

## Table of Contents

Summary of Assessment Plan.....	2
Assessment of Student Learning.....	2
Goals of SBC Assessment: .....	3
Principal Indicators for Assessment: .....	3
2008-2009 Institutional Assessment Report .....	5
Institutional Wide Assessment 2008-2009 .....	6
Enrollment Trends .....	6
Program Review Guide.....	6
Persistence and Retention Rates .....	7
Tracking of Student Withdrawals .....	8
Noel-Levitz Student Satisfaction Survey.....	8
Faculty Satisfaction Survey .....	9
Graduation Rates.....	10
Employer Survey .....	10
Alumni Survey .....	11
Pre-entry and Freshmen Assessment 2008-2009.....	11
COMPASS Results	
PSY 100 Psychology of Student Success .....	12
Enrollment Trends .....	12
General Education Assessment.....	13
English .....	18
Speech.....	20
Math .....	20
Student Success.....	22
Culture/History .....	22
Science .....	22
Computers.....	22
Other General Education Assessment.....	22
Program Assessment.....	23
General Recommendations .....	23
Summary .....	26
Appendices	
A – Enrollment Trends, Student Demographics, & Persistence and Retention Rates	
B – Program Review Guide & Energy Technician Program Review	
C – Noel-Levitz Student Satisfaction Survey Results	
D – Faculty Satisfaction Survey Results	
E – Graduate Exit Survey Results	
F – Graduate Survey Results on Satisfaction of Seven Student Outcomes	
H – Pre & Post COMPASS Scores	
I – Assessment Reporting Minutes, General Education Outcomes, & Program Outcomes	

# **Sitting Bull College Summary of Assessment Plan**

## **Assessment of Student Learning**

Assessment begins with the Sitting Bull College 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, Adult Basic Education/Learning Center Coordinator, and Director of Institutional Research. The chair of the Assessment Committee is a faculty member. The chair and the faculty members are rotated and serve a term of three years.

The Assessment Committee meets quarterly throughout the academic year and holds a 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 institution 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 filed in three ring binders that are housed with the Vice President of Academics. In addition, all findings and minutes are stored in shared folder on the SBC server that can be accessed by all faculty and staff. During the two day reporting schedule, recommendation and action items from the previous academic year are also reviewed with each faculty as a follow-up to insure that the recommendations and action items from the previous year have been implement.

The minutes of the two-day reporting process and the findings for the general education and degree program outcome are attached in Appendix I.

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

- Provide a continuous source of the knowledge essential for instructional improvement and assessment of student learning.
- Provide information for making institutional decisions about budget, strategic planning, faculty development, and program changes.
- Provide a well-planned systematic process of data collection.
- Provide feedback that links the institutional outcomes to the mission statement.
- Assure educational quality and improve student learning.
- Improve the delivery of General Education coursework and strengthen the links between General Education and the major programs
- Assist Institutional Review and Curriculum Planning

### **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.

- A. Institution-Wide Assessment—yearly cycle; data reported by Assessment Committee annually
  - a. Enrollment Trends
  - b. Persistence and Retention rates (rate of return semester/semester and academic year to academic year)
  - c. Tracking of Student Withdrawals
  - d. Program Review Process
  - e. Student Satisfaction Survey (Noel-Levitz)
  - f. Faculty Satisfaction Survey
  - g. Graduation Exit Survey
  - h. Graduate Survey on Satisfaction of Seven Student Outcomes
  - i. Graduation Rates
  - j. Employer Survey
  - k. Alumni Survey
- B. Pre-entry and Freshmen Assessment
  - a. COMPASS placement (pre) scores
  - b. Student Success Course Evaluations
  - c. Enrollment Trends
- C. General Education Assessment
  - a. General Education Outcomes Assessment Plan
  - b. Post COMPASS results
  - c. Course Evaluations
  - d. Completion Rates
- D. Program Assessment
  - a. Graduation rates
  - b. Post COMPASS results
  - c. Program Review
  - d. Program Assessment Plan & one page papers
  - e. E-Portfolio review (for programs using this tool)
  - f. 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 e-portfolios

**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

# **2008-2009 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. The Assessment Committee has developed numerous surveys and rubrics to assist with assessment efforts. All surveys and rubrics use a rating scale of 5 to 1. The college has set a 3 average on rubrics as the satisfactory level for achievement of institutional effectiveness, student satisfaction, and student learning.

## **VISION**

Catching the spirit to fulfill a dream through culture, academics, technical training, and responsible behavior for now and the future.

## **MISSION**

Sitting Bull College is an academic and technical institution committed to improving the levels of education and training, economic and social development of the people it serves while promoting responsible behavior consistent with the Lakota/Dakota culture and language.

## **PHILOSOPHY**

All people grow to their full potential by knowing and understanding their beautiful and profound cultural heritage; therefore, Dakota/Lakota culture will permeate a holistic educational process, which will permit all people to develop in balance from the elders' teachings to live in the present world.

## **STUDENT OUTCOMES (GOALS)**

1. Students will be able to communicate effectively, both orally and in writing, synthesizing critical thinking skills.
2. Students will develop their own leadership and community building skills.
3. Students will value and develop a balanced physical (body), intellectual (mind), social (heart), and spiritual (soul) lifestyle.
4. Students will be able to work effectively with others in a cooperative manner.
5. Students will study Native American Indian culture.
6. Students will be able to function in a technological world.
7. Students will become respectful citizens of the Earth.

## **Institutional Wide Assessment 2008-2009**

### **Enrollment Trends**

Enrollment data for fall semester 2008 and spring semester 2009 showed a slight increase. One of the contributors to the slight increase for 2008-2009 is the addition of a Bachelor's of Science in General Studies which had enrollment of 11 students in the fall and 13 students in the spring.

