



2011-2012
Assessment Report

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Sitting Bull College Summary of Assessment Plan

Assessment of Student Learning

Assessment begins with the Sitting Bull College (SBC) mission statement. The SBC mission and its corresponding vision, values, purposes, and goals inspire all assessment activity. As the scope of assessment is widened, it involves multiple committees, along with academic and student service programs in a well-planned and organized cycle. Central to this process is the Assessment Committee, who functions as a collection point for the data. The Vice President of Academics is accountable to the Board of Trustees, administration, academic and student service divisions for reporting and publishing the summative results of yearly assessments activities.

Sitting Bull College has an Assessment Committee that is composed of faculty members, Vice President of Academics, Academic Success Center Coordinator, Counselor, and Director of Institutional Research. The chair of the Assessment Committee is a faculty member. The chair and the faculty members are rotated and serve a term of three years or longer if they desire to stay on the committee. It has assisted with having veteran members remain on the committee for rationale and advice on assessment processes that have been developed and implemented.

The Assessment Committee meets monthly throughout the academic year and continues with the 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 institutional level are at the core of the institutional activities and strategic planning at SBC. Feedback collected through these outcomes provides support for the decisions made for future SBC planning. Since planning guides resources allocation, the feedback through assessment is used to coordinate future resource allocation to guide institutional effectiveness and assessment of student learning.

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

Assessment Committee Function:

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

Assessment Committee Scope:

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

Goals of SBC Assessment:

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

2011-2012 Assessment Strategic Plan Activities

- Annually review course & program assessment data which supports the continued improvement of student learning.
- Meet monthly to review data that may be available at the time and/or plan for needed data collection to assist in data driven decisions.
- Develop a systematic plan for data collection.

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

- 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 assessment.

Sitting Bull College supports:

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

2011-2012 Activities

- Regular monthly meetings were held.
- The Assessment Committee's scope and function were reviewed, revised and approved by the SBC Board of Trustees.
- One goal and three outcomes were developed and approved by the SBC Board of Trustees for the Assessment Committee 2011-2012 strategic plan.
- Yearend outcome results for programs and general education continued.
- The end of the semester course evaluation survey was revised to be a mid-term evaluation in order to provide immediate feedback to faculty for course changes
- The 2011-2012 final analysis of the Assessment Committee goal and activities were presented and approved by the SBC Board of Trustees.

2011-2012 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 minimum average of 3 on all 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.

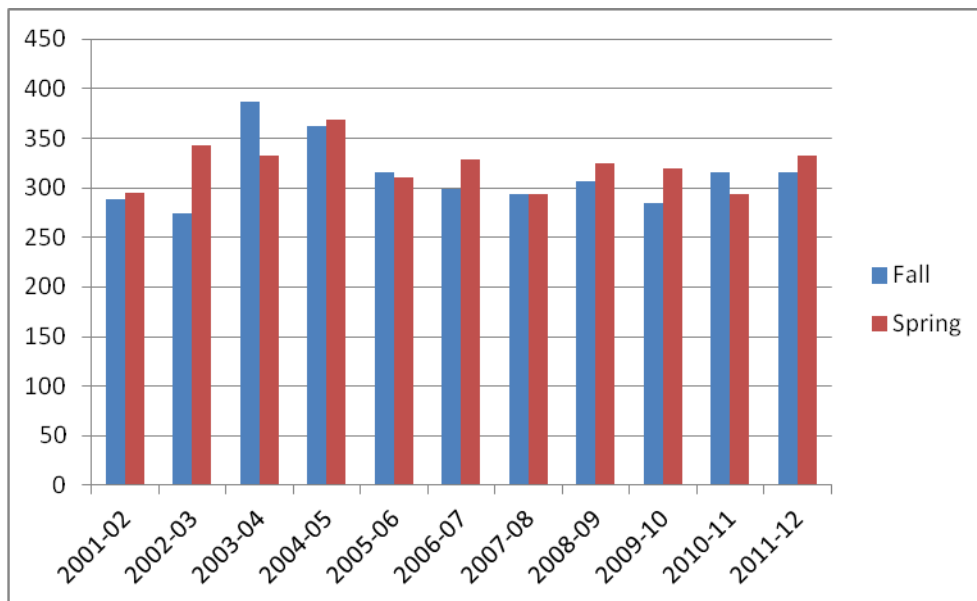
STUDENT OUTCOMES (GOALS)

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 2011-2012

Enrollment Trends

Enrollment data for fall semester 2011 and spring semester 2012 remains stable, but enrollment is not increasing at the rate Sitting Bull College had projected. The enrollment data is provided below. This data shows the enrollment trends from the fall of 2000 to the spring of 2012. As been reported in the past 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 Board of Trustees has set a strategic goal to have created opportunities for students to actively participate in student centered initiative through 2017. This particular strategic goal includes recruitment and retention of students to SBC. Both academic and student service programs have been working on strategies to accomplish this goal; such as the development and implementation of an active student retention plan. In addition, a student recruitment plan is to be established during the 2012-2013 academic year.



The demographics show that the majority of our students are female, Native American, single, with an average age of 30. The 2011-2012 student demographic statistics remain consistent with past years.

