resourcefulness and problem solving skills, twenty-three percent satisfactory.

Seventy-seven percent of the employees rated above average regarding integrity and ethics, fifteen percent satisfactory and eight percent fair.

Seventy-seven percent of the employees rated above average in organization and handling multiple tasks, fifteen percent satisfactory and eight percent fair.

Seventy-seven percent of the employees rated above average in their abilities to carry out instructions and profit from constructive criticism, fifteen percent satisfactory, four percent fair and four percent unsatisfactory.

Overall rating of the employee rated sixty-nine percent above average, twenty-seven percent satisfactory and four percent fair.

The second part of the evaluation asked the question; Based on your experience in working with our students what would you suggest the college do to make certain our students are better prepared to enter todays workforce? The employers responded with the following suggestions:

4 % suggested: employment requires responsibility, go to work each day and produce
4% suggested: include as much technology knowledge and keep updating/stay current
4% suggested: job stress, dependability, accountability and honesty
4% suggested: business courses with effort
4% suggested: alcohol related information
4% suggested: come to work on time

Employers were asked:
Would you consider hiring a Sitting Bull College graduate in the future?
Eighty four percent said they would, twelve percent said maybe and four percent said no.

Employers were asked:
Would you consider providing a paid/unpaid internship for and SBC college student?
Seventy three percent said they would, nineteen percent said maybe and four percent said no.

Other comments by employers include:
The SBC graduates that work here are always well prepared, ready to work and ask questions if they don't understand.

The SBC graduates that are currently working for this program are excellent. They are my most reliable employees.

Alumni Satisfaction Survey

The last alumni survey was completed in the fall 2012 and the results are listed in the 2012-2013 Assessment Report.

Pre-entry and Freshmen Assessment 2013-2014

COMPASS Placement (pre) Scores

All new and transfer students are pre-tested using the COMPASS and graduate are then posted test using the same test. The college began using the COMPASS test in the fall 2005. Previous to this the college used the Test of Adult Basic Education (TABE). COMPASS provides a score out of 100%.

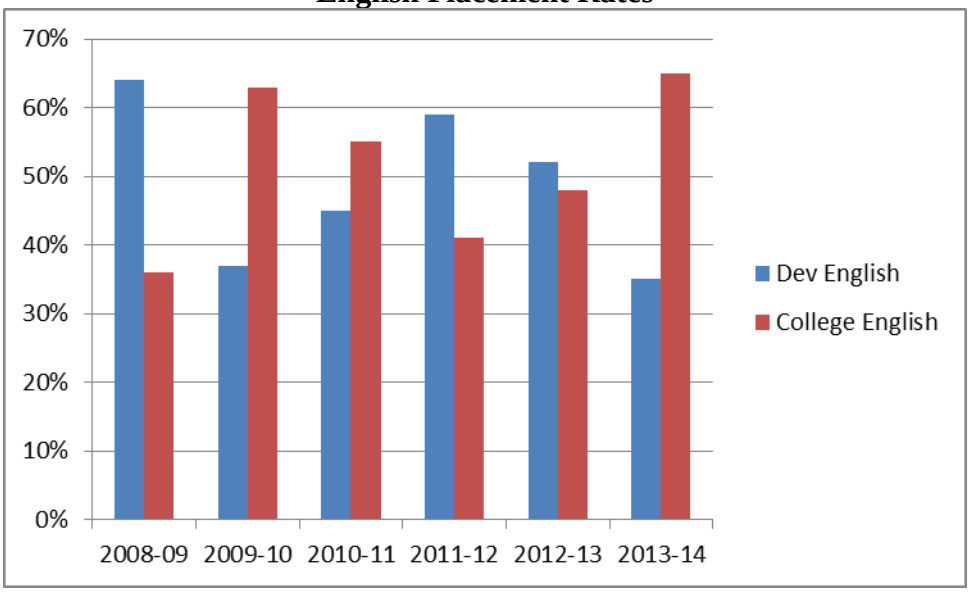
The COMPASS is used to complete an analysis of English, reading, and math skills for incoming freshman and transfer students. Base-line scores are pre-determined for placement of students in English and math courses. The baseline scores were reviewed and revised periodically based on other ND State Colleges. The table below indicates the scores for 2013-2014.

COMPASS SCORES 2013-2014

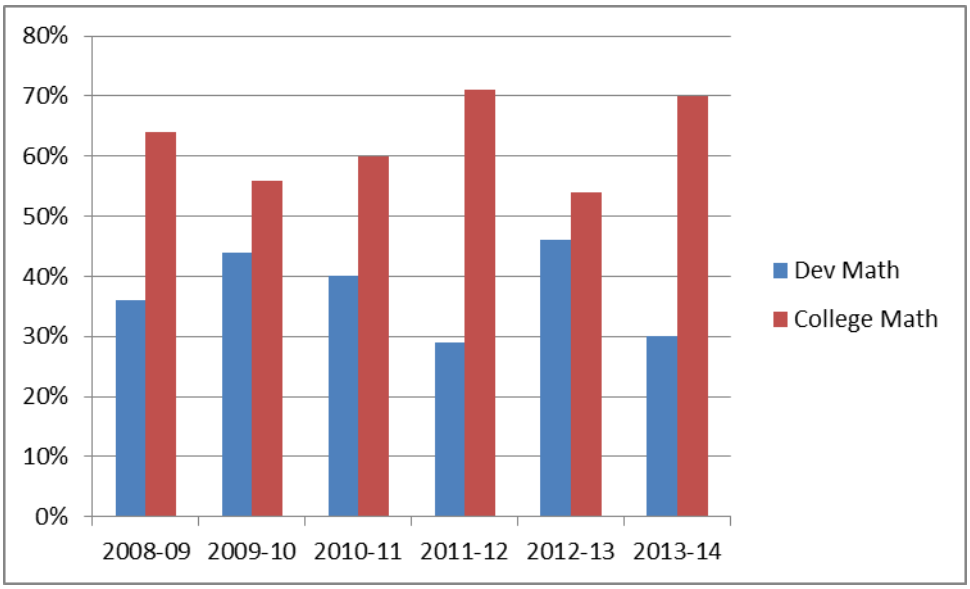
College Prep. Math & English	Male	Female	Total Fall & Spring	Total Percentage
Underprepared, Math (Compass) (Math 099/Math 101)	11/84 13%	14/84 17%	25/84	30%
Underprepared, English (Compass) (College Writing Prep. 099)	15/83 18%	14/83 17%	29/83	35%

The following tables indicate the placement rates for both math and English over a six year period. As indicated by the graphics, placement rates vary year by year, which indicates the need to further breakdown the demographics of SBC entering population of students.

English Placement Rates



Math Placement Rates



The college is still very concerned with the success and completion rates of the developmental math and English. Faculty through the help Walmart Retention grant continue to looking at different methods of instructional delivery, such as the use of modules, integrated courses, and students working at their own pace.

First-time and Transfer Student Orientation

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

The goal of the new student orientation is for 100% participation of new and transferring students. Fall semester 52 or 75% of new and transfer students attended orientation. For the fall semester students' average rating for the overall importance of orientation on a five point scale was 4.1 and the overall usefulness of orientation was 4.3. For the fall semester the students that attended orientation had a fall to spring persistence rate of 69%.

Spring 33 or 56% of new and transfer students attended orientation. For the spring semester students average rating for the overall average of importance of orientation was 4.6 and the overall usefulness of orientation was 4.6.

During registration, the Student Success Director provides an orientation agenda to new and transfer students and stresses the importance of attending. The College is pursuing placement of all orientation information on-line as a resource and encouraging students to use the computer.

Recommendation for 2014-15 includes: Orientation to be an ongoing topic in the FYLE course to ensure that students receive important information. Emphasis to attend orientation needs to be stressed by all instructors of first-time freshman. A special orientation will be held for the construction technology certificate students to ensure they are aware of issue specifically to their programs.