Sitting Bull College's enrollment data is provided in Appendix A. This data shows the enrollment trends from the fall of 2000 to the spring of 2009. After some analysis it was recognized that the high enrollment from 2003-2005 was attributed to federal legislation to mandate Head Start employees to complete two year degrees and also from "No Child Left Behind" which required teachers to become "highly qualified". Sitting Bull College has within its strategic plan the goal of reaching 500 students by 2013. Both academic and student service programs have been working on strategies to accomplish this goal.

Appendix A also shows a break-down of enrollment by current degree programs along with the student demographics from fall 2006 through the spring 2009. The demographics show that the majority of our students are female, Native American, single, with an average age of 31.

In addition to the strategic goal of increasing enrollment is the goal to increase the number of male students enrolling at SBC. For instance, the SBC Board of Trustees is interested in development of more vocational programs such as plumbing, electrician, welding, etc. to entice more male students. In the spring of 2009, a basic welding course was held that enrolled an additional eight male students whom would not have enrolled if this course was not available.

### **Program Review Guide**

With the interest of increasing programs and the concern of low enrollment in a few of the current programs, the Curriculum Committee developed a program review guide that must 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.

The program review was piloted in the fall of 2008 on a new Associate of Science program in Geosciences which includes a Paleontology component. This program is an outgrowth of the large archeology sites that have been found on the Standing Rock Reservation and is a way to protect and preserve these sites; in addition to preserving and protecting the bones that are being excavated. Also, the review guide was piloted on two current programs. The program review guide is attached in Appendix B along with the completed program review for the current Energy Technician program. The program since its inception has had low enrollment, but has graduated five students. After the program faculty presented the program findings to the Curriculum Committee a recommendation was made to continue with the program even though it has low enrollment. This recommendation was due to a local electric company constructing a power plant within the vicinity of the reservation and upon completion will employ 350 to 400

employees. Program faculty have met with the local electric company to review the current curriculum to ensure that what is taught is what is need for students to obtain employment upon the completion of the plant. This information that was presented to the Curriculum Committee and rational used to continue with the program, even though enrollment has been low.

### **Persistence and Retention Rates**

Also in Appendix A is the college's persistence and retention rates. The college as part of its strategic plan has a goal of increasing retention by 2% per year using the baseline data of 39.8% from 2005-2006. In 2006-2007 there was just a slight increase in retention, but in 2007-2008 there was an increase of 13.5%. The only thing at this point that the college can contribute this increase to is an increased advertising effort promoting college programs and registration dates. The persistence rates remain within the fifty to high sixty percentile. There was a large increase from fall 08 to spring 09. A contributing factor for this was holding final registration during December right after final exams were completed, instead of waiting until January when the students have been on a break for a month and may lack the ambition to come back. In addition, faculty advisors encouraged students to complete their registration early. Both the increased advertising efforts for promoting college programs and registration dates, along with the December registration were only implemented in 2008-2009, so no real comparison can be made until the efforts continue in upcoming years and persistence and retention rates continue to remain stable or rise.

Also, with the development of the program review guide, along with the need to further analyze enrollment data it has been recognized that retention and persistence needs to be broken down further. Therefore, the Information Technology Director and Director of Institutional Research during the summer of 2009 will work on setting up queries to assess retention and persistence for first-time students, students entering with a GED, by degree program, and by gender. Hopefully this revised data will indicate some trends that will help academic and student services programs focus on specific retention and persistence strategies.

## **Tracking of Student Withdrawals**

The college continue to track the reasons students are withdrawing from courses. The table below indicates medical as the main reason, in addition to personal. In previous years, daycare and transportation were the major reasons. The college has addressed these issues with the construction of a new daycare facility and the development of a public transportation system.

<b>Statistics on Withdrawals</b>	
<b>Reason</b>	<b>Number</b>
Daycare/babysitter difficulties	4
Dissatisfied with my grades	7
Employment time conflict with class schedule	10
Financial difficulties	2
Medical difficulties	17
Personal - would rather not state reason	16
Transportation difficulties	7
Wanted to move or was transferred to a new location	1
Work related problems	1

## **Noel-Levitz Student Satisfaction Survey**

The Noel-Levitz Student Satisfaction Survey continues to be administered on an annually basis during the spring semester. The survey assists the college in making decisions on the overall effectiveness of the services provided to students.

The results are shown in Appendix C. The survey results show a comparison to the results from SBC's previous year in addition to a comparison to national community colleges. The summary of strengths is with academic advising, admissions and library staff, lab facilities, and adequate policies and procedures. The summary of challenges is the computer labs not being accessible, several campus items such as transportation, wellness facility, and not being adequately prepared for the workplace. In addition, more personal items such as being notified if doing poorly, faculty understanding unique needs of students and being able to see the differences in students were identified.

Some of the challenges have already been address such as the accessibility to computer labs. There are computers available to students at each new college building. There are two computer labs at the main building, with one lab available from 8:00 am to 10:00 pm. With the addition of the Student Center on the new campus which will house the college library, weekend hours will be available for students beginning in the fall 2009. The college also houses a public transportation program in which students can ride at half price per day (\$3.50 round trip). The problem with the transportation was that it was only available once per day. Therefore, based on the need for additional services an afternoon route has been established and the college is looking for additional funds to establish an evening route.

In addition, faculty development efforts within the next year will be increased to address learning styles and teaching students with learning disabilities. Hopefully this will help to address the challenge of understanding the unique needs of students and not being able to see the differences in students.

