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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, 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 Training Surveys
   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

  2009-2010 Activities
  - Two workshops held for faculty on data analysis
  - Workshop held for faculty on writing across the curriculum
  - Workshop held for faculty on developing a writing intensive courses
  - Faculty attend various workshops and conferences
  - Assessment Committee held a session at the Higher Learning Commission annual meeting on the process of assessment at SBC

2009-2010 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 2009-2010

Enrollment Trends

Enrollment data for fall semester 2009 and spring semester 2010 remains stable, but is not increasing at the rate Sitting Bull College had projected. The enrollment data is provided in Appendix A. This data shows the enrollment trends from the fall of 2000 to the spring of 2010. 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; such as a new program that was developed and approved through the curriculum process in 2009-2010. The new program will start a Wind Energy Certificate in the fall of 2010. It is anticipated that this new program will help to increases the male student population.

Appendix A also shows a break-down of enrollment by current degree programs along with the student demographics from fall 2006 through the spring 2010. The demographics show that the majority of our students are female, Native American, single, with an average age of 30. The 2009-2010 student demographic statistics remain consistent with past years.

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 in 2008-2009. The program review 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. Also, for the past two academic year's program revenues have been calculated through the office of the Vice President of Academics. This has help to establish the feasibility of current programs, especially programs funded through the college's general fund.

Program reviews completed in 2009-2010 were the Environmental Science Associate and Bachelor's degrees and the Education Department which includes an Associate degree in Early Childhood Education and Teacher Education, and Bachelor's degrees in Elementary Education, Special Education, Early Childhood Education, and Secondary Science Education. The program review process was also completed for the new certificate program in Wind Energy. Copies of the reviews and the recommendations by the Curriculum Committee can be found in Appendix B. The completed program reviews are shared with administration and the Board of Trustees and are used for planning purposes.

The program review process has been in place for two years. Some of the problems occurred have been the ability of the programs to get the review process completed in a designated time frame and also the availability of data. Currently, the college only figures retention and persistence rates for the overall college enrollment and not by degree program. Some programs

have the ability to monitor these statistics on their own and others do not. The college has purchased and will implementing a new student records management system in the fall 2010. We are hopeful that the new system will allow retention and persistence to be broken down by degree plan.

Persistence and Retention Rates

Appendix A contains the college's persistence and retention rates. The college as part of its five year strategic plan (2008-2013) 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 a decrease of 1% and then in 2008-2009 there was an increase of 4.4%. The persistence rates remain within the fifty to high sixty percentile. There was an increase in persistence rates from fall 08 to spring 09. At the time it was attributed to an early spring registration that was held in December, but the same thing was done in the fall of 2009 in which the persistence rate from fall 09 to spring 10 slightly decreased.   Therefore, there have been no significant changes in either retention or persistence in the last few years that the college can provide any significant rational.

In 2008-2009 the college recognized the need break down retention and persistence further. Although during the summer of 2009 the Information Technology Director set up queries which assessed pass rates for males versus females, Native American/non-native, GED/high school diploma, and pass rates by degree plan.   This information did not specifically address retention and persistence rates for groups, but it did indicate that GED students were performing better in English course versus students with a high school diploma and vice versa for math courses. This information was shared with local school administrators. In addition, the college held two workshops especially for English teachers entitled Writing Matters and one workshop for GED/college tutors on the use of the electronic calculator.

The college is once again hopeful that the new records management system which is being implemented in the fall 2010 will allow retention and persistence to be tracked by first-time students, students entering with a GED, by degree program, and by gender. Hopefully, this type of 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 continues to track the reasons students are withdrawing from courses. In 2009-2010 the major reason was personal with medical issues being the second reason. In 2008-2009 medical was the number one reason followed by personal. In previous years, daycare and transportation were the major reasons. The college has addressed some of these issues with the construction of a new daycare facility and the development of a public transportation system.

According to SBC counselors, many students also have indicated conflict in their lives dealing with relationships, legal issues, alcoholism, etc. The college has been trying to assist students with these issues through the general education SOC 210 Chemical Dependency course, as many of the personal problems stem from substance abuse issues. Availability of transportation after 4:30 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 be sustained on a daily basis. This is a difficult task with the reservation consisting of 2.4 million acres and equivalent to the size of the state of Connecticut.