PSYC 100 First Year Learning Experience

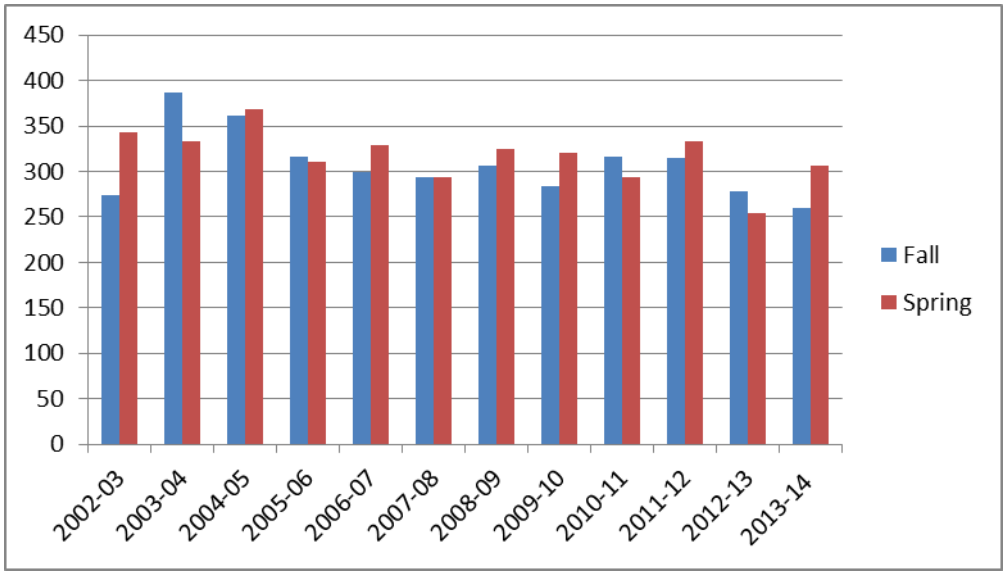
SBC requires all new students to complete a First Year Learning Experience Course. 100 % of all new students were enrolled in the course both fall and spring semester. The fall 2013, 75 students enrolled with 45% of the students successfully completing the course, and 64% persisting to the spring semester. The spring 2014, 76 students were enrolled with a 47% pass rate.

As a result of the low pass rate, the FYLE course will be changed based on information gathered at the National FYLE Conference. The course will be more hands-on with fewer out of class assignments.

It was determined to remove the first year learning experience course from the construction technology certificate programs. The course does not fit into their schedules and it was determined that these students just want to complete their certificate and go to work.

Enrollment Trends

Enrollment trends for students since the fall of 2002 are shown in the following table:



SBC's enrollment for 2013-2014 declined from previous year in the fall, but in the spring increased from the previous semester.

In 2013-2014 student services continued to do recruitment efforts with area schools through outreach to the schools or by holding college awareness on SBC's campus. The following contacts were made with high school students:

9/24/13	Catch The Wave: College Fair OLC Eagle Butte Site, SD	52
9/25/13	College Fair McLaughlin High School, SD	75
11/7/13	College Awareness Sitting Bull College	41
2/10/14	Senior Visit Standing Rock High School, ND	7
2/12/14	Senior Visit Wakpala High School, SD	6
2/13/14	Conferences Standing Rock High School, ND	10
2/13/14	Basketball Game McLaughlin High School, SD	33
2/16/14	High School Prom Showcase Bismarck, ND	20
2/26/14	Senior Visit Solen High School, ND	4
3/20/14	College & Career Fair Standing Rock High School, ND	65
4/2/14	College Night Sitting Bull College	25
Total		338
Mobridge Site Coordinator		
Spring14 High School Visits South Dakota		64
Grand Total		402 (Duplicated)

This is an increase of 114 contacts over 2012-2013 numbers. In order to increase enrollment of students' right out of high school, the Board of Trustees has approved two Build a Brighter Future scholarships. One is for tuition and another for the efficiency apartments.

General Education Assessment

GENERAL EDUCATION 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 Lakota/Dakota culture, provide intellectual stimulation, and to help in the development towards respectful citizens of the universe.

GENERAL EDUCATION
ESSENTIAL LEARNING OUTCOMES

1. Students will gain knowledge of human cultures and physical and natural world:

   through study in the science and mathematics, social sciences, humanities, histories, languages, and the arts.

   Assessment Tools: CAAP, Tribal Knowledge Pre/Post Test, Math/Science embedded final questions.

2. Students will gain intellectual and practical skills:

   through inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, and information literacy.

   Assessment Tools: CAAP, Computer end of course assessment, Composition/Essay and Speech end of course assessments.

3. Students will display personal and social responsibility:

   through civic knowledge and engagement – local and global, intercultural knowledge and competency, ethical reasoning and action, and foundations and skills for lifelong learning.

   Assessment Tools: Noel Levitz Student Satisfaction Survey, Community College Survey of Student Engagement, and Employer Survey.

4. Students will display integrative and applied learning:

   through synthesis and advanced accomplishment across general and specialized studies.

   Assessment Tools: Institutional Outcomes Survey, Employer Survey, and Alumni Survey.

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.

Skills/Student Outcomes	**Course offered by Degree**			
	Associate of Arts	**Associate of Science**	**Associate of Applied Science**	**Bachelor of Science**
Writing Skills Institutional Outcome (1) Essential Learning Outcome (2)	ENGL 110 Composition I - 3 cr. ENGL 120 Composition II - 3 cr. **Students will be able to complete an essay and a research paper using APA style.**	ENGL 110 Composition I - 3 cr. ENGL 120 Composition II - 3 cr. **Students will be able to complete an essay and a research paper using APA style.**	ENGL 100 Applied English or ENGL 110 Composition I - 3 cr. **Students will be able to write effective business communications; memorandums, letters, reports, and proposals.**	ENGL 110 Composition I - 3 cr. ENGL 120 Composition II - 3 cr. **Students will be able to complete an essay and a research paper using APA style.**
Communications Institutional Outcome (1) Essential Learning Outcome (2)	COMM 110 Speech – 3 cr. **Students will be able to use critical thinking to speak effectively in front of an audience.**	COMM 110 Speech – 3 cr. **Students will be able to use critical thinking to speak effectively in front of an audience.**	COMM 100 Applied Communications or COMM 110 Speech – 3 cr. **Students will be able to use critical thinking to speak effectively in front of an audience.**	COMM 110 Speech – 3 cr. **Students will be able to use critical thinking to speak effectively in front of an audience.**
Mathematics Institutional Outcome (1,3) Essential Learning Outcome (1,2)	MATH 103 College Algebra - 4 cr. **Students will also learn the manipulation skills that are basic to the field of algebra.**	MATH 102 Intermediate Algebra – 4 cr. **Students will also learn the manipulation skills that are basic to the field of algebra.**	MATH 100 Applied Math or higher - 3 cr. **Students will learn to organize information according to mathematical structure and to utilize concepts.**	Varies by program with minimum requirements of MATH 103 College Algebra - 4 cr. **Students will also learn the manipulation skills that are basic to the field of algebra.**
Student Success Institutional Outcome (3) Essential Learning Outcome (3, 4)	PSYC 100 First Year Learning Experience – 3 cr. SOC 100 Transitions-Graduation & Beyond– 2 cr. **Students will be able to identify career options, and develop habits and skills that will enable them to become effective students and workers.**	PSYC 100 First Year Learning Experience – 3 cr. SOC 100 Transitions-Graduation & Beyond– 2 cr. **Students will be able to identify career options, and develop habits and skills that will enable them to become effective students and workers.**	PSYC 100 First Year Learning Experience – 3 cr. SOC 100 Transitions-Graduation & Beyond – 2 cr. **Students will be able to identify career options, and develop habits and skills that will enable them to become effective students and workers.**	PSYC 100 First Year Learning Experience – 3 cr. SOC 100 Transitions-Graduation & Beyond – 2 cr. **Students will be able to identify career options, and develop habits and skills that will enable them to become effective students and workers.**
Culture/History Institutional Outcome (4) Essential Learning Outcome (1, 3)	NAS 101 Lakota/Dakota Language I - 4 cr. **Students will learn the language to appreciate the ways the dialects are used to teach history and enhance culture.**	NAS 101 Lakota/Dakota Language I - 4 cr. **Students will learn the language to appreciate the ways the dialects are used to teach history and enhance culture.**	NAS 101 Lakota/Dakota Language I - 4 cr. **Students will learn the language to appreciate the ways the dialects are used to teach history and enhance culture.**	NAS 101 Lakota/Dakota Language I - 4 cr. NAS Elective – 3 cr. **Students will learn the language to appreciate the ways dialects are used to teach history and enhance culture.**