### **Faculty Satisfaction Survey**

A faculty satisfaction survey was completed at the end of the spring 2009 semester to assess availability of classrooms supplies, clerical support, technology resources, library services and collection, tutoring services, class scheduling, physical setting, and the overall satisfaction of discretion faculty have on course content. This was the first-time the survey was administered and was completed by full-time and adjunct faculty. The reason for the survey was to determine the college's effectiveness in these areas and for budgeting purposes if additional resources are needed. With the scoring of 5 strongly agree to 1 strongly disagree, the lowest scores of 2.44 and 2.29 had to do with tutoring and writing center effectiveness.

To off-set these low scores the college implemented hiring of professional tutors, in addition to student tutors. Also, a dedicated space has been provided for tutoring services in the new student center that will open during the summer of 2009, instead of the current space which is out in a student commons area. The current space is a gathering space for students which can be loud and does not provide for the privacy that is needed for students who may have low self-esteem and do not want to have other students see they are receiving tutoring services. In addition, the college started a writing/learning center in the spring 2008, but the writing/learning center is currently located on the old campus and does not see student traffic. The center will be moving in this June to the newly constructed Student Center. The move will make the center more accessible and visible to students.

The other area of concern by the faculty survey was the lack technology used for teaching purposes. Therefore, faculty development efforts within the next year will focus on technology that is available and how to use it.

The results of the faculty satisfaction survey are attached in Appendix D.

### **Graduation Exit Survey**

Exit interviews are conducted the graduating class each year. The exit survey assess 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. A rating scale of 5 very good to 1 very poor is used. The scores for the survey range from the high score 4.64 on the quality of academic advising to the low score 3.74 for student organizations. Participation in student organizations continues to be a problem, as SBC is a commuter college and the majority of our students have families and work full-time and just do not have the time to devote to student organizations. The Student Life Committee continues to brainstorm on how to get more students involved in student organizations and college wide activities. In addition, any negative comments are review personally by the Vice President of Academics or President addressing the individuals or departments with whom the negative comments have been made.

An action plan is developed to try and overcome any adverse comments, and the negative comments are then removed and not made public to the college community.

The results of the graduation exit survey are attached in Appendix E.

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

Graduates continue to identify how who SBC has met each of the seven 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. On the average SBC receives positive comments on each of the seven student outcomes. The rates range from 4.48 on being able to function in a technological world to a 3.88 in the development of leadership and community building skills.

The lowest score in leadership and community building skills once again relates to students not having the time to commit to participation of activities due to family and work obligations. The Student Life Committee continues to work on the development of strategies to get students involved.

The results of the graduate survey on satisfaction of seven student outcomes are attached in Appendix F.

### **Graduation Rates**

Sitting Bull College has had challenges in calculating graduation rates. Currently, the graduation rate has to be manually figure by going into our current records management system and finding the starting enrollment date of each graduate. SBC knows the limitations of our current records management system and has written and received a grant to do implementation of Jenzabar for its records management system in 2009-2010.

### **Employer Survey**

Employment surveys were conducted twelve months from the date of graduation with positive results for 2007-2008. Graduates were rated between 4 above average to 2 satisfactory. The results are broken down by degree program. A recommendation the Assessment Committee made for 2008-2009 is to change the scale using a rate system from 5 to 1. Areas of concern include the need for SBC graduates to have better writing skills, the ability to deal with difficult and angry people, conflict resolution, and classroom management. This information was given to all programs to assist with program analysis. In addition, the need for SBC students to have better writing skills will be addressed in the general education outcomes.

The results of the employer survey are located in Appendix G.

## Alumni Survey

The college has not completed an alumni survey for a number of years. This will be something Student Services will be completing in 2009-2010. The reason for the survey will be to assess the satisfaction of past SBC graduates.

## **Pre-entry and Freshmen Assessment 2008-2009**

### COMPASS Placement (pre) Scores

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 scores. The table below indicates that 36% of new or transfer students are underprepared in math and 64% in English.

#### COMPASS SCORES 2008-2009

Underprepared, Math (Compass)	36%
Underprepared, English (Compass)	64%

#### **DATA**

Semester	FA-08	Percentage	SP-09	Percentage	Total Fall & Spring	Total Percentage
<b>ENG 010</b>	26/86	30%	19/38	50%	45/124	36%
<b>ENG 110</b>	60/86	70%	19/38	50%	79/124	64%
<b>MTH 010</b>	15/89	17%	17/39	44%	32/128	25%
<b>MTH 101</b>	33/89	37%	9/39	23%	42/128	33%
<b>MTH 102</b>	33/89	37%	13/39	33%	46/128	36%
<b>MTH 103</b>	8/89	9%	0/39	0%	8/128	6%

A major area of weakness for the college is that we have not tracked the effectiveness of students that have been placed in foundation level courses and whether these courses have assisted in making the college successful for the student. One SBC faculty will be completing her dissertation on the effectiveness of SBC's foundation level courses and another faculty is completing her Master's thesis on the effectiveness of foundation level English courses.

More will be discussed under general education.

## **PSY 100 Psychology of Student Success**

Orientation is completed in the PSY 100 Psychology of Student Success course that is mandatory for all new students and should be taken during their first semester at SBC. Competencies have been developed for the courses and students are assessed during the final exam by selecting two out of the six chapters to rate on a scale of 5 to 1 on their understanding of the material and to state “what they have learned” The rates on the chapters range from 4.11 to 4.50.

An area of concern was the use of critical thinking; therefore the faculty for the course will encourage the use of the “Learning Styles Application” at the end of each chapter that asks the students to apply the following questions to that chapter: Why? What? How? What if?