Statistics on Withdrawals	
Reason	Number
Personal - would rather not state reason	35
Dissatisfied with my grades	17
Medical difficulties	17
Transportation difficulties	13
Financial difficulties	11
Work related problems	10
Daycare/babysitter difficulties	9
Employment time conflict with class schedule	6
Wanted a break from college studies	2
Wanted to move or was transferred to a new location	1
Decided to attend different college	1
Disappointed with quality of instruction	1
Inadequate study habits; lack of motivation	1
No access to internet	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. Students at SBC are more satisfied with their experience, their experiences meets their expectation, and are more likely to enroll again compared to national community colleges averages. The summary of strengths is with academic advising, quality of faculty and instruction, lab facilities, course scheduling, library resources, staff and faculty that are knowledgeable and caring, and maintenance of the campus. Challenges that remain consistent with last year are transportation, wellness facility, and not being adequately prepared for the workplace.

Issues dealing with transportation were previously discussed. In addition, the routes were increased in 2009-2010 from once a day coming at 8:00 am and leaving at 4:30 to an additional afternoon route. Now students can come at 8:00 and leave at 12:00 or come at 12:00 and leave at 4:30. Once again funding is being sought for evening routes. Construction of a wellness facility still remains part of the college overall strategic building plan, but construction of other critical services has taken priority. The college continues to address the workplace readiness by holding advisory committee meetings, in which employers are invited and encouraged to provide feedback to areas of program/instructional improvement. Advisory meetings are held bi-annually and minutes are filed in the office of the Vice President of Academics. In addition, feedback is provided to each program of study through employer graduate surveys, which are conducted six to eight months after graduation for employed graduates.

Other new areas of concerns identified were safety and security, being notified early if doing poorly in classes, tutoring services, sufficient number of study areas, and career services. Some of these issues have already been addressed such as the tutoring services which will be restructured for the 2010-2011 academic year The Vice President of Academics will speak with faculty in regards to the possible use of the grade book option in the new records management system, which will allow students to see their progress on a daily bases to assist with early notification of doing poorly in classes.

Faculty Satisfaction Survey

In 2009, a faculty satisfaction survey was completed 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. The reason for the survey was to determine the college's effectiveness in these areas and for budgeting purposes if additional resources are needed. There were not a lot of changes in the services provided from 2009 to 2010 therefore; the survey was not completed this year for faculty. It will again be conducted in 2011 to access effectiveness designated areas.

Graduation Exit Survey

Exit interviews are conducted for 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 4.51 on the quality of academic advising which was also the highest in 2009 to the low

score 3.58 for student organizations which was also the lowest in 2009. 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 4.13 on being able to function in a technological world which also rated the highest in 2009 to a 3.82 in becoming a respectful citizen of the earth.

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. The manual numbers show about a 15% graduation rate for associate degrees over a five year period for a cohort of students starting in a specific year. Many of the problems with the graduation rates deal with stop out of students due to personal reasons, economic conditions, medical, etc.

SBC knows the limitations of our current records management system and will be implementing Jenzabar in the fall 2010. It has been indicated in the trainings that staff and faculty have attended that Jenzabar will be able to calculate graduation rates in a more efficient manner.

Employer Survey

Employment surveys were conducted eight to twelve months from the date of graduation with positive results for 2008-2009. Graduates were rated between 4 above average to 2 satisfactory. A recommendation the Assessment Committee made for 2008-2009 is to change the scale using a rate system from 5 to 1, which was not completed and will remain a recommendation for 2009-2010. Areas of concern continue to include the need for SBC graduates to have better writing

skills. Other general areas of concern deal with intrapersonal skills and workplace ethics. Concerns specific to a program of study will be addressed with faculty that teach in that area.

The need for SBC students to have better writing and communication skills will be addressed in the general education outcomes. The need for better workplace ethics has been discussed and will be further addressed in the SOC 100 Job Seeking Skills course.

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

Alumni Survey

It was indicated that an alumni survey would be conducted in 2009-2010; this was not completed and once again will become a priority for 2010-2011. The main reason this was not completed was due to the vacancy in the Outreach Coordinator's position.

Pre-entry and Freshmen Assessment 2009-2010

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 scores. The table below indicates that 44% compared to 36% in 2008-2009 of new or transfer students are underprepared in math and 37% compared to 64% in 2008-2009 for English. So students came in more prepared in English versus math for 2009-2010.

COMPASS AVERAGE SCORES 2009-2010

Underprepared, Math (Compass)	44%
Underprepared, English (Compass)	37%

DATA

Semester	FA-09	Percentage	SP-10	Percentage	Total Fall & Spring	Total Percentage
ENG 010	24/59	41%	20/59	34%	44/118	37%
ENG 110	35/59	59%	39/59	66%	74/118	63%
MTH 010	28/60	47%	24/56	43%	52/117	44%
MTH 101	14/60	23%	8/56	14%	22/117	19%
MTH 102	18/60	30%	23/56	41%	41/117	35%
MTH 103	0/60	0%	1/56	2%	1/117	1%

It still is a major area of weakness for the college in 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. It was reported last year that 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. Both continue to work on completion of their degrees with anticipated completion in the fall 2010.