Humanities or Social & Behavioral Science Institutional Outcome (2, 3) Essential Learning Outcome (3)	Any two (2) courses selected from two (2) different areas: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology- 6 cr. **Students will learn to explore and appreciate the development and interaction of elements of multiple cultures.**	Anyone (1) courses selected from: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology- 3 cr. **Students will learn to explore and appreciate the development and interaction of elements of multiple cultures.**	Not applicable	Varies by program – 3 cr. -15 cr. **Students will learn to explore and appreciate the development and interaction of elements of multiple cultures.**
Health/Physical Education Institutional Outcome (3) Essential Learning Outcome (3)	Any two (2) one-hour course or any one (1) two-hour course - 2 cr. **Students will learn to explore and experiment with different forms of health/physical education.**	Any two (2) one-hour course or any one (1) two-hour course - 2 cr. **Students will learn to explore and experiment with different forms of health/physical education.**	Any two (2) one-hour course or any one (1) two-hour course - 2 cr. **Students will learn to explore and experiment with different forms of health/physical education.**	Any two (2) one-hour course or any one (1) two-hour course - 2 cr. **Students will learn to explore and experiment with different forms of health/physical education.**
Laboratory Science Institutional Outcome (1, 3) Essential Learning Outcome (1, 2)	Any two (2) science course - 8 cr. **Students will learn to explore sciences and how it interacts with themselves, their communities, and the universe.**	Any one (1) science course - 4 cr. **Students will learn to explore sciences and how it interacts with themselves, their communities, and the universe.**	Not applicable	Varies by program - 8cr. -12 cr. **Students will learn to explore sciences and how it interacts with themselves, their communities, and the universe.**
Computer Applications Institutional Outcome (3) Essential Learning Outcome (2, 4)	CSCI 100 Introduction to Computer Application – 3 cr. **Students will learn to become computer literate.**	CSCI 101 Introduction to Computer Application – 3 cr. **Students will learn to become computer literate.**	CSCI 101 Introduction to Computer Application – 3 cr. **Students will learn to become computer literate.**	CSCI 101 Introduction to Computer Application – 3 cr. **Students will learn to become computer literate.**
Total Credit Hours Required	***41 credits***	***34 credits***	***23 credits***	***40 – 57 credits***

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

The Assessment Committee continued to struggle with proper assessment methods, tools, and results for each general education outcome. English I/II, speech, math, science, student success, culture/history, chemical dependency, and introduction to computers outcomes are currently being assessed. Currently, general education faculty are required to report their findings to the Assessment Committee during the two day assessment reporting schedule at the end of the academic year.

English

The writing skills of SBC students have been an area of concern reported through program assessment and employer surveys. Also, as indicated in the entry-level assessment for freshman, 34.94% of new students were placed in developmental English, which was a decrease of 17% from 2012-2013. Completion rates for the foundations course continue to remain a concern at less than 50% which goes up slightly for English I, and slightly more for English II as indicated by the data below.

English Statistics
Fall 07 through Spring 14

ENGL 010	Attempted	Percentage Satisfactory Completion	Percentage Unsatisfactory Completion
Fall 07	18	44%	45%
Spring 08	15	47%	40%
Fall 08	8	25%	50%
Spring 09	19	26%	42%
Fall 09	17	41%	47%
Spring 10	20	10%	70%
Fall 10	31	29%	52%
Spring 11	15	27%	60%
Fall 11	35	31%	43%
Spring 12	25	28%	32%
Fall 12	29	21%	62%
Spring 13	13	23%	69%
Fall 13	20	35%	55%
Spring 14	24	25%	63%

ENGL 110	Attempted	Percentage Satisfactory Completion	Percentage Unsatisfactory Completion
Fall 07	58	59%	27%
Spring 08	49	45%	39%
Fall 08	51	53%	31%
Spring 09	44	50%	32%
Fall 09	45	53%	31%
Spring 10	45	40%	44%
Fall 10	55	53%	35%
Spring 11	49	45%	27%
Fall 11	47	60%	28%
Spring 12	56	57%	32%

Fall 12	51	45%	47%
Spring 13	38	58%	37%
Fall 13	48	54%	35%
Spring 14	42	45%	50%

ENGL 120	**Attempted**	**Percentage Satisfactory Completion**	**Percentage Unsatisfactory Completion**
Fall 07	22	64%	31%
Spring 08	35	66%	20%
Fall 08	32	63%	18%
Spring 09	47	43%	31%
Fall 09	30	47%	43%
Spring 10	46	50%	46%
Fall 10	21	43%	29%
Spring 11	40	48%	40%
Fall 11	29	52%	31%
Spring 12	44	59%	36%
Fall 12	19	32%	42%
Spring 13	38	55%	32%
Fall 13	26	54%	38%
Spring 14	50	48%	36%

ENGLISH DEPARTMENT COURSE ASSESSMENTS
2013-2014

DISCUSSION:

All sections English (099, 110, & 120) students were asked to write an essay on demand on a given prompt. The process of the assignment was given exactly alike in that students had 40 minutes to pre-write, write, and proofread an essay on the prompt. Students put only their student ID#'s on the essay.

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

Essay prompt for Fall 2013:

In some colleges, students are required to complete a certain number of community service hours prior to graduation. Some people think community service is a good requirement because they think students will benefit from this experience. Other people think colleges should not require community service because students will resent the requirement and, as a result, will not benefit from the experience. In your opinion, should colleges require students to complete a certain number of hours of community service?
In your essay, take a position on this question. You may write about either one of the two points of view given, or you may present a different point of view on this question. Use specific reasons and examples to support your position.

Essay prompt for Spring 2014:

While some schools offer art and music courses to their students, these courses are not always mandatory. Some teachers, students, and parents think that schools should emphasize traditional academic subjects like math and science, as those skills will help the students more in the future when they join the workforce. Others feel that requiring all students to take classes in music or the visual arts would teach equally valuable skills that the students may not learn otherwise, and would also help them do better in traditional academic subject areas. In your opinion, should art or music classes be mandatory for all high school students?

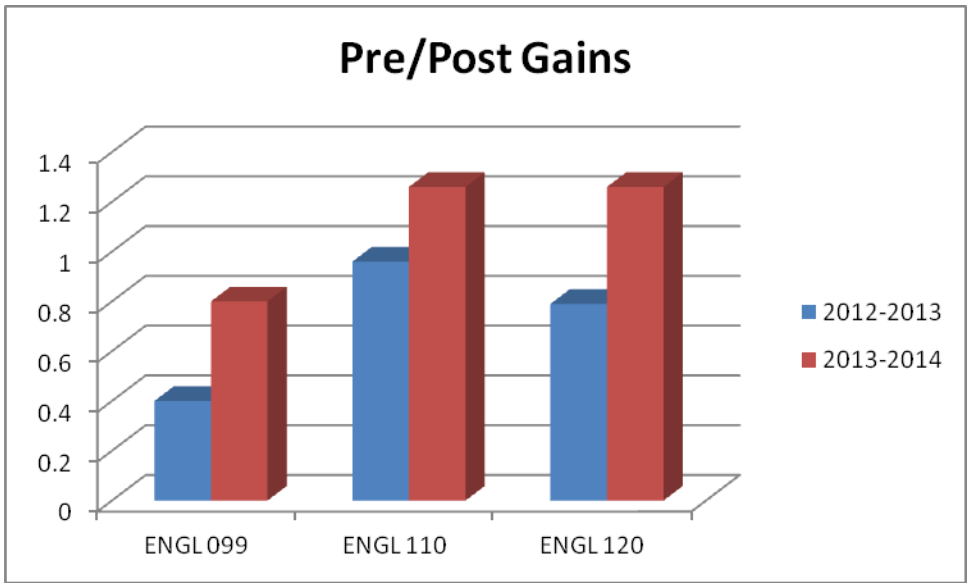
In your essay, take a position on this question. You may write about either one of the two points of view given, or you may present a different point of view on this question. Use specific reasons and examples to support your position.