Also, faculty for the course have not assessed outcome number 4 for the course, which is the students ability to write a scholarship essay. A five point rubric was to be developed by the fall 2007. This was not completed and a new implementation date of the fall 2009 was discussed with the assessment committee.

For more information about the PSY 100 course assessment see tab for PSY 100 in Appendix I.

## **Enrollment Trends**

Appendix A shows the enrollment trends for new students since the fall of 2006. The enrollment for new students has been decreasing slightly, but the enrollment for transfer students have been increasing.

Student services have been doing recruitment efforts with area grade schools and high schools by holding a college awareness day on SBC’s campus. In the spring 2009, one was completed for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders and one for 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades as a means of providing awareness to what SBC has to offer and to help increase enrollment of new students. The purpose of the middle school level was to provide an awareness of postsecondary education and to acquaint students at an early age as to what SBC has to offer by introducing them to the institution and services provided. 203 students attended. The purpose of the high school level was to increase Native American student success in postsecondary institutions by providing students with information and assistance regarding the college’s application process and to familiarize the area high schools students with the campus, college offerings and the financial aid process. 112 students attended.

## General Education Assessment

The assessment committee implemented the following timeline for 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 REQUIREMENTS*

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

<i>Skills/Student Outcomes</i>	<b>Course offered by Degree</b>			
	<b>Associate of Arts</b>	<b>Associate of Science</b>	<b>Associate of Applied Science</b>	<b>Bachelor of Science</b>
<p><i>Writing Skills Student Goals –1, 3</i></p> <p><i>Assessment Tool – Essay question on final exam scored on a 5 point rubric.</i></p> <p><i>Implemented Spring 06 for ENG 101 and Spring 09 for ENG 102</i></p>	<p>ENGL 110 English I - 3 cr. ENGL 120 English II - 3 cr.</p> <p><b>Students will be able to complete an essay and a research paper using APA style.</b></p>	<p>ENGL 110 English I - 3 cr. ENGL 120 English II - 3 cr.</p> <p><b>Students will be able to complete an essay and a research paper using APA style.</b></p>	<p>ENGL 100 Applied English or ENGL 110 English I - 3 cr.</p> <p><b>Students will be able to write effective business communications; memorandums, letters, reports, and proposals.</b></p>	<p>ENGL 110 English I - 3 cr. ENGL 120 English II - 3 cr.</p> <p><b>Students will be able to complete an essay and a research paper using APA style.</b></p>

<p><i>Communications Student Goals 1, 3</i></p> <p><i>Assessment Tool –Questions on final exam scored on a 5 point rubric.</i></p> <p><i>Implemented Spring 09</i></p>	<p>COMM 110 Speech - 3 cr.</p> <p><b>Students will be able to use critical thinking to speak effectively in front of an audience.</b></p>	<p>COMM 110 Speech - 3 cr.</p> <p><b>Students will be able to use critical thinking to speak effectively in front of an audience.</b></p>	<p>COMM 100 Applied Communications or COMM 110 Speech - 3 cr.</p> <p><b>Students will be able to use critical thinking to speak effectively in front of an audience.</b></p>	<p>COMM 110 Speech - 3 cr.</p> <p><b>Students will be able to use critical thinking to speak effectively in front of an audience.</b></p>
<p><i>Mathematics Student Goals 1, 3</i></p> <p><i>Assessment Tool –Questions on final exam scored on a 5 point rubric.</i></p> <p><i>Implemented Fall 05</i></p>	<p>MTH 103 College Algebra - 4 cr.</p> <p><b>Students will also learn the manipulation skills that are basic to the field of algebra.</b></p>	<p>MTH 102 Intermediate Algebra – 4 cr.</p> <p><b>Students will also learn the manipulation skills that are basic to the field of algebra.</b></p>	<p>MTH 100 Applied Math or higher - 3 cr.</p> <p><b>Students will learn to organize information according to mathematical structure and to utilize concepts.</b></p>	<p>MTH 103 College Algebra - 4 cr.</p> <p><b>Students will also learn the manipulation skills that are basic to the field of algebra.</b></p>
<p><i>Student Success Student Goals 2, 3, 4, 7</i></p> <p><i>Assessment Tool –Questions on final exam graded on a 5 point rubric.</i></p> <p><i>Implemented Spring 07</i></p>	<p>PSY 100 Psychology of Student Success - 3 cr.</p> <p>SOC 100 Job Seeking Skills – 2 cr.</p> <p><b>Students will be able to identify career options, and develop habits and skills that will enable them to become effective students and workers.</b></p>	<p>PSY 100 Psychology of Student Success – 3 cr.</p> <p>SOC 100 Job Seeking Skills – 2 cr.</p> <p><b>Students will be able to identify career options, and develop habits and skills that will enable them to become effective students and workers.</b></p>	<p>PSY 100 Psychology of Student Success - 3 cr.</p> <p>SOC 100 Job Seeking Skills – 2 cr.</p> <p><b>Students will be able to identify career options, and develop habits and skills that will enable them to become effective students and workers.</b></p>	<p>PSY 100 Psychology of Student Success - 3 cr.</p> <p>SOC 100 Job Seeking Skills – 2 cr.</p> <p><b>Students will be able to identify career options, and develop habits and skills that will enable them to become effective students and workers.</b></p>