More will be discussed under general education.

PSYC 100 Psychology of Student Success

Orientation is completed in the PSYC 100 Psychology of Student Success course that is mandatory for all new students and should be taken during their first semester at SBC. The course is taught by the counselors. One of the counselors was new in her position for the 2009-2010 academic year and was not familiar with how do complete the assessment for the course. Several meetings were held with the two counselors to come up with a more effective assessment measure, unfortunately, the concept was not grasped for the 2009-2010 academic year. Data that was collected indicated that students taking the course from the new counselor done better than the students who took the course from the other counselor. Therefore, a meeting has been set between the Vice President of Academics and the counselor for July 2010 to review the course content and objectives for the 2010-2011 academic year and to come up with an effective assessment measurement.

The college has realized the need for training students in the area of financial literacy. A questionnaire was developed by the Financial Education Awareness Team (FEAT) and administered in the Sitting Bull College PSYC 100 and SOC 100 in January of the spring 2010 semesters. It was also administered to the Sitting Bull College staff, faculty and administration in attendance at the March 2010 New Moon (Staff and Faculty meeting).

For the most part, everyone knew what money management is and thought it was important. Nearly everyone knew about direct deposits and had made monthly payments.

Overall, the credit score question had the most 'no' answers.

All other questions were fairly proportional in increase/decrease when read from PSYC 100 (freshman) to SOC 100 (2-year graduates) to SBC staff/faculty/administration.

During the course of the spring 2010 semester, several speakers have been brought into the PSYC 100 classrooms to visit about their financial experiences and to give advice on money management. Topics discussed included: predatory lending practices, budgeting, starting a business, credit cards, credit score, home buying.

For more information about the financial literacy see tab for PSYC 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 is remaining consistent.

Student services continues to do recruitment efforts with area grade schools and high schools by holding a college awareness day on SBC's campus. The goal of college awareness is to showcase Sitting Bull College, while getting prospective students to start thinking about a college career. In the fall 81 seniors and in the spring 87 eight graders from across the Standing Rock Reservation were in attended. There are different breakout sessions covering different topics which are facilitated simultaneously by Sitting Bull college faculty and staff during the two and half hour programs, with students groups rotating to a new session every 15 minutes.

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.

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

Communications Student Goals 1, 3 *Assessment Tool –Presentation of final speech to English department scored on a 5 point rubric.* *Implemented Spring 09*	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 Student Goals 1, 3 *Assessment Tool –Questions on final exam scored on a 5 point rubric.* *Implemented Fall 05*	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.**	MATH 103 College Algebra - 4 cr. **Students will also learn the manipulation skills that are basic to the field of algebra.**
Student Success Student Goals 2, 3, 4, 7 *Assessment Tool –Questions on final exam graded on a 5 point rubric.* **Implemented Spring 07**	PSYC 100 Psychology of Student Success - 3 cr. SOC 100 Job Seeking Skills – 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 Psychology of Student Success – 3 cr. SOC 100 Job Seeking Skills – 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 Psychology of Student Success - 3 cr. SOC 100 Job Seeking Skills – 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 Psychology of Student Success - 3 cr. SOC 100 Job Seeking Skills – 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 Student Goals 3, 5 **Assessment Tool - Comprehensive Lakota/Dakota writing exam scored on a percentage.** **Implement Spring 07**	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 105 Lakota Culture – 3 cr. **Students will learn the language and the culture to appreciate the ways dialects are used to teach history and enhance culture.**
Sociology Student Goals 3, 7 ***Assessment Tool – Essay question on final exam scored on a 5 point rubric.*** ***Implement Spring 07***	SOC 210 Chemical Dependency I - 3 cr. **Students will learn to understand the social effects of chemical usage to learn what is to walk in balance.**	SOC 210 Chemical Dependency I - 3 cr. **Students will learn to understand the social effects of chemical usage to learn what is to walk in balance.**	SOC 210 Chemical Dependency I - 3 cr. **Students will learn to understand the social effects of chemical usage to learn what is to walk in balance.**	SOC 210 Chemical Dependency I - 3 cr. **Students will learn to understand the social effects of chemical usage to learn what is to walk in balance.**