RESULTS

fa-13 Course	PRE	POST	# OF STUDENTS
99	2.0	2.4	5
110	2.41	3.05	22
120	3.08	3.42	12

sp-14 Course	PRE	POST	# OF STUDENTS
99	1.2	2.4	5
110	1.82	3.88	17
120	2.18	3.95	22

Overall, students gained an average of almost a point to over a point from pre-test to post-test. This does meet the measurement goal for two of the courses, and the department felt this gain was noteworthy. In addition, we were able to see that students are progressing in their writing abilities from our 099 courses through our 120 courses.



This chart indicates the disparity in pretest averages for all students vs. those who complete the post test. Although it appears that the students who do not persist through the semester may have lower writing skills, it has been decided that we will only rate the students who complete both the pre/post assessment.

All Student Data	Students	FA-13 PRE	Students	SP-14 PRE
All Pretests	70	2.10	72	1.83
Students Completing Both	39	2.56	44	1.93

ACTIONS

We will continue to monitor the on-demand writing process to see if we have overall findings for how to teach to our weaknesses. The holistic rubric is a little cumbersome, but is effective in rating. In the next batch of assessment, we will try to make decisions on the post assessments what students need for writing strategies (counterarguments, etc.)

Speech Statistics
Fall 07 through Spring 11

Speech	Attempted	Percentage Satisfactory Completion	Percentage Unsatisfactory Completion
Fall 07	43	61%	30%
Spring 08	35	57%	26%
Fall 08	35	51%	35%
Spring 09	36	47%	23%
Fall 09	36	61%	14%

Spring 10	35	37%	46%
Fall 10	29	48%	52%
Spring 11	53	62%	38%
Fall 11	31	45%	55%
Spring 12	40	63%	37%
Fall 12	22	55%	36%
Spring 13	30	67%	20%
Fall 13	8	88%	12%
Spring 14	27	59%	35%

Speech Self-assessment Survey

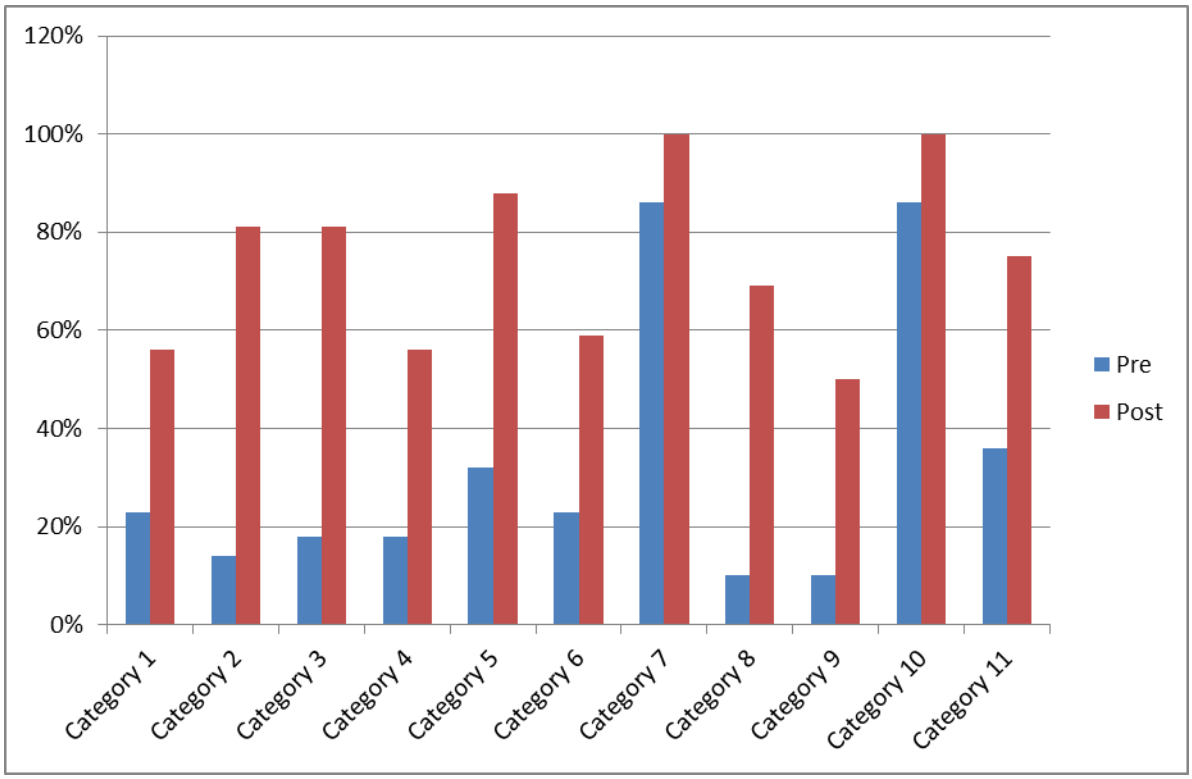
*Total raters: 22 pre-assessments and 16 post-assessments
*5=All of the time; 4=Most of the time; 3=Some of the time; 2=Rarely; 1=Never
*Goal: To have 75% of students rate themselves at a 4 or 5 in the post-assessment
*Yellow=did not meet goal of 75%
*Green=did achieve goal of 75%

1. I am comfortable standing in front of the class and speaking.
    a. Pre: 5 of 22 rated at 4 or above (23%)
    b. Post: 9 of 16 rated at 4 or above (56%)
2. I have a good idea how to write and deliver a speech.
    a. Pre: 3 of 22 rated at 4 or above (14%)
    b. Post: 13 of 16 rated at 4 or above (81%)
3. I feel I have had enough experience to talk in front of a group of people.
    a. Pre: 4 of 22 rated at 4 or above (18%)
    b. Post: 13 of 16 rated at 4 or above (81%)
4. I am comfortable preparing outlines and organizing my thoughts around the outline.
    a. Pre: 4 of 22 rated at 4 or above (18%)
    b. Post: 9 of 16 rated at 4 or above (56%)
5. I think I can easily design a PowerPoint presentation.
    a. Pre: 7 of 22 rated at 4 or above (32%)
    b. Post: 14 of 16 rated at 4 or above (88%)
6. I am comfortable presenting a topic using a PowerPoint presentation.
    a. Pre: 5 of 22 rated at 4 or above (23%)
    b. Post: 8 of 16 rated at 4 or above (50%)
7. I listen carefully to what other people say and realize the importance of listening skills.
    a. Pre: 18 of 22 rated at 4 or above (86%)
    b. Post: 16 of 16 rated at 4 or above (100%)
8. I think I can clearly state my thoughts, feelings, and ideas to others in a classroom setting.
    a. Pre: 2 of 22 rated at a 4 or above (10%)
    b. Post: 11 of 16 rated at 4 or above (69%)

9. I am able to use various modes of communication to make myself understood.
    a. Pre: 2 of 22 rated at a 4 or above (10%)
    b. Post: 8 of 16 rated at a 4 or above (50%)
10. I understand the importance of being able to speak, listen, and communicate in the workplace.
    a. Pre: 19 of 22 rated at a 4 or above (86%)
    b. Post: 16 of 16 rated at a 4 or above (100%)
11. I am comfortable participating in group activities.
    a. Pre: 8 of 22 rated at a 4 or above (36%)
    b. Post: 12 of 16 rated at a 4 or above (75%)

Actions: The instructor will add more practice with presenting PowerPoints and effectively creating and using outlines.

Speech Assessment Graph



Math

Sitting Bull College has four levels of math. Degree requirements vary from Math 102 Intermediate Algebra to Math 103 College Algebra. Assessment is completed for Math 102 and 103 through embedded questions on the final exam. The pre-entry level freshman data indicates that 29.76% of the student test into Developmental Math 099 or Math 101; this is a decrease of 16.24% from 2012-2013. Also, completion rates range from the 40 to 80 percentile as indicated by the following table.