Program Review Guide

With the interest of increasing programs and the concern of low enrollment in several of the current programs, the Curriculum Committee developed a program review guide in 2008-2009. 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 three academic years, program revenues have been calculated through the office of the Vice President of Academics. This has helped to establish the feasibility of current programs, especially programs funded through the college's general fund.

After the use of the program review guide for a couple of years, the Curriculum Committee decided to take the 2010-2011 academic year to review the requirements for the guide. Several programs felt the process was cumbersome and found it difficult to retrieve all the data required. Therefore, a subcommittee consisting of members of the Curriculum Committee was set-up to review the guide and made recommended changes to the full Curriculum Committee. A revised program review guide was approved by the Curriculum Committee in February 2011.

The following eight programs were to complete program review in 2011-2012: Building Trades, Native American Studies, Human Services, General Studies, Nursing, and Natural Resources, Native American Community Development, and Paleontology/Geo Sciences.

Building Trades, Native American Studies, Human Services, were completed and approved by the Curriculum Committee. General Studies and Natural Resources a draft was completed and reviewed by an outside evaluator, to be revised by program personnel and approved by curriculum in the fall 2012. Paleontology/Geo Science was furloughed due to lack of enrollment and no full-time faculty. Nursing and Native American Community Development will be added to the 2012-2013 program review list.

As a means to validate the program reviews, a consultant was hired in 2010-2011 to critique the information. The consultant indicated that the program reviews lacked specificity at many levels and needs to be revised to incorporate specific evidence for many of the statements that are made within the reviews.

As a means to address the consultant's findings, the Chair of the Curriculum Committee during the 2011-2012 final Strategic Planning Board of Trustees review process, made a recommendation to have the consultant work with faculty at the beginning of the program review process instead of after the first draft is completed.

Persistence and Retention Rates

Persistence				
First	Second	Total		
Semester	Semester	1st Sem	Returning	Percent returning
Fall '01	Spring '02	173	113	65.3%
Fall '02	Spring '03	192	129	67.2%
Fall '03	Spring '04	262	164	62.6%
Fall '04	Spring '05	237	155	65.4%
Fall '05	Spring '06	209	125	59.8%
Fall '06	Spring '07	216	140	64.8%
Fall '07	Spring '08	246	134	54.5%
Fall '08	Spring '09	245	162	66.1%
Fall '09	Spring '10	289	179	61.9%
Fall '10	Spring '11	264	160	60.6%
Fall '11	Spring '12	247	166	67.2%

Retention				
First	Second	Total		
Semester	Semester	1st Sem	Returning	Percent returning
Fall '01	Fall '02	173	71	41.0%
Fall '02	Fall '03	192	89	46.4%
Fall '03	Fall '04	261	114	43.7%
Fall '04	Fall '05	235	90	38.3%
Fall '05	Fall '06	206	82	39.8%
Fall '06	Fall '07	216	87	40.3%
Fall '07	Fall '08	244	96	39.3%
Fall '08	Fall '09	245	107	43.7%
Fall '09	Fall '10	255	105	41.2%
Fall '10	Fall '11	262	106	40.5%

The college does recognize the need to break down persistence and retention further and will begin tracking persistence and retention for first-time degree seeking students for 2012-2013.

The college as part of its strategic plan developed and implemented a student retention plan. The plan was developed in the summer of 2011, partially implemented in the fall 2011, and fully implemented in the spring 2012. It is hoped that the efforts of the retention plan are the reason for the increase in persistence from the fall 2011 to spring 2012.

The student retention plan included the following components:

1. First-time freshman advising
2. Effective Orientation Program
3. At Risk Advising
4. Quasi Learning Communities/Cohorts

5. Aggressive Counselor Interventions
6. Workshops/Activities
7. Community wide discussion of student retention and engagement
8. Student Summit
9. Talking Circles

The measurement goals for the retention plan are as follows:

1. Retention committee that meets a minimum of five times per academic year.
2. 100% of first-time students completed freshman advising and placed in correct course.
3. 100% of new and transfer students will attend an orientation session.
4. 100% of students returning on probation and suspension receive counseling.
5. 100% of new students will be placed in cohorts and assigned a mentor.
6. A minimum of three contacts will be made throughout the semester between the student and mentor.
7. 100% of referrals contacted.
8. A minimum of five workshop/ activities will be scheduled each semester for students.
9. Student retention will be a topic of discussion at a minimum of five faculty and/or staff meetings per year.
10. A minimum of 100 students will attend each summit.
11. A minimum of five taking circle sessions will be held at each campus site throughout the academic year.