<p><i>Culture/History Student Goals 3, 5</i></p> <p><b>Assessment Tool - Comprehensive Lakota/Dakota writing exam scored on a percentage.</b></p> <p><b>Implement Spring 07</b></p>	<p>NAS 101 Lakota/Dakota Language I - 4 cr.</p> <p><b>Students will learn the language to appreciate the ways the dialects are used to teach history and enhance culture.</b></p>	<p>NAS 101 Lakota/Dakota Language I - 4 cr.</p> <p><b>Students will learn the language to appreciate the ways the dialects are used to teach history and enhance culture.</b></p>	<p>NAS 101 Lakota/Dakota Language I - 4 cr.</p> <p><b>Students will learn the language to appreciate the ways the dialects are used to teach history and enhance culture.</b></p>	<p>NAS 101 Lakota/Dakota Language I - 4 cr. NAS 105 Lakota Culture – 3 cr.</p> <p><b>Students will learn the language and the culture to appreciate the ways dialects are used to teach history and enhance culture.</b></p>
<p><i>Sociology Student Goals 3, 7</i></p> <p><b>Assessment Tool – Essay question on final exam scored on a 5 point rubric.</b></p> <p><b>Implement Spring 07</b></p>	<p>SOC 210 Chemical Dependency I - 3 cr.</p> <p><b>Students will learn to understand the social effects of chemical usage to learn what is to walk in balance.</b></p>	<p>SOC 210 Chemical Dependency I - 3 cr.</p> <p><b>Students will learn to understand the social effects of chemical usage to learn what is to walk in balance.</b></p>	<p>SOC 210 Chemical Dependency I - 3 cr.</p> <p><b>Students will learn to understand the social effects of chemical usage to learn what is to walk in balance.</b></p>	<p>SOC 210 Chemical Dependency I - 3 cr.</p> <p><b>Students will learn to understand the social effects of chemical usage to learn what is to walk in balance.</b></p>

<p><i>Humanities or Social &amp; Behavioral Science</i> <i>Student Goals 3, 7</i></p> <p><b>Assessment Tool</b> <i>– Essay question on final exam scored on a 5 point rubric.</i></p> <p><b>Implement</b> <i>Fall 09</i></p>	<p>Any two (2) courses selected from two (2) different areas: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology- 6 cr.</p> <p><b>Students will learn to explore and appreciate the development and interaction of elements of multiple cultures.</b></p>	<p>Anyone (1) courses selected from: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology- 3 cr.</p> <p><b>Students will learn to explore and appreciate the development and interaction of elements of multiple cultures.</b></p>	<p>Not applicable</p>	<p>Business Administration requires one (1) course. Elementary Education requires six (6) courses in specific areas including one elective.</p> <p>From: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology.</p> <p><b>Students will learn to explore and appreciate the development and interaction of elements of multiple cultures.</b></p>
<p><i>Health/Physical Education</i> <i>Student Goals 3</i> <b>Assessment Tool</b> <i>–Questions on final exam graded on a 5 point rubric.</i></p> <p><b>Implemented</b> <i>Spring 08</i></p>	<p>Any two (2) one-hour course or any one (1) two-hour course - 2 cr.</p> <p><b>Students will learn to explore and experiment with different forms of health/physical education.</b></p>	<p>Any two (2) one-hour course or any one (1) two-hour course - 2 cr.</p> <p><b>Students will learn to explore and experiment with different forms of health/physical education.</b></p>	<p>Any two (2) one-hour course or any one (1) two-hour course - 2 cr.</p> <p><b>Students will learn to explore and experiment with different forms of health/physical education.</b></p>	<p>Any two (2) one-hour course or any one (1) two-hour course - 2 cr.</p> <p><b>Students will learn to explore and experiment with different forms of health/physical education.</b></p>

<p><i>Laboratory Science</i> <i>Student Goals 3, 6</i></p> <p><b>Assessment Tool</b> <i>–Questions on final exam graded on a 5 point rubric.</i></p> <p><b>Implemented</b> <i>Fall 05</i></p>	<p>Any two (2) science course - 8 cr.</p> <p><b>Students will learn to explore sciences and how it interacts with themselves, their communities, and the universe.</b></p>	<p>Any one (1) science course - 4 cr.</p> <p><b>Students will learn to explore sciences and how it interacts with themselves, their communities, and the universe.</b></p>	<p>Not applicable</p>	<p>Business Administration requires any two science courses- 8 cr. Elementary Education requires a science course comprised of one (1) physical, one (1) life, and one (1) earth – 12 cr.</p> <p><b>Students will learn to explore sciences and how it interacts with themselves, their communities, and the universe.</b></p>
<p><i>Computer Applications</i> <i>Student Goals 3, 6</i></p> <p><b>Assessment Tool</b> <i>–Questions on final exam graded on a 5 point rubric.</i></p> <p><b>Implemented</b> <i>Spring 06</i></p>	<p>OT 121 Introduction to Computer Application - 3 cr.</p> <p><b>Students will learn to become computer literate.</b></p>	<p>OT 121 Introduction to Computer Application - 3 cr.</p> <p><b>Students will learn to become computer literate.</b></p>	<p>OT 121 Introduction to Computer Application - 3 cr.</p> <p><b>Students will learn to become computer literate.</b></p>	<p>OT 121 Introduction to Computer Application - 3 cr.</p> <p><b>Students will learn to become computer literate.</b></p>
<p><i>Total Credit Hours Required</i></p>	<p><b>44 credits</b></p>	<p><b>37 credits</b></p>	<p><b>26 credits</b></p>	<p><b>44 – 63 credits</b></p>

The Assessment Committee continued to struggle with proper assessment methods and tools for each general education outcome. In addition, some full-time faculty in specific general education areas are having a hard time with buy-in from adjunct faculty. In order to alleviate this, the Assessment Committee Chair held two information sessions in 2008-2009 for adjunct faculty to explain SBC’s assessment plan along with the importance of assessment of student learning. Unfortunately, only a few adjunct faculty showed up for the training session. The Assessment Committee has been holding discussions with the Vice President of Academics in regards to changing adjunct faculty contracts to include assessment of student learning as a contract requirement.