Math Statistics
Fall 07 through Spring 13

MATH 010	Attempted	Percentage Satisfactory Completion	Percentage Unsatisfactory Completion
Fall 07	30	33%	54%
Spring 08	19	47%	48%
Fall 08	4	25%	50%
Spring 09	14	57%	36%
Fall 09	18	61%	28%
Spring 10	19	32%	47%
Fall 10	16	44%	25%
Spring 11	13	50%	31%
Fall 11	12	33%	42%
Spring 12	11	36%	36%
Fall 12	11	36%	55%
Spring 13	5	0%	80%
Fall 13	5	60%	20%
Spring 14	8	25%	50%

MATH 101	Attempted	Percentage Satisfactory Completion	Percentage Unsatisfactory Completion
Fall 07	28	36%	32%
Spring 08	28	39%	50%
Fall 08	30	53%	24%
Spring 09	24	50%	29%
Fall 09	23	35%	43%
Spring 10	23	35%	57%
Fall 10	17	53%	29%
Spring 11	12	58%	33%
Fall 11	18	39%	50%

Spring 12	24	50%	29%
Fall 12	22	27%	41%
Spring 13	16	69%	25%
Fall 13	24	46%	42%
Spring 14	19	26%	63%

MATH 102	Attempted	Percentage Satisfactory Completion	Percentage Unsatisfactory Completion
Fall 07	41	22%	46%
Spring 08	30	40%	37%
Sum 08	11	55%	36%
Fall 08	44	55%	27%
Spring 09	25	36%	24%
Fall 09	33	58%	24%
Spring 10	39	56%	3%
Fall 10	49	53%	33%
Spring 11	34	56%	35%
Fall 11	61	51%	39%
Spring 12	57	44%	42%
Fall 12	52	38%	50%
Spring 13	48	52%	40%
Fall 13	36	47%	42%
Spring 14	63	56%	33%

MATH 103	Attempted	Percentage Satisfactory Completion	Percentage Unsatisfactory Completion
Fall 07	17	41%	30%
Spring 08	36	50%	28%
Sum 08	6	100%	0%
Fall 08	8	38%	12%
Spring 09	34	41%	24%
Fall 09	10	70%	20%
Spring 10	26	58%	35%
Fall 10	15	87%	13%
Spring 11	39	72%	21%
Fall 11	23	52%	43%
Spring 12	33	67%	30%
Fall 12	22	45%	41%
Spring 13	21	81%	10%
Fall 13	14	71%	29%
Spring 14	18	72%	11%

Math 102 Intermediate Algebra Spring 2014

Statistics

A total of 45 students completed the Math 102 Intermediate Algebra class. (Including the summer of 2013) Seven students either dropped or did not complete the classwork including the final test.

Review

Students continue to score low on the COMPASS and thus high numbers are seen in the Math 102 or lower courses. As expected, students that have good attendance do better than those who have poor attendance. Students that are taking night classes seem to do just as well as the day classes. Pre COMPASS scores continue to support the need for to continue to offer Foundations math course (including College Prep Math, Pre-Algebra, and Intermediate Algebra).

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

1). Going to use a new text book which has online resources for each lesson.
2). Use clickers to assess students understanding on a weekly basis.
3. Continue to direct students to utilize the KHAN Academy website for tutoring.
4. Use google docs to assess students understanding and retention of skills and concepts.
5. Take advantage of the math coach and have students work on assignments every day before they leave class.

Culture/History

The NAS department continues to struggle with how to assess the impact of the integration of the culture and history into the curriculum. Currently, a pre and posttest is completed by students on the culture and history. The test has been administered to the First Year Learning Experience students as a pre-test and Transition to Work and Beyond students as a posttest. The results of the test has been dismal as the test is very specific to dates, treaties, etc., which are not taught to students on a regular basis. The Assessment Committee will work with the NAS department to revise the test to be more appropriate to the culture/history integration.

Science

DISCUSSION:

The full-time science faculty members and one adjunct faculty came to a consensus on the proposed use of assessment questions that were revised and approved for fall 2013. It is expected that a review of this assessment tool will be done for the fall 2014 and spring 2015 academic year.

All students who completed the Midterm and Final Examinations in lab science courses provided responses to two embedded questions for assessment of science learning during 2013-2014 academic year. Responses to questions were scored by individual faculty and collated for this report.

FINDINGS:

- During fall 2013 and spring 2014, 62 students were sampled (9 in the fall and 53 in the spring).
- Four science faculty members and one adjunct faculty member scored students in their classes on a five-point rubric.
- Courses sampled: BIOL 150, GEOL 105, CHEM 116, PHYS 102, BIOL 202, ENS 113, ENS 216, SOIL 210
- Overall, 25 of 62 students scored a 3 or above for the first competency question, and 18 of 62 students scored a 3 or above for the second competency question.
- The average mean score for the academic year was 3.2 for the first competency question, and 3.0 for the second competency question.
- The final score was influenced by some students who did not take the final exam. Also, some students skipped and did not respond to questions.

RECOMMENDED ACTIONS:

- There was slight dip in scores mainly due to students not doing the evaluation or skipping questions. But they are within the 3.0 measurement goal expectation.
- There is an obvious disparity between Midterm assessment and Final Exam assessment scores. Students tended to perform better at Midterm compared to Final exams.
- Need to review or make changes to question testing format and adopt an evaluation format that can better capture all laboratory science courses.
- Always cover scientific method at every possible level in science courses
- Lab experiences where students design their own investigation using advanced terminology, create charts/graphs/tables so they have to present data in clear and understandable format while also drawing conclusions on actual data rather than “should have” happened type of conclusions.
- Case studies or service projects which identify impact on local environment on Standing Rock and how natural process can be used to reduce these incidents.
- Re-emphasize applied and statistical interpretation of the null hypothesis.
- Continue field activities that demonstrate connectedness of the local environment.
- The faculty will continue to announce the scientific method as one of the topics to be covered during the final exam.
- All general laboratory science courses (and their enrolled students) have to be encouraged to take the assessment to provide a more accurate picture and statistic.

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

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

The 2013-2014 general education core Assessment Committee evaluation results are as follows:

Computers – General Education

Program Outcomes	**Measurement Tools**	**Measurement Goal (Expected Results)**	**Findings (Actual Results)**	**Analysis of the Data**	**Recommended Action(s)**	**Comments**
2	2	3	3	3	3	I would like to see more specific identification of the computer skills the student is expected to show mastery. Also, some other assessment tools as the student progresses through out the course.
3	3	3	3	3	3	
2	2	2	2	3	2	
3	2	3	2	2	2	
3	3	3	3	3	3	
			3	1	1	
			2	2	2	
2.60	2.40	2.80	2.57	2.43	2.29	**Composite Average**
						2.51

English – General Education

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Comments
3	3	3	3	2	3	
2	2	2	3	3	3	
3	2	3	3	3	3	May want to add other types of assessment as the student proceeds through the courses. If students do not complete the final essay, their data is not reflected in the results, and thus the final data is probably including only the best students.
3	3	2	3	3	2	
3	3	3	3	3	3	
3	3	3	3	3	3	
3	2	3	3	3	3	
3	3	3	3	3	3	
			3	3	3	
2.88	2.63	2.75	3.00	2.89	2.89	**Composite Average**
						2.84

Math 102 – General Education

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Comments
3	2	3	2	3	2	What rubric
3	3	3	2	3	2	
2	2	2	3	3	3	
3	2	3	3	3	2	Is there a measurement rubric?
3	3	3	3	3	2	
3	3	3	3	3	3	
3	2	3	3	3	3	Need to add additional measurement tools to be used as the student progresses through the course
3	3	3	3	3	3	
			3	3	3	
			3	3	3	
2.88	2.50	2.88	2.80	3.00	2.60	**Composite Average**
						2.78

Math 103 – General Education

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Comments
3	2	3	3	2	3	Rubric name?
3	3	3	3	2	3	
2	2	2	3	3	3	
3	2	2	3	3	3	What rubric?
3	3	3	3	2	2	
3	3	2	2	3	3	
3	3	3	3	3	3	
3	2	3	3	3	3	
			3	3	3	Need to add additional measurement tools to be used as the student progresses through the course.
			3	3	3	
			3	3	3	
2.88	2.50	2.63	2.91	2.73	2.91	**Composite Average**
						2.76

Science – General Studies

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Comments
3	2	2	3	3	2	From previous knowledge, this is difficult to get various faculty to do. Perhaps a different measurement?
2	2	2	3	3	3	
3	2	3	3	1	2	Rubric Name?
3	1	2	3	1	2	One question on all final exams or ???. Just unclear to me at this time. Do you do the same question in all lab courses? If so you could track if they get better in 200 level science courses versus 100 level courses.
3	1	3	3	3	3	Need to implement additional tools to measure each outcome rather than basing it on a question on the final. If a student does not take the final, how do you know whether or not they have achieved that outcome? When data is from the final, you are probably getting the data on the best student, which does not truly reflect on the course or program.
3	3	3	3	3	3	
3	2	3	2	2	2	Maybe it doesn't matter, but which question on the final test will be evaluated? Will it be the same each semester or between years?
2	1	2	2	2	3	What rubric? What course(s)? Tool is unclear.
			3	2	2	
			3	2	3	
2.75	1.75	2.50	2.80	2.20	2.50	**Composite Average**
						2.42

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. 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 and website.