The outcomes of the student retention plan as reported to the Board of Trustees during the final Strategic Planning review process were as follows:

Findings	Analysis of Data	Action or Recommendation
<p>Forty-one new students enrolled at SBC during the fall 2011 semester. Thirty of these students or 73% returned in the spring semester.</p> <p>Thirty-one students enrolled in the correct sequence of courses for their first semester during the spring 2012 semester.</p> <p>In addition, first-time freshman from the fall 2011 semester that failed a required first time course were required to repeat the course during the spring 2012 semester.</p>	<p>After a review of the fall 2011 semester advising, all student degree plans were reviewed in the spring semester to insure students were advised into the correct courses. As a result 100% of the first-time freshmen in the spring 2012 semester were enrolled in the correct sequence of courses.</p>	<p>Continue review of first-time freshman schedules.</p>
<p>Forty-one new students and 21 transfer students were to have taken part in the revised orientation process during the fall 2011 semester.</p> <p>41 new and transfer students took part in the revised orientation process during the spring 2012 semester.</p>	<p>In the fall semester orientation was held during registration and several different individuals worked with different groups of students. The problem was that students who registered late did not go through the orientation.</p> <p>An evaluation was completed with the students during the spring 2012 semester orientation and the results of the orientation process were favorable. The students especially enjoyed meeting with their career advisor and also felt the information about financial aid was helpful.</p> <p>During the spring2012 semester orientation was held on a Tuesday during the students Freshman-Experience class and English courses. It was felt that this time frame worked the best as these are two courses all freshman students are required to be enrolled in.</p>	<p>No documentation was kept in regards to who completed the orientation in the fall 2011 semester. Documentation will began with the orientation process for the spring 2012 semester and will continue each semester.</p>

<p>Twenty-five students entered SBC on probation during the fall 2011 semester. An academic plan was completed for each student.</p> <p>19 students entered SBC on probation during the spring 2012 semester.</p>	<p>Students who come in off of suspension and placed on probation are not eligible for federal financial aid. These students were therefore assisted with bus passes as a means to assist them with getting to classes.</p> <p>Of the students returning after being on suspension for the fall 2011 semester only 33% and for the spring 2012 semester 42% successfully completed the courses they were enrolled in.</p> <p>After the fall 2011 semester Academic Counselor contacted each student that did not successfully complete to determine how SBC could have better served their needs. Finances were the major reason the students were not successfully.</p>	<p>In order for the counselors to better serve this group of students a student needs assessment was developed by the Academic Counselor and was implemented during the spring 2012 semester.</p> <p>The college still does not feel that we are meeting the needs of this particular group of students. Therefore, a new Health and Physical Education course for two credits was developed and approved by SBC Curriculum Committee and will be implemented during the fall 2012 semester.</p> <p>Course Title: PERSONAL & COMMUNITY HEALTH</p> <p>Course Description: This course is designed to acquaint the student with those principles and practices which will ensure the maintenance of conditions necessary for wholesome personal and community living. Economic, social, and legal aspects of health preservation and disease prevention will be emphasized.</p> <p>All students coming in off of suspension will be required to take this course starting the fall 2012 semester. It is the hopes that the course will provide a support system for this group of students. The measure of success will be measured by the retention/successful completion rate of this group of students.</p>
<p>Forty-one freshman students were placed in cohort groups and were assigned a faculty or staff mentor for the fall 2011 semester.</p>	<p>Four activities were held on campus with nine attending the first, eight attending the second, eighteen attending the third, and eleven attending the fourth activity.</p> <p>Faculty and staff kept in contact with their mentees through email throughout the semester.</p> <p>It was noted that during the fall 2011 semester not all the advisors who were assigned a cohort were actively involved with their group. This was not the fault of the advisors; it was mostly due to lack of time of each advisor.</p> <p>For the spring semester no cohorts were assigned and activities were not held.</p>	<p>To overcome some of the shortfalls of the learning communities/cohorts, for the academic 2012-2013 year activities will be planned during the lunch hours on Tuesdays and Thursday. No classes are being scheduled during this time. Also, SBC will be implementing a common read program for all freshman students. Freshman faculty are still working out the details of the common read.</p>

<p>SBC has three counselors working with students. For the fall 2011 semester, the Attendance Counselor worked with the 25 students coming in off of suspension. The Academic Counselor made 99 contacts with students and the Vocational Counselor made 74 contacts with students.</p> <p>For the spring semester the Attendance Counselor worked with the 19 students coming in off of suspension and the Academic Counselor worked with the following: Academic problems – 74 students, Vocational problems – 11 students, Personal and Social Problems – 66 students, Faculty issues 12 students and she made 18 referrals to other agencies. The Vocational Counselor worked with the following: Academic Problems 19 students, Vocational problems and plans – 37 students, and Personal and Social Problems 12</p>		
<p>A financial literacy fair was held on September 14 and was open to all students to attend.</p> <p>The financial literacy coordinator Hi-Jacked seven classes in which faculty were absent and spoke to the classes about financial literacy. In addition, the coordinator spoke at three first-time freshman classes on financial literacy.</p> <p>Monday, March 19th noon "Brown Bag Session" in Mobridge Tuesday, March 20th noon "Brown Bag Session" in Fort Yates Wednesday, March 21st noon "Brown Bag Session" in McLaughlin. Information was shared with students on the USA Funds Life Skills Training.</p> <p>College Goal Sunday was held March 25, 2012 and 18 individuals were assisted in completing the FAFSA.</p>		
<p>Retention issues are being discussed at all staff and faculty meetings, in addition to Board of Trustees meetings.</p>		<p>The retention committee needs to meeting after every activity to evaluate the results and to discuss future activities.</p>

The Board of Trustees at the 2011-2012 final Strategic Planning review process indicated that they wanted to see more information on student involvement in clubs for the 2012-2013 academic year.