English I/II, speech, math, science, student success, and introduction to computers outcomes are currently being assessed. The culture/history and sociology outcomes were being assessed for several semesters, but after review of the data by the Assessment Committee and the general education faculty it has been decided to change the assessment tool for the fall of 2009. The

culture/history was partially completed with a new assessment tool for assessing the knowledge of the Lakota/Dakota language.

General education faculty are required to submit a one page summary in addition to their findings to the Assessment Committee during the two day assessment reporting schedule at the end of the academic year. The findings are attached in Appendix I.

**English**

English students are encouraged to complete a prompt for assessment purposes. They are then scored using a rubric with a scoring range of 5 to 1. They are scored on the introduction, focus of topic, support for topic, grammar and spelling, flow and rhythm, and conclusion. The average score for English I in the fall 2008 was 2.80 and for the spring 2009 was 3.37. The average for English II for the fall 2008 was 3.19 and for spring 2009 was 3.45. The areas of concern included grammar, spelling, and support of topic.

The writing skills of SBC students has been an area of concern reported through program assessment. Also, as indicated in the entry-level assessment for freshman 64% of new students are placed in a foundations level course. Furthermore, completion rates for all English courses are less than 50% for the foundations level course, goes up slightly for English I, and slightly more for English II as indicated by the data below, which has been a concern.

**English Statistics  
Fall 07 through Spring 08**

<b>ENGL 010</b>	<b>Attempted</b>	<b>Percentage Satisfactory Completion</b>	<b>Withdrew</b>	<b>Percentage Withdrew</b>	<b>Percentage Unsatisfactory Completion</b>
Fall 07	18	44%	2	11%	45%
Spring 08	15	47%	2	13%	40%
Fall 08	8	25%	2	25%	50%
Spring 09	19	26%	6	32%	42%

<b>ENGL 110</b>	<b>Attempted</b>	<b>Percentage Satisfactory Completion</b>	<b>Withdrew</b>	<b>Percentage Withdrew</b>	<b>Percentage Unsatisfactory Completion</b>
Fall 07	58	59%	8	14%	27%
Spring 08	49	45%	8	16%	39%
Fall 08	51	53%	8	16%	31%
Spring 09	44	50%	8	18%	32%

<b>ENGL 120</b>	<b>Attempted</b>	<b>Percentage Satisfactory Completion</b>	<b>Withdrew</b>	<b>Percentage Withdrew</b>	<b>Percentage Unsatisfactory Completion</b>
Fall 07	22	64%	1	5%	31%
Spring 08	35	66%	5	14%	20%
Sum 08	3	33%	0	0%	67%
Fall 08	32	63%	6	19%	18%
Spring 09	47	43%	12	26%	31%

In order to alleviate poor writing skills as reported by program assessment, the low averages scores on the English assessment (below the institutional satisfactory rating of 3), comments on employers' surveys that our graduates need better writing skills, and the poor completion rates; SBC is implementing an one hour lab component to all English courses during the summer 2009. The extra hour has been added to the schedule and students are required to go the learning lab for writing assistance. At the end of the summer session, we will assess the success of the pilot to determine if it should be implemented for the fall 2009 semester. A pre and post test will be given to students to determine the effectiveness of going to the learning lab for the additional hour.

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 post-tests for the graduates in writing went down considerably from the pre-test scores. One of the reasons for this is that the writing exam allows students to exit the program without correcting the whole essay. So an area of concern, not only in English/writing but also in the program areas, is that students are rushing through assessment activities and not giving their full potential. The Assessment Committee has discussed a method of possibility applying points to the assessment activities to be used towards a grade within a course so that fuller potential will be exerted. The committee decided to leave it up to each program to address. Graduating students are not given their diplomas, and transcripts are not released until all graduate assessments have been completed. Pre and post graduate scores are attached in Appendix H.

The graduates' post-tests are broken down by degree program and released to each area. Of particular concern is the low writing scores in the education department. This is being addressed by requiring the students to complete more writing assignments within all of their coursework.

In the fall 2009, SBC will be identifying some writing intensive courses. Faculty for these courses will working closing with the learning lab staff and will develop an outline that students are required to follow. In addition, the learning lab staff will go into the classrooms to provide assistance on writing assignments and students will be required to use the learning lab outside of classroom time.

## Speech

Speech was assessed for the first time during the spring 2009 semester. Students were assessed during the last speech of the year which required a PowerPoint presentation. The average score was 3.13. Overall English faculty were satisfied with the presentation, but overlooked having a critical thinking component on the rubric. This will be added in the fall 2009.

Although English faculty were generally satisfied, program level assessment has indicated that students are not prepared to give presentation. Also, the completion rate for students in Speech could be increased as reflected from the data below. Therefore, the college is also piloting the additional hour of class time that is designated as a lab for the summer 2009 course. Students will be required to go to the learning lab for assistance during this additional hour. An assessment of the effectiveness of this will be completed at the end of the summer to determine if it should be implemented in the fall 2009.

### **Speech Statistics Fall 07 through Spring 08**

<b>Speech</b>	<b>Attempted</b>	<b>Percentage Satisfactory Completion</b>	<b>Withdrew</b>	<b>Percentage Withdrew</b>	<b>Percentage Unsatisfactory Completion</b>
Fall 07	43	61%	4	9%	30%
Spring 08	35	57%	6	17%	26%
Fall 08	35	51%	5	14%	35%
Spring 09	36	47%	11	30%	23%

## Math

Sitting Bull College has four levels 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 36% of all new students are required to complete a foundations level math course. Also, completion rates range from the 30 to 60 percentile as indicated by the following table.