The 2013-2014 program Assessment Committee evaluation results are as follows:

Building Trades – Certificate/Associate

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Comments
3	3	3	3	2	2	
3	2	3	3	3	3	Can the student take the test more than once, just like they can do the pass/fail practicum skills tests?
3	2	2	3	3	2	The measurement tools and goals are confusing.
3	2	2	3	2	2	The goals for the tools sometimes do not match what the instructor wants the students to do. For instance, on outcome 4, the instructor should want the students to be confident and rate themselves a 3 or higher.
3	3	3	3	2	2	
2	2	2	3	2	2	Need expected results for student self-evaluation on outcome number four. Also is 70 percent to low.
3	2	2	3	3	3	Measurement Tools - When does each exam usually occur? How often are the projects? Is there a limit on how many times a student can attempt a pass/fail exam?
3	2	2	3	3	3	On the pass/fail goal should include whether you want them passing first time or how many times is acceptable? Your measurement goal is 100% but you usually report % that passed on first attempt. If this is the measurement then your goal should be 100% will pass on first attempt.
3	3	3	3	2	1	
3	3	3	3	3	3	

3	2	2	3	2	2	The "when" is sometimes not addressed within the measurement tools.
3	3	3				
2.92	2.42	2.50	3.00	2.45	2.27	**Composite Average**
						2.59

Business Administration – Associate

Program Outcomes	**Measurement Tools**	**Measurement Goal (Expected Results)**	**Findings (Actual Results)**	**Analysis of the Data**	**Recommended Action(s)**	**Comments**
3	2	2	2	3	3	
3	3	3	3	3	3	
2	2	2	2	2	2	
3	3	3	1	2	2	Looks Good
3	2	3	3	2	2	Couldn't find all rubrics
	1	3	2	3	2	On program outcome 3, are the three applications (supervision, marketing, and business planning) on the rubric? If so, I want to see it!
3	1	3	3	3	3	What exactly are you measuring on that rubric for the outcomes, be specific.
3	3	3	2	3	3	
3	3	3	1	2	2	
3	2	3	3	3	3	Measurement Tools - The program project in the second semester seems a little vague yet it seems to be the measurement tool for the majority of the outcomes. Is this a part of a certain class?
3	3	3				
2.90	2.27	2.82	2.20	2.60	2.50	**Composite Average**
						2.55

Business Administration - Bachelor

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Comments
3	3	3	2	3	2	Clear objectives. Obtainable results. Potential data collected seems to be directly correlated to objectives.
3	3	3	3	3	3	Consider finding an alternative to outcomes with no data. Establish options to collect similar data over multiple platforms if possible.
2	3	3	3	3	2	Do we want just average for the e-portfolio? Rate should be increased.
3	2	3	2	2	2	Attach the rubrics to the plan
3	2	2	2	2	2	Some outcome goals are expected to be a minimum of a 3 on the 5 point rubric and some are a 4. What is the reason??
3	2	3	2	2	2	Is the business plan rubric the same for all outcomes? If so, is different information extracted from that plan to measure student learning in specific areas?
3	2	3	2	2	2	The measurement tool lacks clarity.
3	3	3	2	1	1	
3	3	3	3	3	3	It is good that the students are assessed once or twice a year in both the AS and BS programs
3	3	3	2	2	2	
3	2	2	3	3	3	For program outcome 6, an ethics paper does not measure understanding of global economics and the legal environment unless it is specifically focused. The measurement tool is for a personal code of ethics. Need to add more evaluation to 6.
3	3	3	3	3	3	
2.92	2.58	2.83	2.42	2.42	2.25	**Composite Average**
						2.57

CDL - Certificate

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Comments
3	2	3	2	2	2	For the outcome on the simulator, is there a one try attempt or do they get many attempts?
3	3	3	3	3	3	
3	3	3	1	2	2	
2	2	2	3	3	3	
2	2	3	3	3	3	
3	3	3	3	3	2	
3	1	2	3	3	3	There is a great deal of explanation under the measurement tool column however the actual measurement tool is not clearly stated. Need to look at what will be the final evaluation or at several evaluation points rather than every test. Also if measuring pass/fail should set goal of % of students who will pass on first attempt.
3	2	2	2	2	2	Be clearer on when the assessments will occur. The measurement tool for objective one wasn't very clear.
3	3	3	3	1	1	Good forethought present in the objectives.
3	2	3	3	3	3	The "when" is sometimes not addressed in the measurement tools.
			3	3	3	
2.80	2.30	2.70	2.64	2.55	2.45	**Composite Average**
						2.57

Criminal Justice - Associate

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Comments
3	2	2	3	2	2	
3	2	2	2	2	0	It appears that the outcome goal is to have students score 70% or better on the comprehensive final, but that does not empirically show the results specific to each goal.
3	3	2	3	3	3	Again, the sheer amount of questions (175) twice an academic year leads me to believe this is not the best strategy in assessing a student's learning. Some students do not test well.
3	3	2	2	2	2	Is it possible to use a project or research paper to measure one of your outcomes?
3	3	3	3	2	2	
3	1	2	1	2	1	
2	2	1	2	1	1	No achievement level stated in measurement goal expected results
2	2	2	3	2	3	
3	2	2	3	1	1	Taking the test year after year may affect how the students perceive the test (as noted in plan) or may become over-familiar with the test.
3	3	3	3	2	2	
3	1	1				While you measure knowledge across the program how do you measure specific outcomes?
2.82	2.18	2.00	2.50	1.90	1.70	**Composite Average**
						2.18

Division of Education – Associates/Bachelors

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Comments
3	3	3	3	3	3	
3	3	3	3	2	3	
3	3	3	3	3	2	Associates and Bachelors need to be separate as well as degree type.
3	3		2	3	3	I think associates and bachelors should be separate -- same with Early Childhood and Teacher Ed. There needs to be a timeline of when these things will be done so that the assessments are completed.
3	3	2	3	3	3	100% completion of the Praxis? Is this attainable?
3	3	3	3	2	1	
3	3	3	3	3	3	
2	2	3	3	3	2	
3	1	1	3	3	3	This plan measures outcomes for 5 degrees. While there is good flow to the plan it is difficult to separate the different programs. It would be helpful to have the measurement goals and results delineated for each of the programs separately. Otherwise how do you know where to make the changes?
3	3	2	3	3	2	Why is the goal/expectation that only 80% will meet the goal?
3	3	2	3	3	3	
3	2	3	3	3	3	Should probably have more checks rather place most of your assessments at the end of the degree.
2.92	2.67	2.33	2.92	2.83	2.58	**Composite Average**
						2.71

Electrical - Certificate

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Comments
3	2	3	3	3	3	May want to include other types of assessment throughout the year.
3	2	2	3	3	3	Is the national electrical code an exam? Does it belong with the tool underneath? Expected results on #4 needs to be that students feel they are proficient or something.
3	2	2	3	2	2	Not sure how the measurement tools of the exam and the code are evaluated.
3	3	3	3	3	3	
2	1	2	3	3	2	Not all measurement tools indicate when it will be completed. No expected goal listed for student self-evaluation on outcome number 4. Is 70 percent to low?
3	2	1	3	3	3	Measurement goal is missing from second measurement for outcome 1. Also, when tracking number of attempts to pass, the measurement goal should be % of students will pass on first attempt.
3	2	3	3	3	3	Explain more clearly when each measurement will take place.
3	3	3	3	1	2	Impressive plan, very coherent and well thought out.
3	3	3	2	2	2	
3	2	2	3	3	3	For the end of the certificate survey, at what number should students be evaluating themselves?
			3	3	3	
2.90	2.20	2.40	2.91	2.64	2.64	**Composite Average**
						2.61