Attendance

Numerous faculty members during the yearend assessment reports have indicated that student attendance is the number one problem for students not mastering course material. The college has, for a number of years, recognized that attendance is an issue that must be addressed in order to improve retention and persistence. In the spring 2011 the college’s Academic Excellence Learning Center hired an Attendance Counselor which resulted in the successful completion of nearly one-half of the students who were at risk of failing due to poor attendance. The grant that was funding the Attendance Counselor position ended in the summer of 2012, but the college recognized the importance of the position and secured additional funding to retain the position. Also, the College completed a series of “Did you know” posters. One of the posters correlates the importance of attendance to successful grade point averages. Below is correlation for the spring 2011 and 2012 semesters’ attendance to grade point averages, which is shared with students:

Correlation of Grades to Attendance						
Spring 2011				Spring 2012		
Semester GPA	Average Attendance	Number of Students	Percent of Group	Average Attendance	Number of Students	Percent of Group
4.00	87%	49	16%	92%	42	13%
3.99-3.00	81%	104	35%	82%	107	32%
2.99-2.00	72%	43	14%	77%	63	19%
1.99-1.00	58%	18	6%	65%	44	13%
.99-.01	48%	17	6%	51%	23	7%
0.00	23%	69	23%	37%	54	16%
Total		300	100%		333	100%

Tracking of Student Withdrawals

The college continues to track the reasons students are withdrawing from courses. In 2011-2012 the major reason was personal, which is consistent with the 2010-2011 and 2009-2010 academic years.

According to SBC counselors, many students that select personal reasons have indicated conflict in their lives such as 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. In addition, the college will be implementing an aggressive counselor intervention for the fall 2012 semester. This will include the academic counselor and the (Academic Excellence Center) attendance tutor making face-to-face contact with students who miss class beginning with week one of classes. Continued contact will be maintained through office visits, home visits, telephone and email.

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

Statistics on Withdrawals	
Reason	Number
Personal - would rather not state reason	32
Employment time conflict with class schedule	26
Transportation difficulties	20
Financial difficulties	14
Work related problems	14

Daycare/babysitter difficulties	12
Medical difficulties	12
Dissatisfied with my grades	11
Inadequate study habits; lack of motivation	8
No access to internet	4
Impersonal attitude of college faculty or staff	2
Disappointed with quality of instruction	1
Wanted a break from college studies	1
Wanted to move or was transferred to a new location	1

Community College Survey of Student Engagement

The Noel-Levitz Student Satisfaction Survey has been administered on an annually basis since 1998 during the spring semester. Although the survey assisted the college in making decisions on the overall effectiveness of the services provided to students, it was felt that the survey was becoming redundant for students whom have been at the college for a number of years.

Therefore it was discussed at a faculty meeting and approved through the Assessment Committee to administer the Community College Survey of Student Engagement (CCSSE). According to the CCSSE web site, the CCSSE provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges. The survey, administered to community college students, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. The CCSSE survey is a versatile, research-based tool appropriate for multiple uses. It is a

- benchmarking instrument — establishing national norms on educational practice and performance by community and technical colleges.
- diagnostic tool — identifying areas in which a college can enhance students' educational experiences.
- monitoring device — documenting and improving institutional effectiveness over time.

Sitting Bull College's benchmarking scores compared to the 2012 top performing colleges were as following:

Active and Collaborative Learning	SBC 61.5%	Top Performing 59.6%
Student Effort	SBC 59.7%	Top Performing 57.1%
Academic Challenges	SBC 58.2%	Top Performing 57.1%
Student-Faculty Interaction	SBC 63.6%	Top Performing 58.4%
Support for Learners	SBC 63.0%	Top Performing 59.2%

The aspects that SBC students rated the highest for student engagement included: making classroom presentations, discussing ideas from readings or classes with instructors outside of class, working with instructors on activities other than coursework, assistance with coping with non-academic responsibilities (work, family, etc.), and frequency of computer labs. These

aspects relate to active and collaborative learning, student-faculty interaction, support for learners, and student effort.

The aspects that SBC students rated the lowest for student engagement included: working on papers and projects that require integrating ideas and information from various sources, coming to class without completing readings or assignments, receiving prompt feedback from instructors on their performance, analyzing the basic elements of an idea, experience, or theory, synthesizing and organizing ideas, information, or experiences in new ways. These aspects relate to student effort, student-faculty interaction, and academic challenges.

Graduation Exit Survey

Exit interviews are conducted for the graduating class each year. The exit survey assesses the overall quality of the education at SBC, academic advising, faculty teaching skills, student support services, financial aid, registrar's office, business office, and student organizations. A rating scale of 5 very good to 1 very poor is used. In 2012, the scores for the survey range from the high score 4.51 on the overall quality of the education provided by SBC to the low score of 3.61 for the quality of student support services. In 2010 and 2009 the high scores were on academic advising and the low scores were for student organizations. The majority of the areas of concern by students have to do with unfriendly college personnel. These negative comments are reviewed 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.