Humanities or Social & Behavioral Science Student Goals 3, 7 ***Assessment Tool – Essay question on final exam scored on a 5 point rubric.*** ***Implement Fall 09***	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	Business Administration requires one (1) course. Elementary Education requires six (6) courses in specific areas including one elective. From: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology. **Students will learn to explore and appreciate the development and interaction of elements of multiple cultures.**
Health/Physical Education Student Goals 3 Assessment Tool –Questions on final exam graded on a 5 point rubric. **Implemented Spring 08**	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 Student Goals 3, 6 *Assessment Tool –Questions on final exam graded on a 5 point rubric.* *Implemented Fall 05*	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	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. **Students will learn to explore sciences and how it interacts with themselves, their communities, and the universe.**
Computer Applications Student Goals 3, 6 *Assessment Tool –Questions on final exam graded on a 5 point rubric.* **Implemented** **Spring 06**	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.**	CSCI 101 Introduction to Computer Application - 3 cr. **Students will learn to become computer literate.**
Total Credit Hours Required	*44 credits*	*37 credits*	*26 credits*	*44 – 63 credits*

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. 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 range of scores for English I was from 2.1 to 4.2 with an average score of 2.98. Strength of the essays was the support for the essays, but the weaknesses were the conclusions. The range of scores

for English II was from 1.6 to 3 with an average score of 2.5. The areas of concern included the documentation of sources.

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 37% of new students are placed in a foundations level course. The entry level foundations rate did decrease from 64% in 2008-2009 to the 37% in 2009-2010, which indicates that students are coming to the college better prepared in reading and writing. Some of this can be contributed to an increase number of duel credit high school students that enrolled in the college in the spring 2010, versus potential students who have been out of school for a number of years. Duel credit students are required to take the COMPASS test and are not allowed in college level courses without the proper scores.   So, although students are coming better prepared, the completion rate for English classes is still a concern. Completion rates for the foundations course is less than 50% which goes up slightly for English I, and slightly more for English II as indicated by the data below.

The results of the English outcomes are attached in Appendix I.

English Statistics
Fall 07 through Spring 10

ENGL 010	Attempted	Percentage Satisfactory Completion	Withdrew	Percentage Withdrew	Percentage Unsatisfactory Completion
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%
Fall 09	17	41%	2	12%	47%
Spring 10	20	10%	4	20%	70%

ENGL 110	Attempted	Percentage Satisfactory Completion	Withdrew	Percentage Withdrew	Percentage Unsatisfactory Completion
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%
Fall 09	45	53%	7	16%	31%
Spring 10	45	40%	7	16%	44%

ENGL 120	Attempted	Percentage Satisfactory Completion	Withdrew	Percentage Withdrew	Percentage Unsatisfactory Completion
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%
Fall 09	30	47%	3	10%	43%
Spring 10	46	50%	2	4%	46%

To improve the completion rates for the foundation level course the Test of Adult Basic Education (TABE) is being used to determine the grade level of incoming students in the course and a post is given at the end to measure progression. Starting in the fall 2010 a student study plan will be developed with the college's Learning Center/Writing Lab personnel and the instructor of the foundations course. Students that have specific deficiencies will be required to use the professional/per tutors in the Leaning Center/Writing Lab. In addition, faculty from the English I/II courses will encourage students who are deficient to also use the Learning Center/Writing Lab. During the 2009-2010 academic year the college tried to add an additional

hour of lab time to the courses for students to work in the Learning Center/Writing Lab. This was not very successful, because of scheduling issues so some of the English faculty have started holding classes in the Learning Center/Writing Lab as a means to acquaint students with the lab in the hopes of making them feel more comfortable in coming to use the lab on their own.

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 increased only slightly 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. The graduates' post-tests are broken down by degree program and released to each area. Pre and post graduate scores are attached in Appendix H.

In order to help improve the writing level of all students, it is understood by SBC faculty that writing needs to be across the curriculum. The one concern with this is to insure that writing assignments are not just given, but to insure that immediate feedback is provided to the student and that proper writing techniques are being used. During the spring 2010 semester two workshops were held for faculty. The first was held in February and focused on writing across the curriculum and the second was held in March and focused on writing intensive courses. Both workshops were facilitated by SBC faculty and were very well perceived by all faculty. The agenda and workshop evaluations are attached in Appendix D.

In addition, the Learning Center/Writing Lab is developing a file of best practice writing assignments. This will assist the professional/peer tutors, when students come with an assignment. For example if a student comes to the Learning Center and wants help with writing of a business plan, the professional/peer tutors can go into the file and review the requirements of the assignment to become better prepared to assist students.

Speech

Students were assessed during the last speech of the year which required a PowerPoint presentation. The range of scores for the fall semester was from 2.28 to 4.48 with an average of 3.25 and for the spring semester the range was 1.90 to 3.90 with an average of 3.08. Once again the area of concern was in critical thinking. The English faculty believe that the current rubric that is being used to assess the students detailed as needed and a new rubric will be implemented in the fall 2010. This will be added in the fall 2009.