Energy Technician - Associate

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Comments
2	1	2	2	2	2	All evaluation is tied to individual courses. This makes more of course assessment and not program assessment.
3	3	2	2	1	1	
3	3	3	2	2	2	More assessments could be added besides final exams.
3	2	3	2	1	1	Most of the assessment is done on a final test. Should look at assessing skills/knowledge throughout the year, otherwise, the students that don't take the final, you never know what they have or have not learned.
3	2	3	2	1	1	
3	1	2	2	2	0	How is the portion of the test being evaluated? Need to be specific. Are there other ways to measure as well?
3	3	3	3	2	3	
3	3	3	3	2	0	
3	2	2	3	3	3	
3	2	2	2	2	2	
3	3	3	2	2	2	
2	3	3				The student will identify -- not will be able to identify.
3	2	3				All measurements based on test scores no other work used in the assessment process.
2.85	2.31	2.62	2.27	1.82	1.55	**Composite Average**
						2.23

Environmental Science - Associate

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Comments
3	2	2	3	3	3	
3	2	3	2	2	2	
3	2	3	3	2	2	What took is used to measure each competency.....
2	2	3	3	3	3	The outcomes and measurement tool difficult to understand.
3	3	3	2	1	1	
3	2	1	1	1	2	Measurement goal doesn't seem to match with measurement tool.
2	1	1	2	2	2	Measurement tool does not indicate which competency will be met by which strategy.
1	2	2	3	3	2	We (meaning the ENS faculty) need to discuss changes.
1	1	2	2	1	1	Perhaps I saw an old version, but this plan was incomplete. Only one outcome, only some assessment strategies. But, for the strategies that were present, I wonder how many times a student would have to demonstrate knowledge of the scientific method (all three times if all three courses are taken?)? Would scores be averaged?
1	1	2	2	2	2	Need work - measurement tool is not clear and it would help if the competency/outcomes would be separated so it was clear what was evaluated by what and how
3	3	3	3	3	2	
3	3	3	3	3	3	
3	3	3	2	1	1	
2.38	2.08	2.38	2.38	2.08	2.00	**Composite Average**
						2.22

Environmental Science - Bachelor

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Comments
3	2	2	3	3	3	
3	3	3	2	2	1	
3	3	3	1	2	2	
3	2	3	3	3	2	As in the Associate program, what tools and who measures/assesses each competency?
1	1	3	3	2	2	The outcomes and measurement tool is very confusing, what outcome is being measured by what tool?
3	3	3	2	1	2	
3	2	2	2	1	1	When does the research proposal happen?
2	1	1	3	3	3	The measurement tools do not indicate which outcomes will be measure, along with the measurement goal.
2	2	2	3	2	3	
2	1	1	2	2	2	Program Outcomes, I think it would be easier to see/understand if they were split into their own rows, as I would anticipate another outcome in the way it is formatted currently. Measurement Tools: not all outcomes have measurement tools associated with them. Are there any other types of scales/measurement tools being used? Any self-assessment? Measurement Goal: I would like to see more information about the expected results.
3	1	2	2	2	3	Again, the problem is matching the rubric (not available) to the outcomes. The idea is present but execution/measurement tools are very unclear. Stating that outcome 1a,c, and e would be measured in "....." using a rubric that addresses those would be very helpful.
3	3	3	3	3	3	
2.58	2.00	2.33	2.42	2.17	2.25	**Composite Average**
						2.29

General Studies - Associate

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Comments
3	2	2	3	3	3	Other types of assessment should be included (Capstone). Measurement goal 1a.2 should be worded more specific to indicate whether the "3" is a composite average or do they need to score "3" or higher on all criteria?
3	2	3	3	3	3	What rubric is used in outcome 2?
3	3	3	3	3	2	
3	3	3	3	3	3	
3	3	3	3	3	3	
1	2	2	1	2	2	Is the focus just to assess writing, speaking, technology, and NA?
3	2	3	3	3	3	There should be more checks on student progress, especially after first year.
3	3	2	3	3	3	There are a varying amount of measurement tools. I agree with the statement about the Post NAS test, very few student have passed this exam with an 80% or higher!
3	2	3	2	2	2	Good job
3	3	3	3	3	3	
3	2	3	3	2	1	
3	3	3				
3	3	3				Maybe we develop a more targeted Culture course to reflect the tie-in principles we want to emphasize?
2.85	2.54	2.77	2.73	2.73	2.55	**Composite Average**
						2.69

General Studies - Bachelor

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Comments
3	3	3	3	3	2	
3	3	3	3	3	3	Looks Good!
3	3	3	3	1	2	
3	3	3	3	1	2	Renee is awesome
3	2	3	3	3	3	3-4 faculty members?
3	3	3	3	3	3	
2	2	3	2	2	2	Are we measuring all areas?
3	2	3	2	2	3	I think you need to have more assessments prior to senior year. Some of the Gen Ed students in my courses seem to struggle with basic skills like writing, presentation, and math. Some of these were seniors, the others were sophomores
3	3	3	3	2	2	Nice model for the rest of us.
3	3	3	3	2	3	
3	2	3				
3	2	3				Should the courses be listed along with the measurement tool used along with "when" it is used?
3	3	3				
2.92	2.62	3.00	2.80	2.20	2.50	**Composite Average**
						2.67

Human Services - Associate

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Comments
3	3	3	3	3	3	I like the diversity of the tools and the timing of assessment throughout the program.
3	3	3	2	3	2	
3	3	3	2	3	2	
3	3	3	3	3	3	
3	2	3	2	2	2	What type of rubric?
3	3	3	2	2	2	
3	2	2	2	2	2	Identify the rubric to use.
3	3	3	2	2	2	
2	1	2	3	2	2	Measurement tools are using individual courses to measure, so what makes this different from course evaluation? Where else are these outcomes met?
3	3	3	2	1	1	
3	2	3	3	2	2	Measurement Tools: When does the internship generally occur?
3	2	3				Name the rubrics would help.
2.92	2.50	2.83	2.36	2.27	2.09	**Composite Average**
						2.50

Information Technology - Associate

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Comments
3	3	3	3	3	3	
3	3	3	3	3	3	I like the fact that students are assessed more than once on some of the outcomes as the progress through the program.
3	2	3	3	3	3	5 point rubric?
3	3	3	2	1	2	
3	2	3	2	2	2	Identify the name of the rubric
3	3	3	3	1	2	
3	3	3	3	3	3	
2	2	1	2	2	2	The measurement goals that s ay students will score a 3 of 5 or higher does not make sense.
3	2	2	3	3	3	When will all of the assessments take place?
3	3	3	2	3	3	
3	2	2	2	2	3	Need to be more specific on what test using or if assessing all testing throughout the semester
			2	2	2	
2.91	2.55	2.64	2.50	2.33	2.58	**Composite Average**
						2.58

Lay Advocate/Paralegal - Associate

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Comments
3	1	1	2	2	1	
2	2	1	3	3	3	Current measurement goal does not have measurable expect results.
3	2	2	2	2	1	
3	3	3	3	2	3	
3	3	3	3	2	3	Is the composite score an outcome?
3	2	2	2	2	2	
3	3	2	3	1	1	The nature of the one measurement tool (a test), the frequency it is given (twice a year), and length (over 150+ questions in one sitting), seems like students would lack motivation to continue this process in the 2nd & 3rd year of courses. I would like to see another measurement tool used in this degree program to assess what student's learned.
3	3	2	2	2	2	Standardized tests that have so many questions and are taken 2 times in an academic year may cause students to have test overload and not reflect an accurate score.
3	1	1	3	3	3	I would suggest adding additional measurement tools as everything rests on one tool which measures change over time.
3	2	3				
3	3	3				
3	2	2				Unless I am wrong, it appears that the Goal is to have students score at least 70% on the comprehensive exam, but that does not show specific relation to each outcome goal.
1	1	1				
2.77	2.15	2.00	2.56	2.11	2.11	**Composite Average**
						2.28