Graduate Survey on Satisfaction of Seven Student Outcomes

Graduates continue to identify how well 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 highest score was 3.69 for being able to work effectively with others in a cooperative manner, which was also highest in 2011. Second, was 3.57 for being able to communicate effectively, both orally and in writing, synthesizing critical thinking skills, and third was 3.5 for being able to function in a technological world. Technology rated the highest in 2010 and 2009. The lowest score was 3.25 for being respectful citizens of the earth. There were several comments about banning smoking on campus. As a result a survey was completed for banning smoking totally on all SBC property. The survey results indicated that students were not in favor of totally banning smoking. Therefore, administration is working on designated smoking areas on campus.

Graduation Rates

Sitting Bull College graduation rates are figured through IPED annual data collection. The information in previous years has been a challenge as it has been manually calculated. The college's new records management system now attaches a cohort group to first time/transfer

students, allowing the system to track graduation rates. The 2007 IPED's indicates a 13% graduation rate, 2008 was 15%, and 2009 was 13%. It has been determined that many of the problems with the graduation rates deal with attendance and stop out of students due to personal reasons, economic conditions, medical, etc.

Employer Survey

Employment surveys are conducted eight to twelve months from the date of graduation with positive results for 2010-2011 graduates. A scale of 4 above average to 1 unsatisfactory is used for the survey. Graduates were rated between 3.61 on working cooperatively with others and integrity/ethics to 3.43 on communication skills and organization/multitasking. Areas of concern continue to include the need for SBC graduates to have better writing skills. Other general areas of concern deal with dependability 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 and to stress the importance of dependability in the work force will be further addressed in the SOC 100 Job Seeking Skills course.

Rating System:

4 – Above Average... Outstanding performance; exceeds requirements consistently.

3 – Satisfactory... Average; acceptable performance; meets most requirements consistently.

2 – Fair... Performance below average; deficiencies are noted; improvement is needed; occasionally meets expected results.

1 – Unsatisfactory... Unacceptable performance; consistently below expectations.

0 – Not Applicable... Not required for internship. No chance to observe.

	4	3	2	1	0
Work Attitudes and Habits					
DEPENDABLE? Is punctual, is not excessively absent from job, generally dependable.	2011 2010 2009 2008	3.39 3.67 3.35 3.62			
INITIATIVE? Strives for increased responsibility, seeks out work, keeps busy, willing to put in extra time.	2011 2010 2009 2008	3.52 3.58 3.35 3.46			
PROFESSIONAL MANNER? Displays self-confidence, dresses appropriately, handles situations effectively, creates a positive image.	2011 2010 2009 2008	3.48 3.41 3.18 3.38			
RECOGNIZES WHEN HELP/ADVICE IS NEEDED? Asks pertinent questions, seeks clarification when needed.	2011 2010 2009	3.48 3.58 3.18			

	2008	3.31			
PRACTICES SAFETY HABITS? Follows prescribed safety standards, takes care of company property.	2011 2010 2009 2008	3.65 3.52 3.71 3.46			
Knowledge and Skills					
COMMUNICATION SKILLS? Effectively presents facts and ideas both oral and written, effective listening and nonverbal skills.	2011 2010 2009 2008	3.43 3.50 3.29 3.46			
WORKS COOPERATIVELY WITH OTHERS? Participates as a team member: respects peers, subordinates, supervisors, and customers.	2011 2010 2009 2008	3.61 3.41 3.35 3.46			
KNOWLEDGE OF TECHNICAL EQUIPMENT ON THE JOB? Computers, business software, general office equipment which may include copiers, fax machines, telephones, printers, etc.	2011 2010 2009 2008	3.52 3.58 3.53 3.54			
RESOURCEFULNESS? Portrays problem solving ability, recognizes potential problems and makes corrections, adapts to new situations, finds sound alternatives.	2011 2010 2009 2008	3.48 3.33 3.35 3.46			
INTEGRITY/ETHICS? Exhibits discretion in handling confidential information, dedication to job/company, acts appropriately in situations when ethics are questioned.	2011 2010 2009 2008	3.61 3.50 3.29 3.61			
ORGANIZES AND HANDLES MULTIPLE TASKS? Adapts priorities to situation, uses good judgment, completes tasks on time.	2011 2010 2009 2008	3.43 3.50 3.71 3.38			
WORKS WELL UNDER SUPERVISION? Accepts advice and supervision, listens and carries out supervisor's instructions, profits from constructive criticism.	2011 2010 2009 2008	3.52 3.58 3.24 3.58			
OVERALL RATING OF OUR INTERNSHIP? Job knowledge, preparation for employment.	2011 2010 2009 2008	3.50 3.50 3.50 3.50			

Employers were asked the following question what SBC could do to better prepare students for the workforce. The following responses were received:

- Some of the skills that I have found lacking result more from the student personally and cannot be taught in a college setting. Professionalism (having pride in your work and