Although English faculty were generally satisfied, program level assessment has indicated that students had trouble in the fall with elocution and in the spring on mechanics of design of the PowerPoint. Also, the completion rate for students in Speech could be increased as reflected from the data below. The college in 2009-2010 through the Learning Center started a Speech Club to help assist and improve the overall speaking competencies of SBC students.

The results of the speech outcomes are attached in Appendix I.

Speech Statistics
Fall 07 through Spring 10

Speech	Attempted	Percentage Satisfactory Completion	Withdrew	Percentage Withdrew	Percentage Unsatisfactory Completion
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%
Fall 09	36	61%	9	25%	14%
Spring 10	35	37%	6	17%	46%

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 44% of all new students are required to complete a foundations level math course, this is somewhat up from the previous year of 36%. Also, completion rates range from the 30 to 60 percentile as indicated by the following table. The results of the math outcomes are attached in Appendix I.

Math Statistics
Fall 07 through Spring 10

MATH 010	Attempted	Percentage Satisfactory Completion	Withdrew	Percentage Withdrew	Percentage Unsatisfactory Completion
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%
Fall 09	18	61%	2	11%	28%
Spring 10	19	32%	4	21%	47%

MATH 101	Attempted	Percentage Satisfactory Completion	Withdrew	Percentage Withdrew	Percentage Unsatisfactory Completion
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%
Fall 09	23	35%	5	22%	43%
Spring 10	23	35%	2	8%	57%

MATH 102	Attempted	Percentage Satisfactory Completion	Withdrew	Percentage Withdrew	Percentage Unsatisfactory Completion
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%
Fall 09	33	58%	6	18%	24%
Spring 10	39	56%	2	5%	3%

MATH 103	Attempted	Percentage Satisfactory Completion	Withdrew	Percentage Withdrew	Percentage Unsatisfactory Completion
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%
Fall 09	10	70%	1	10%	20%
Spring 10	26	58%	2	7%	35%

Outcome One – is the ability to analyze data to make inferences about real world situations.
Outcome Two – Use of abstract concepts and symbols to solve equations and inequalities.

The range of scores on the embedded questions for MATH 102 Intermediate Algebra were from 0.00 to 5.00 with an average score of 3.00 for outcome one and a range of scores of 1.71 to 5.00

with an average score of 4.00 for outcome two. In MATH 103 College Algebra the range of scores for the fall semester for outcome one was 1.00 to 5.00 with an average of 3.00 and in the spring the range was the same but the average was 4.71. For outcome two the range for the fall semester was 2.20 to 3.50 with an average of 3.0 and for the spring semester the range was 0.00 to 5.00 with an average of 4.18.

The math faculty discussed the need to do more review before the final. In addition, there has been some concern with scheduling of the math courses. Previously, the day classes were offered two days a week for two hours and the evening courses is offered one night a week for four hours. A former faculty member wanted to try changing the day class to four days a week for one hour to see if students would retain course information from one class period to another. This was tried for two years and the new math faculty member assessed the day and the evening students and there was no significant difference in scores from the four day a week class to one night a week class. The change to the four day a week one hour per day has caused some class conflicts, so with the outcome of two semesters worth of data the day class will change back to two days a week for two hours.

Recommendations from Assessment Committee:

- Track student progress from remedial courses to progression to College Algebra. Are there gaps in learning?
- Push tutors to get into the classroom so students have another person to go to for issues and help
- Learning Express online will be implemented to gage Education students in their practice for the PRAXIS I
- Calculator use and knowledge has been an issue – especially for older than average students – all math instructors should focus a little time on calculator usage

Spring semester completion statistics were low in some courses compared to other semesters. Some of the reason for this included: snow storms throughout the semester causing school closure, bad roads, power outages for weeks for some students, and increased students and family members with the flu.

Student Success

Assessment for student success is completed within two required general education courses, PSYC 100 Psychology of Student Success and SOC 100 Job Seeking Skills. The assessment process for PSYC 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. It is recommended that the SOC 100 course put more emphasis on workplace ethics.

The results of the SOC 100 outcomes are attached in Appendix I.

Culture/History

A new assessment tool was implement for the reading and writing assessment 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, a new assessment tool was developed to assess the students' knowledge of the culture and the history and will be implemented in the fall 2010. The new tool continues to be a multiple choice test and will be administered as a pre test in PSYC 100 and post test in SOC 100.

The results of the NAS 101 outcomes are attached in Appendix I.

Recommendations from Assessment Committee:

- Continue assessments for both fall and spring
- Possibly explore the idea of incorporating a lab – perhaps cooperate with the language emersion school (if funded) so students have access to fluent speakers
- Outcome 2: All instructors should share same strategies from reading and writing so that assessment data is tightened

Science

Science is being assessed through embedded questions on general science course exams. Science faculty and the Vice President of Academics held a meeting to review the embedded questions to ensure the consistency throughout all general education science courses. In the past, there had been a problem with all science faculty included the embedded questions.