Native American Studies - Associate

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Comments
2		3	2	1	2	Program Outcome 2&3. How do you measure appreciation? Measurement tools designed to assess knowledge but not appreciation.
3	2	2	2	2	2	The measurement tool definitely needs to be updated for Outcome 2 (the General Knowledge test), or at least updated to fit the needs of the program. I would have given a 3 for the expected results but I have yet to see any students that are graduating with either a 2yr or a 4yr attain a 85% on the post-NAS test.
3	3	3	2	2	3	Where is "government" addressed/accounted for in outcomes?
3	3	2	1	1	2	Measurement goal #3 - is this a composite average for the set of essays??
3	2	3	2	1	2	Name of rubric?
3	3	3	2	3	2	
2	2	1	3	3	3	Can a pass/fail be translated to a percentage as indicated in outcome 1.
2	2	2	3	2	2	Consider adding additional measures specific to the degree rather than the general outcomes for all students.
3	3	3	3	3	3	
2	2	3	2	1	2	
0	0	0	2	2	2	Reevaluate the tool. Did not find the assessment info for this year
3	3	3	3	3	3	
2.42	2.27	2.33	2.25	2.00	2.33	**Composite Average**
						2.27

Native Community Development - Certificate

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)				Comments
3	1	1				Measurement tools need to be more specifically identified corresponding then to the measurement goal which needs to be measureable with a rubric or some empirical data.
3	1	1				The Measurement tool and Goal need to be clear.
3	1	1				Need to address how the program will assess in a clearer manner -- add measurement goal.
2	1	1				No measurements indicated.
3	1	1				Measurement tools need to be specific - Who, what when, and how. Tool needs to measure outcome.
2.80	1.00	1.00				

Nursing - Associate

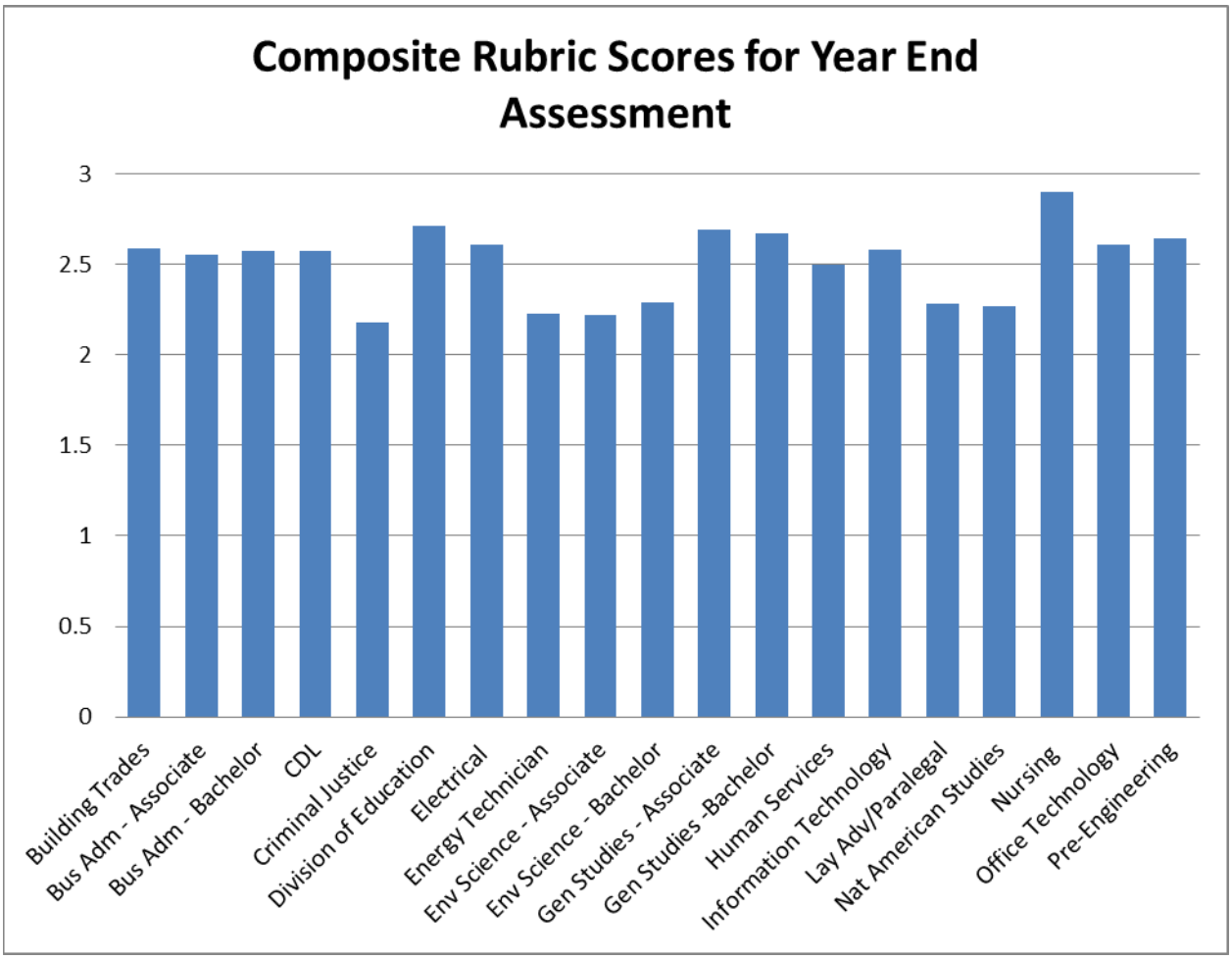
Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Comments
3	3	3	3	3	2	
2	3	3	3	3	3	
3	2	3	3	3	2	Are all assessments done in the l ast year? Are there checks on progress done on the first year?
3	2	3	3	2	3	Name all of the rubrics
3	3	3	3	3	3	
3	3	3	3	3	3	
3	3	3	3	3	3	
3	3	3	3	3	3	
3	3	3	3	3	3	
3	3	3	3	3	3	I like it!
2.90	2.80	3.00	3.00	2.90	2.80	**Composite Average**
						2.90

Office Technology – Certificate/Associate

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Comments
3	2	3	2	1	2	I would like to see students assessed at various times and not just on a final test/presentation.
3	3	3	3	2	3	
3	3	3	3	3	2	
3	3	3	3	3	3	
2	2	1	2	1	2	Measurement tool using individual courses. What makes this different from course assessment? Where else is this reinforced?
3	2	3	3	2	2	
3	3	3	2	2	2	
3	3	3	2	3	2	
3	3	3	3	2	2	
3	3	3	3	3	3	
3	2	2	3	3	3	
			3	3	3	
2.91	2.64	2.73	2.67	2.33	2.42	**Composite Average**
						2.61

Pre-Engineering

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Comments
3	2	3	2	3	2	Tool used to measure IV?
3	2	3	3	3	3	Measurement tools are not clear, lacking the how and who
3	2	3	3	3	3	You may want to consider other tools to measure outcomes, rather than just one tool for each.
3	2	2	3	3	3	
3	2	2	3	2	2	Hate to see course assessment used for program assessment
2	1	2	3	3	3	Measurement tool does not answer all the who, what, how, and when.
2	2	3	3	3	3	After what semesters will students be assessed for progress? --> C or better in required courses the only assessment?
3	2	2	3	3	3	Some of the Measurement Tools are unclear, specifically IV, is this scaled on a rubric? Is there a difference in how a project would be scored compared to a presentation?
3	1	2	3	2	2	Columns two and three need to be much clearer. What tool and how? Name rubrics if using. Good start though.
3	3	3	3	3	3	
3	3	3	3	3	3	
2.82	2.00	2.55	2.91	2.82	2.73	**Composite Average**
						2.64



Overall, faculty have become more exceptive of the assessment process and are beginning to use the data to make program changes.

Assessment participation with adjunct faculty still continues to be an issue. Several departments have been involving their adjunct faculty more than others. Trainings have been held to assist adjunct in the use of the college's record's management system, which allows them to post information on-line for students, do attendance, and use a gradebook for students to have access to their progress. In addition to the workshops, the Assessment Committee chair has been working one-on-one with full-time and adjunct faculty with the use of MySBC.

Strategy for 2014-2015:

September:

- Review yearend program rubric results

October

- Corrective action, with review of programs with a composite score of 1.50 or lower

- Review 2014-2015 program plans – require the both direct and indirect measures to be used

November:

- Review 2014-2015 corrected program plans
- Continue to encourage faculty not to try and wait until the end of the semester for all assessment data
    - Try some mid-year assessment strategies

December:

January-April

- Continue to refine assessment process

May:

- Final program assessment presentations