- making your work product look good) (Not letting your personal life affect your job)
- Tribal politics; Chain of Command
- Transportation is the biggest problem I've had, with today's gas prices it's hard to travel 30 miles to work every day. We've got lucky with (employee) who is willing to travel to go to work. You are doing a fine job.
- With limited number of jobs available on the reservation the students should be provided with information on different options for their skills. I.e.: private sector, of-reservation.
- I don't think that it was necessarily the education process that needed improvement, but rather that the individual was unable to see his/her weaknesses and grow from constructive criticism. The graduate could have used more education on documentation and "what to and what not to" chart.
- Work ethic - Don't know if that can be taught at college. They need to do the best they can at any job level. Take pride in their work regardless of position or job.
- Stressing the importance of time and attendance and being prompt and accountability. Going to school isn't any different than going to work. I also think making students aware of programs (local or surrounding areas) available to such as child care, housing assistance, TANF, etc. that can make a transformation from the student life to their career would be useful. I think childcare can become an issue with families with young children who are attempting to find (or keep) employment who can't afford or find a dependable childcare giver.
- Work ethic
- Ensure they know about the possibility of working other than normal shifts, for those jobs that have more than one shift.
- No suggestions - excellent employee. A+++
- Work with Human Resources on program demands.

Alumni Survey

An alumni survey was completed in the fall of 2011. The survey was completed in conjunction with the first annual alumni reunion that was held in conjunction with the college's annual Wacipi (Pow Wow). The demographic information for the survey was as follows:

Gender	Male 23	Female 81		
Current address	Yes 103	No 1	<u>On SRST</u> <u>Rez</u> 89	<u>Off SRST</u> <u>Rez</u> 15
Current Phone #	HOME only 44	CELL only 4	<u>Home &</u> <u>Cell</u> 50	<u>None Listed</u> 6

Birth date listed	Yes 79	No 25			
Are you a Veteran	Yes 29	No 70			No answer provided 5
Hometown listed	Yes 100	No 4	<u>On SRST</u> <u>Rez</u> 74	<u>Off SRST</u> <u>Rez</u> 28	No answer provided 2
Have you completed another degree since graduating SBC?	Yes 42	No 58			No answer provided 4
Did you complete a GED	Yes 24	No 77			No answer provided 3
Facebook screen name listed	Yes 30	No 74			
Email address listed	Yes 79	No 25			

Tribal Affiliation, if listed?

- Standing Rock Sioux Tribe (**77**) Cheyenne River (**6**) Sisseton-Wapeton (**3**)
Turtle Mountain (**2**) Three Affiliated Tribes (**2**) Oneida of Thames (**2**)
Yankton (**1**) Oglala Lakota (**1**) Catawba/EBC (**1**) Uintah/Onray Ute (**1**)
No Affiliation (**8**)

The results of the alumni survey questions were as follows:

How well did your education prepare you for a job?	Extremely Well 48	Well 49	Not Well 3	Totally missed mark 0	No answer provided 2
Would you recommend Sitting Bull College to other people?	Yes 99	No 0			No answer provided 3
Are you currently employed?	Yes 74	No 28			

Is your job/employer located on the Standing Rock Reservation?	Yes 71	No 3	
Are you interested in being contacted each year to participate in an SBC Alumni Reunion?	Yes 92	No 7	No answer provided 3
May we use your responses to talk to future students?	Yes 94	No 7	No answer provided 1
May we edit your response to question #1 without changing the meaning of your answer?	Yes 87	No 9	No answer provided 6

If employed, what is the name of your employer?

Sitting Bull College (30) Standing Rock K-12 School (9) Standing Rock Sioux Tribe (8)
Grand River Casino (2) McLaughlin Public School (2) Wakpala Public School (2)
Standing Rock Headstart (2) Early Childhood Tracking (2) State of South Dakota
Sioux County Extension Office Child Protection Services Dewey County Assessor
SRST Headstart Program Natl. Indian Gaming Commission Indian Health Services
Boys/Girls Club of GR Area SRST/TWEP City of Fort Yates/Sandcreek
Corp SR Tribal Gaming Dept Standing Rock Telecom Missouri Valley Petroleum
(MVP) County Medical Services Prairie Dog Café SRST Voc-Rehab
Standing Rock Tribal Council

There are many colleges in North and South Dakota, why did you choose to go to Sitting Bull College?

***Four surveys had no answer listed*

1. Close to home
2. SBC was the foundation/stepping stone for me as I continue my educational journey
3. Home town
4. Close to home
5. It's convenient and close to home and it offered housing
6. Offered classes that I wanted and close to home

7. I was working and it was at home
8. Nearest to my home
9. It is fully accredited college right here on the Reservation
10. Close to home
11. Curriculum and faculty
12. Location and tribal affiliation
13. Home, price, cultural studies offered
14. To be close to family
15. Local and affordable
16. Well known for education
17. Closer to home, good environment, some of the teachers were my teachers in grade school
18. Location
19. Convenient, working fulltime
20. Affordable and close to home
21. Easily accessible - at the time I had no vehicle and was single parent – it was easy to get TO and FROM
22. Close to home
23. Close to home
24. Close to home
25. Close to where my father lived
26. Didn't have to leave home
27. Close to home – very little cost – small classrooms
28. Location
29. More convenient and close to home
30. Closer to home
31. Live at home and work part-time while going to college
32. Scholarships
33. Location and convenience
34. Science program
35. Affordable and closest to home
36. Needed to work but needed computer skills – convenient location – teachers were people persons
37. Close to home and family
38. Centrally located
39. Close to home and I know the area
40. Because I lived here
41. It is close to home close, convenient, cheap and awesome
42. Convenience
43. Because my first grandson was going to be here
44. SBC offered degree I wanted and it was close to home
45. Close to home – convenience – tried a big university at UNO, but ended up coming back
46. Close to where I was living – offered a four year through Minot State College
47. I chose SBC because I lived here
48. More convenient