There are two outcomes that are measure by the embedded questions. One is the student's ability to demonstrate an understanding of the scientific method and two is for the student to demonstrate an understanding of the connectedness of humans and their environment. In the fall the range for outcome one from 1 to 4 with an average of 3 and for the spring semester the range was 1 to 5 with an average of 3.11. For outcome two in the fall semester the range 2 to 5 with an average of 3.94 and for the spring the range was 1 to 5 with an average of 3.12.

Although students are generally meeting the 3.0 expectation, many students are not able to demonstrate a clear learning of the scientific method and the connectedness of humans and their environment, at least not to the point of being able to apply the information. Science faculty members will look to reinforce the scientific method throughout the entire semester—not just at the beginning—by using specific examples of the scientific method applied to various topics in the courses. The scientific method will also be reviewed prior to the final exam either by announcing it as one of the topics that will be covered or through specific review of the process.

A recommendation from the Assessment Committee is to have the Science Department appoint Mafany Mongoh to oversee General Education Science Assessment so there are assessment

responsibilities for all science faculty members, instead of a faculty member who is heavily involved in the Environmental Science program assessment.

The results of the science outcomes are attached in Appendix I.

Computers

Computer competencies are assess through components of the final exam. Students for the most part are meeting or exceed the measurement goal.

The results of the computer outcomes are attached in Appendix I.

SOC 210 Chemical Dependency

The Sociology outcome which is assessed in SOC 210 Chemical Dependency is complete through writing assignment at the end of the semester. The course is general taught by an adjunct faculty member and also taught as a PSI (Personalized System of Instruction) which is similar to an independent study. The adjunct faculty did not assess the outcome and the data reported was from the PSI course.

Recommendations for General Education Assessment

To avoid all the PSYC 100, CSCI, SOC 210, and other courses trying to assess small pieces of knowledge, perhaps general education should look at another way of assessing three or four competencies. This suggestion came from several Assessment Committee members that attended the Higher Learning Commission of the North Central Association of Colleges and Schools annual meeting in April, 2010. After attending several sessions on general education assessment, the committee will explore a computerized multiple choice test (pre/post). The pre test will be given to all new and transfer students at the time of registration and the post test will be emailed to students after they reach 60 credits within their degree plan for associate degree seeking students and 120 credits within the bachelor's degree. Incentives will be provided for encouragement of students to complete the post test. The committee is still recommending to keep the math, English and speech course assessment but to link the data to individual students. Once again the college is hoping that the new records management system will allow the smooth transition to this system.

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/RECOMMENDATIONS:
- Students are having trouble finishing power point presentations at the end of program
  - Instructor suggested putting something at the tail end of Job Seeking Skills
- Outcome 3: Business Plan project should start earlier in the semester for better completion of the project
  - Have adjunct instructor visit about assessment for a tool
    - Possibly add something instructor already uses (testing questions)
    - Added mandatory meeting and/or mechanism to assist with communication among adjunct and full time faculty
- Outcome 5: assessment tool is not necessarily measuring the outcome with valid data – a new tool might need to be discussed
- Outcome 6: not required (BAD 212) for all students, so graduates needed to do an extra example
  - Program Instructor suggested that there might be two levels of assessment: students in program & graduate assessment
- Program Instructor suggested that an additional look at capstone project be evaluated by Assessment Committee and/or consultants to review whether or not the assessment tool is valuable for capturing student learning.

B. BS Business
DISCUSSION/RECOMMENDATIONS:
- Discussion about challenges regarding the business plan implementation – a possible idea is for students to start a (flower shop) business in the incubator center.
- Both two and four year instructors did report that the overall program is seeing a greater seamless transition than in previous years.
- Use financial calculators (have them available in the business department) to use. Students are using the College Algebra calculators that are more difficult to navigate.
- More practice presenting in front of a group of students – implement more projects in the four year degree

- Track graduates to find how many students are disenchanted with their career path – to get recommendations of how to intervene earlier in the program in case student need to change degree track
- COGS (cost of goods sold) has been a concept students have a hard time understanding – add more course content in this area
- Personal code of ethics added somewhere in the 2 year track (if possible)
    - Possibly add code of ethics (a general version) into Job Seeking Skills across all degree programs
- Add portfolio track in internship – are part of the hours – so that it is completed in a timely manner
- Add any exemplary papers into the shared folder so students have something to gage their writing assignments

C. Building Trades
DISCUSSION/RECOMMENDATIONS:
- Nice cooperative agreement with students at Standing Rock High School
- Outcome 1: Try to keep data on how often student need to re-take test in order to complete items at 100% . Isolate which areas students often struggle with
- Outcome 2: Column 3 should say "students"
- Outcome 4: Follow performance log for students to see what areas are low and high, so faculty can concentrate on reinforcing certain areas
- Keep track of students who are in program (for numbers purposes), but may not be taking core courses yet
- Possibly break out data survey from first time students to those that have been in the program a year, etc.