**Math Statistics**  
**Fall 07 through Spring 08**

<b>MTH 010</b>	<b>Attempted</b>	<b>Percentage Satisfactory Completion</b>	<b>Withdrew</b>	<b>Percentage Withdrew</b>	<b>Percentage Unsatisfactory Completion</b>
Fall 07	30	33%	4	13%	54%
Spring 08	19	47%	1	5%	48%
Fall 08	4	25%	1	25%	50%
Spring 09	14	57%	1	7%	36%

<b>MTH 101</b>	<b>Attempted</b>	<b>Percentage Satisfactory Completion</b>	<b>Withdrew</b>	<b>Percentage Withdrew</b>	<b>Percentage Unsatisfactory Completion</b>
Fall 07	28	36%	9	32%	32%
Spring 08	28	39%	3	11%	50%
Fall 08	30	53%	7	23%	24%
Spring 09	24	50%	5	21%	29%

<b>MTH 102</b>	<b>Attempted</b>	<b>Percentage Satisfactory Completion</b>	<b>Withdrew</b>	<b>Percentage Withdrew</b>	<b>Percentage Unsatisfactory Completion</b>
Fall 07	41	22%	13	32%	46%
Spring 08	30	40%	9	23%	37%
Sum 08	11	55%	1	9%	36%
Fall 08	44	55%	8	18%	27%
Spring 09	25	36%	10	40%	24%

<b>MTH 103</b>	<b>Attempted</b>	<b>Percentage Satisfactory Completion</b>	<b>Withdrew</b>	<b>Percentage Withdrew</b>	<b>Percentage Unsatisfactory Completion</b>
Fall 07	17	41%	5	29%	30%
Spring 08	36	50%	8	22%	28%
Sum 08	6	100%	0	0%	0%
Fall 08	8	38%	4	50%	12%
Spring 09	34	41%	12	35%	24%

It has been discussed that if the additional hour is effective in English and speech a similar method will be implemented within the math courses.

### **Student Success**

Assessment for student success is completed within two required general education courses. PSY 100 Psychology of Student Success and SOC 100 Job Seeking Skills. The assessment process for PSY 100 was previously discussed in the pre-entry and freshman level assessment. Assessment for SOC 100 is completed through assessment of a career research paper and resume. Rubrics need to be completed for both outcomes and implemented in the fall 2009.

### **Culture/History**

A new assessment tool was completed for the assessment of reading and writing of the Lakota/Dakota language that indicated that student have the most trouble with pronunciation: stress and consonantal stops, along with correct verb forms. The faculty member is going to work on more avenues for conversational talk using the Lakota/Dakota language.

Also, it is recommended that a new assessment tool be developed to assess the students' knowledge of the culture and the history. In the past students completed a 100 question multiple choice test about the culture and history in PSY 100 and then the same test was given as a post test to graduates. After review of the test which was developed by a previous instructor the current faculty member felt the questions were too obscure and some questions had more than one right answer. Therefore, a new tool will be developed for the fall 2009.

### **Science**

Science is being assessed through embedded questions on general science course exams. There has been a problem with all science faculty included the embedded questions. Also, in the analysis of the data that was collected there is a recommendation that the embedded questions be revised as the current questions are assess the tool more than assessing student learning.

### **Computers**

Computer competencies are assess through components of the final exam. Students for the most part are meeting or exceed the measurement goal. It is a recommendation for next year that for reporting purposes the findings for all faculty be combined into one report.

### **Other General Education Assessment**

In the past the Sociology outcome which is assessed in SOC 210 Chemical Dependency was completed through students responding to a writing prompt. The course is general taught by an adjunct faculty member who did not require students to complete the prompt. It is also taught as a PSI (Personalized System of Instruction) which is similar to an independent study.

A new adjunct faculty will be teaching the course in the fall of 2008 and it is recommended that the faculty member meet to discuss the implementation of an assessment tool for the course.

The Assessment Committee needs to come up with a method for assessment of the remaining general education outcomes which are in the area of Humanities/Social and Behavioral Science and Physical Education. There has been some discussion on the use of an attitude survey for physical education courses and a multicultural assessment for use in Humanities/Social and Behavioral Science.

## **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, measurement goals, findings, analysis of data and action or recommendations. At the end of the year, programs faculty are then 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 Appendix I.

### **General Recommendations**

#### **A. AS Business**

Discussion was held as to accounting courses having more practical business plan experience.

##### **RECOMMENDED ACTIONS:**

- Business faculty will show the adjunct instructor (Koreen Ressler) the materials so that she can incorporate those examples into her coursework.
- Visit with adjunct faculty member who teaches law courses to find an appropriate assessment tool for outcome 3b.
- Continue working on a curriculum map for both the 2 & 4 year program. Possibly revisit matrices (curriculum map) for all programs

#### **B. BS Business**

Discussion was held on the students' challenges in using visual aids during oral presentations.

##### **RECOMMENDED ACTIONS:**

- Visit with 2 year program to see if it would be appropriate for students to present their 2 year portfolios so that visual aids can be incorporated earlier.
- Restructure handbook for 4 year program so necessary data can be evaluated.

### **C. Building Trades**

#### RECOMMENDED ACTIONS:

- Add the student self-evaluation in the program plan each year, which could stay under program goal 4 with the measurement tool that the students will self-evaluate
- Add data on how many times students need to take pass/fail exams.