49. It was close to home and I had children at home
50. More affordable – close to home – small classroom setting
51. Location – degrees offered
52. Easily accessible to work and home
53. Its affordable – closer to home and has a very friendly environment – the faculty are professional and are very caring
54. Close to home
55. Close to home and affordable
56. Close to home and job
57. To restart my college education
58. Closest to home
59. Local college
60. It was convenient – took PSI courses in 1988 – then went to FY second year
61. Accessible
62. Location – very proud to have a college on Reservation
63. Close to home – stipend offered – daycare available
64. Close to home
65. Cost of location
66. To be closer to home and cheaper – plus the criminal justice degree
67. Local
68. Close to home
69. I chose due to accessibility – opportunity – cultural/tribal college although challenged by funding / financial aid
70. It is a valuable resource – it assisted me in obtaining my educational goals by staff/faculty/tutors/library/internet – it is the ultimate.
71. Transportation
72. I live in area and heard good things about Sitting Bull College
73. Close to home – cheaper – more one on one – smaller classes
74. I chose to go to school here because the tuition was cheaper than any college in Pennsylvania – local
75. That is where I was working – also I have great respect for tribal colleges in general
76. Lived here and family was here – also I was working at SBC at the time – hometown
77. The price and I already lived on SR – it was convenience– faculty and staff is great
78. Close to home – location
79. I was a new bride and mother of 2 babies – I had desire to finish college degree and SBC had created articulation agreement with UND
80. Always liked the family feel that SBC had to offer – plus I was able to attend with my brother and mother
81. Close to home – teaches my Lakota culture and language
82. Price – close to home – awesome teachers
83. Worked there – close to home
84. Continued education close to home and work – fun going to community college where you know a lot of students, staff and facilities

85. Close to home and inexpensive
86. Mainly due to proximity to home – allowed me to work and go to school while be able to maintain my family responsibility
87. Close to home, family support – individualization costs
88. Close to home – returning student to finish SBC degree
89. Local, cheap and one on one teaching
90. Convenience and location and degree availability
91. Employed by SBC
92. Because I wanted to learn the Lakota Language and culture.
93. Cost and location were the two biggest factors for me
94. Closest to where I lived
95. Closest to where I lived
96. Access – it was close
97. Because I wanted to be better in my career field and to feel accomplished in my education
98. Close to home – married with small children

A total of 104 registrations/surveys were completed between Feb 2011 and Oct 2011. Sitting Bull Collage has a little over 900 graduates since 1976, including Bachelor degrees, Associate degrees and Certificates.

In summary:

- 42 out of 104 of our graduates surveyed went on to complete another degree –**40%**
- 74 out of 104 of our graduates surveyed are currently employed – **71%**
- 71 out of 104 of our graduates surveyed are employed on the Standing Rock Reservation –**68%**
- 82 out of 104 of graduates surveyed indicated they attended SBC because it was “close to home” – **79%**

Pre-entry and Freshmen Assessment 2011-2012

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 baseline scores were reviewed and revised for the 2010-2011 academic year. In addition, with the college's new records management system a student cannot be registered in a course in which they do not meet the required score. The tables below indicates the scores for 2011-2012, 29% compared to 40% in 2010-2011, 44% in 2009-2010 and 36% in 2008-2009 of new or transfer students are underprepared in math and 59% compared to 45% in 2010-2011, 37% in 2009-2010 and 64% in 2008-2009 for English. There was a discussion held on the definition of remedial math courses. The state of North Dakota has determined that Math 102 Intermediate Algebra is a remediation courses. If Sitting Bull College would use this definition the rate for underprepared students in math would increase from 29% to 70%. The Math 102 Intermediate Algebra is the highest requirement of math for the Associate of Science degrees offered at SBC, therefore, it was decided that for SBC reporting purposes remedial math will be Math 010 and Math 101.

COMPASS SCORES 2011-2012

Foundations Math & English	Male	Female	Total Fall & Spring	Total Percentage
Underprepared, Math (Compass) (Foundations 010/Math 101)	15/137 11%	24/137 18%	39/137	29%
Underprepared, English (Compass) (Foundations English 010)	29/123 24%	30/123 24%	59/123	48%

Data

Class	Male	Female	FA-11	%	Male	Female	SP- 12	%	Total Fall & Spring	Total Percentage
ENG 010	19/77 25%	22/77 29%	41/77	53%	10/46 22%	8/46 17%	18/46	39%	59/123	48%
ENG 110	16/77 21%	20/77 26%	36/77	47%	10/46 22%	18/46 39%	28/46	61%	64/123	52%
MTH 010	3/80 4%	3/80 4%	6/80	8%	0/57 0%	2/57 4%	2/57	4%	8/137	6%
MTH 101	7/80 9%	12/80 15%	19/80	24%	5/57 9%	7/57 12%	12/57	21%	31/137	23%

MTH 102	22/80 28%	25/80 31%	47/80	59%	19/57 33%	19/57 33%	38/57	28%	57/137	42%
MTH 103	4/80 5%	4/80 5%	8/80	10%	2/57 4%	3/57 5%	5/57	9%	13/137	9%

The college is still very concerned with the success and completion rates of the developmental math and English. Faculty through the help Walmart Retention grant are looking at different methods of instructional delivery to implement fall 2012, such as the use of modules, integrated courses, and students working at their own pace.