D. Office Technology
DISCUSSION/RECOMMENDATIONS:
- Tutors for OT 270 were not available at night. Case grader for this course was used, so instructor will have more knowledge about how the program works.
- Aggregate data on the sores. Is there any way to show data from year to year on all three results for letters a-c.
- Case grader does break down specific skills strengths and weaknesses so more discussion in analysis of data can be used – what do students do well, what still challenges them?
- Accounting information will be added later
- Possible tape presentations of best practices presentations

E. Information Technology
DISCUSSION/RECOMMENDATIONS:
- Consider stand-alone labs for absenteeism
- Expand written report samples/presentation project

F. BS Science Education

DISCUSSION/RECOMMENDATIONS:

- Possibly add other measurements such as an oral exam
- Outcome 9: Lesson Plan/presentation (or unit) of lesson in SED 400
    - Add this measurement tool to the plan – take out the idea of the portfolio

G. AS/BS Early Childhood

DISCUSSION/RECOMMENDATIONS:

- Address the results to indicate findings from each rubric area
- Focus on what learning is evident in students and what learning still needs to happen
    - When you say that six out of the seven candidates met the expectation – why didn't the other student? Where are the gaps in learning? What teaching strategies will be implemented (more time on a concept, etc.) to make sure everyone is learning the content?
    - Measurement goal – should be overall instead of "each"
- Outcome 5: Put in a measurement goals for dispositions, there should be an average score (from faculty), but if the student is not meeting it, there should be a improvement plan implemented
- Identify cut-off scores and improvement plan need to be developed
- Reword disposition areas through the Education Department

H.   BS Elementary Education/Special Education and AS Elementary Education

DISCUSSION/RECOMMENDATIONS:

- Discussion of measurement tools as a three pronged approach for now – but Ed. Department would like to see further implementation of lesson plan measurement in the assessment plan
- Standards need to be addressed – how students appropriately input the standards into the lesson plan
- An increase in 2 year degree plan has made it impossible for a seamless transition from 2 to 4 year programs
- Outcome 5 does not say anything about how the students did on this outcome – it just states that students want a choice
- 2009-2010 data needs to continue in this format (don't wait until another state visit to do this)
- BS material may be on the shared folder, but it is not on the assessment plan – data needs to be entered into the assessment plan and saved in the shared folder
- Praxis I should be passed before admitted into the Ed. Program.
- Praxis II should be taken before student teaching
- E-Portfolio presentations need to be in a timely manner

J. Human Services

    DISCUSSION/RECOMMENDATIONS:
- Analysis needs to be clear to discuss strengths and weaknesses in all areas.
- No one page summary

K. BS Environmental Science

    DISCUSSION/RECOMMENDATIONS:
- Explore the idea adding Senior Research as a two semester course

L. AS Environmental Science

    DISCUSSION/RECOMMENDATIONS:
- Added the Question #10 two years ago dealing with culture two years ago
- Nice use of mentoring presentations so that students entering the program
- Discussions continued regarding the 'skills test' or competencies check mid-point through the program. The concept would be to evaluate where a student may be lacking in a certain skill – either for re-teaching, for counseling into another program, or to find lapses in learning. Sampling class was a suggested course.
- Research project I & II might be taught in different semester to help with completion of gathering samples
- Discussion regarding community members, peer student mentor, etc. to attend the presentations of the students

M. AS Nursing

    DISCUSSION/RECOMMENDATIONS:
- Make sure to get rubrics to adjunct for following year
- Perhaps use the CTE as a pre and post as a mid-program assessment
- Keep working at multiple measures to help students with test-taking strategies
- Nice conversation about billing issues with students. The discussion will help with the feedback to change strategies in the business to help alleviate student billing issues. Assessment can help with the feedback loop!
- Develop the rubric for measurement tool for Outcome 2 on the reflection paper
- Still continue to think about the graduate evaluation form that should be developed and implemented in fa-10
- Good strategies to combat the idea of tardiness and classroom behaviors in the major.
- Possibly add testing on Moodle for pre/post.
- Look at HESSe measurement tools to make sure that individual outcomes are addressed.