### **D. Office Technology**

#### RECOMMENDED ACTIONS:

- Add tutors for both OT 270 and OT 271 to assist students in coursework
- Have three faculty members rate portfolio projects
- Implement course grader in specific courses
- Add more analysis of data – what do students do well, what still challenges them – not just excel. Is it formulas? What are they still not learning?
- All findings should go from low to high

### **E. Information Technology**

#### RECOMMENDED ACTIONS:

- Follow recommendations from 08-09.
- Drop outcome 2 as outlined in Assessment committee minutes
- Develop PowerPoint template and rubric for the e-portfolio
- On Outcome 4, add why outcome rating was so low
- Check on Cisco's minimum score (67% seems low)
- Add sophomore project

### **F. BS Science Education**

#### RECOMMENDED ACTIONS:

- Division of Ed. will look at outcomes to see if they can regrouped
- Look at measurement tools to assess students throughout degree plan rather than just at the end (should match with other Ed. degree plans measurement tools)

### **G. AS Early Childhood**

#### RECOMMENDED ACTIONS:

- Address the results to indicate findings from each rubric area
- Add ranges and averages
- Focus on what learning is evident in students and what learning still needs to happen
- Inopportune reporting will happen each year – what is the program going to do to avoid this problem? Assessment should be ongoing throughout the year
- Goals and findings need to be tightened up
- Keep working at completing the disposition checklist to assess in 09-10.

## **H. BS Elementary Education & AS Elementary Ed**

### RECOMMENDED ACTIONS:

- Input PRAXIS scores once available
- Keep disposition checklist for all areas
- Require PRAXIS II before student teaching
- Develop survey of community service
- Keep adjunct faculty in the loop for the disposition checklist & other assessment items
- Prepare students for PRAXIS using timed reading and writing assignments in specific courses

## **I. BS Special Education**

### RECOMMENDED ACTIONS:

- Data needed in 2b
- Add results in outcomes 2 & 3
- Add the mock IEP information to the plan

## **J. Human Services**

### RECOMMENDED ACTION:

- Analysis needs to be clear to discuss strengths and weaknesses in all areas.

## **K. BS Environmental Science**

### RECOMMENDED ACTION:

- Add another layer of due dates for proposals so student presentations have accountability

## **L. AS Environmental Science**

### RECOMMENDED ACTIONS:

- Implement “Skills Tests” to add a second layer
- Break Analysis into strengths and weaknesses specifically in content
- Possibly think about adding other measurement tools to program – there is a concern that most assessment is tied to one capstone project (if the student has a bad project, does it mean the student did not learn anything?)
- Possibly add measurement tools that coincide with specific course projects, papers, etc. so assessment data can be obtained and evaluated throughout student coursework, not just at the end

## **M. AS Nursing – D’Arlyn Bauer**

### ACTION:

- Continue program as identified in the assessment plan.

#### **N. AS Criminal Justice**

Committee discussed the superior way that Wayne Shelley completes his assessment practices. Graphs are excellent.

##### **RECOMMENDED ACTIONS:**

- Visit with adjunct about assessment so they know their expectations
- Choose courses to teach as writing intensive

#### **O. AS Native American Studies**

##### **RECOMMENDED ACTIONS:**

- Native American Knowledge test should not be used as an assessment for program, but it is fine to use it as an assessment tool for General Education
- Language Assessment needs to involve adjunct faculty
- Add something more intense as an assessment for Lakota Language II

#### **P. AS General Studies**

##### **RECOMMENDED ACTIONS:**

- Need to review and consider rewriting outcomes from five outcomes to three or four – possibly concentrate on writing, reading, speaking, critical thinking, and technology.
- Possibly think about adding a one credit capstone to get better results for project completion

#### **Q. Natural Resources, Farm & Ranch Certificate**

##### **RECOMMENDED ACTIONS:**

- Review Natural Resources outcomes so they do not overlap
- Use rubrics/mark the rubrics so that students strengths and weaknesses can be further assessed and reported
- Mafany Mongoh should present with Gary
- Horsemanship needs to present in the FA-09 (and then again at the end of the academic year – omitted accidentally this year)

#### **R. Energy Technology – Rick Kerzman & Lee Husfloen**

##### **RECOMMENDED ACTIONS:**

- If more than one student is listed, it is necessary to break out the average with a range from high to low scores
- Look at other assessment tools to measure program outcomes
- Add that course changes are being taken to Curriculum Committee today

### **Summary**

Overall faculty are embracing the assessment process and are using the findings to improve student learning. In the reporting process there were several exemplary programs that the Assessment Committee has requested they present their findings to all faculty at the fall 2008 in-service. Also, in the past there were some concerns that the two year associate degree programs were not flowing into their respective bachelor assessment programs. Each of the associate

programs and their respective bachelor's programs have been working together to provide a seamless flow from one program to the other.

A general area of concern is the lack of analysis of data. Faculty should focus more on what students did learn and what they didn't learn, so that there is a feedback loop on program improvement. Therefore, faculty development efforts for 2009-2010 will address this concern. Also, there are programs that have indicated that assessment should be moved to the fall, but the Assessment Committee is in agreement that it needs to remain in the spring so that any recommendations or actions can be implemented in the following academic year. In addition, it will be strongly encouraged that assessment activities start early in the spring semester.

Assessment participation with adjunct faculty has been an issue that was reiterated several times during presentations. If programs have adjunct faculty teaching courses, it is crucial that these instructors are informed and updated with their responsibilities toward the program's assessment procedures and goals. A face-to-face meeting is recommended for any program requiring adjunct to complete assessment data.