N. AS Criminal Justice
  DISCUSSION/RECOMMENDATIONS:
  - The data for Criminal Justice sometimes represents individual students since the sample size is so small.
  - Visual representation of scores really helps committee understand the idea of small sampling in assessing Criminal Justice
  - CTE will require all students to take a competency exam, but no passing rates will be required.
  - Add writing intensive course in program – perhaps add an assessment of that project to the assessment plan to have another layer of authentic assessment of student learning and skills

O. AS Native American Studies
  DISCUSSION/RECOMMENDATIONS:
  - General Knowledge Test has been use for the first time SP-10 (rewritten over the last year)
    - Implemented in the PSY 100 course as a pre-test this semester
  - Think about implementing the essay writings of the traditional values to both the AA and the BS degree program. The rubric measurement can look for deeper meanings.

P. AS General Studies
  DISCUSSION/RECOMMENDATIONS:
  - Four advisors and many different graduates. Not followed very well this year as the previous spearhead for getting this accomplished did not return to the college last fall. So the evaluation project not followed through on this year with these graduates.
  - Recommend: Someone be designated as responsible for overseeing the AA assessment project. Suggested that Carla G. may be a potential in charge person.

Q. BS General Studies
  DISCUSSION/RECOMMENDATIONS:
  - No data on Human Services Concentration graduate - no portfolios required.
  - Two students presented for advisor
    - Timing of presentation was poor so there were no other instructors available to score. Scoring was done by the advisor. Also advisor reviewed the reflections with the students so scores on that were artificially elevated. This will be remedied in the future.
  - There were some problems with technology. There is no portfolio expert. Regardless of format the portfolio needs to be published to pull everything together.
  - Survey still not developed. Logistics of getting members together is problem.

- Research paper – are you reconsidering? Could start in applied stats (a project) and collaborate. The skill is necessary as demonstration of critical thinking. This would support keeping some form of research paper or project.
  - Consider adding a capstone at the two year level.

Summary for AS and BS General Studies both:
- Problem to be resolved: adding on General Studies as a degree during the last semester.
- Lots of changes this year. Need to continue to work with the curriculum committee to clarify and make the degrees unique. Also need to work on the assessment process for graduates, including the capstone projects.
- Also the issue of adding General Studies degrees as a late major so makes it difficult to have pre and post assessment information.

R. Natural Resources, Farm & Ranch Certificate
DISCUSSION/RECOMMENDATIONS:
- In the Analysis of Data, look closely at the scoring rubric to analyze what the student did well and what the student still lacked in learning. Perhaps this is a way to improve instructional strategies
- Outcome 1 – oral communication should be measured. Perhaps have the students present their management plan to two or three instructors. Give feedback to the students on oral presentation techniques. You could even include a power point presentation to also rate student's ability to use technology while presenting.
- Advisor for this program suggested that perhaps this certificate program does not need to continue since the block scheduling has accommodated students in the AS degree program.

S. Horsemanship
DISCUSSION/RECOMMENDATIONS:
- Make sure to incorporate the checklist for assessing
  - Need documentation on each student and what they have learned
- Perhaps videotape certain aspects of what you are assessing (haltering, communication with the horse) to use as a re-teaching guide and assessment artifacts
- Need clarification in outcome 3 – do you want to separate health/nutrition to the actual riding of the horses?
  - Outcome 3: what tool are you using to measure this?
- Outcome 4: rubric needs to be developed to assess final test questions
- Tighten up all assessment tools for this degree plan
- Outcome 5: action or recommendations "develop appropriate process" outline what this process will include
- Outcome 6: how will this outcome be evaluated? What tool will you use?
  - Have your person who is helping you (Jonathan Anderson) also be part of assessing that management plan
- One page summary needs to be completed

- Both program plan and one page summary need to be saved in the shared folder

T. Energy Technology – Rick Kerzman & Lee Husfloen
- Not available but will report 2009-2010 findings in the fall 2010.

<u>**Summary**</u>

The committee held a discussion on the difficulties some programs are having with end of the year assessment reporting due to a short turn around for grades, graduation plans, and assessment data. Key Programs who have top-quality assessment strategies will be asked present their assessment data to faculty during faulty meetings in the fall.

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.

Program Assessment needs to focus on the Analysis of Data for 2010-2011. 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. Two workshops were held on analyzing data in the fall 2009 semester for faculty, but the analysis components still needs to be strengthen by providing additional training for faculty.

Strategy for 2010-2011:

September:
- pass out recommendations from the Assessment Committee at faculty meeting
- review changes for the academic year

October:
- Review program plans for 2010-2011
- Complete plan area 1-3
- Revise any outcomes
- Make sure measurement tools match intended outcomes
- Try not to wait until the end of the semester for all assessment data
  - Try some mid-year assessment strategies

November:
- Data analyze training

March:
- Review program assessment progress

May:
- Final program assessment presentations