First-time and Transfer Student Orientation

Orientation has been 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. Through efforts of the Walmart Retention Grant, it was decided to take a different approach to student orientation. In the fall 2011, the first two days of registration was designated for first-time and first-time transfer students. The students were divided into cohort groups and each was assigned a mentor from student services and first-time freshman faculty. The mentor had a list of topics that was to be covered with each group and the students were give a tour of the campus. It was the plan that the mentors assigned to the cohorts would continue to assist the students throughout their first semester. Several mentors continued to provide activities throughout the semester for their groups and others due to lack of time did not. Along with a time constraint on faculty, there was a problem with reaching all new students as new and transfer students continued to come in to register during the first week. These students were given a packet of information, but did not receive the benefit of the cohort group. Several students did indicate that they enjoyed the cohort experience and felt that it helped to build lasting friendships in which the students looked out for each other.

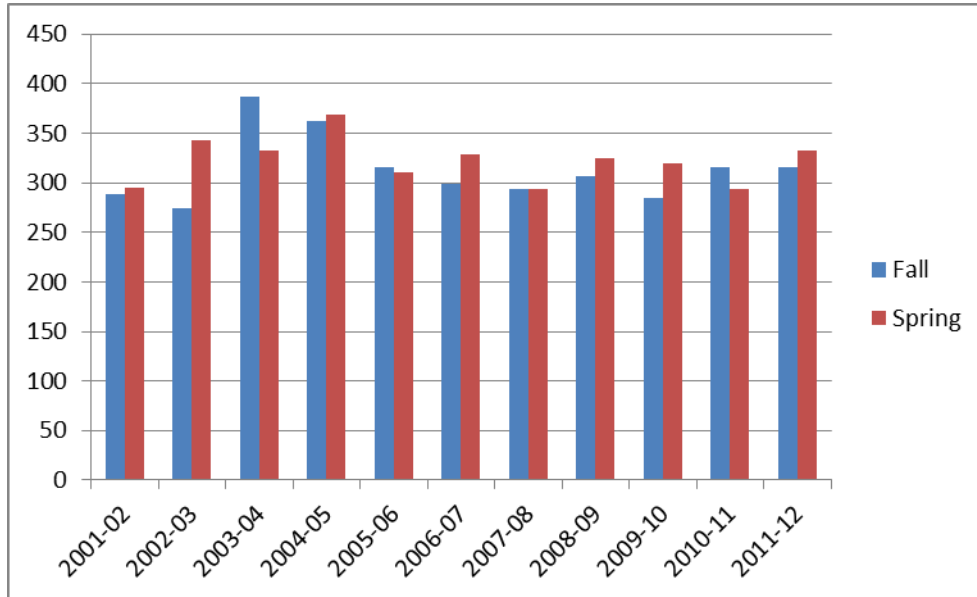
With the problems of time constraints on faculty and staff, along with trying to reach all new and transfer students in the spring 2012, orientation was held during a the block of classes that all first-time freshman were required to take which included Psychology of Student Success and English. The results of this effort were reported in the student retention plan.

PSYC 100 Psychology of Student Success

The Academic Excellence Center Coordinator along with the Career Counselor taught the course for the 2011-1012 academic year. The course was redesigned to provide more classroom student engagement.

Enrollment Trends

Enrollment trends for students since the fall of 2001 are shown in the following table.



The enrollment data for students has been fluctuating with for the most part larger enrollment in the spring semesters than the fall semesters. This is mostly related to weather and work opportunities that are still occurring in the fall semester, such as farming and firefighting. There was a spike in enrollment for the fall 2010 semester from the previous fall semester due partly to the new certificate program in Wind Turbine that was offered for the first time.

In 2011-2012 student services continued 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 2011, 33 seniors and in the spring 2012, 90 eighth graders from across the Standing Rock Reservation were in attendance. 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. Other outreach included high school student tours of the college campus, high school career fairs, and the Youth Wellness Conference. These efforts reached a total of 165 students.

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>	Course offered by Degree			
	Associate of Arts	Associate of Science	Associate of Applied Science	Bachelor of Science
<p><i>Writing Skills</i> <i>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 110 and Spring 09 for ENG 120</i></p>	<p>ENGL 110 English I - 3 cr. ENGL 120 English II - 3 cr.</p> <p>Students will be able to complete an essay and a research paper using APA style.</p>	<p>ENGL 110 English I - 3 cr. ENGL 120 English II - 3 cr.</p> <p>Students will be able to complete an essay and a research paper using APA style.</p>	<p>ENGL 100 Applied English or ENGL 110 English I - 3 cr.</p> <p>Students will be able to write effective business communications; memorandums, letters, reports, and proposals.</p>	<p>ENGL 110 English I - 3 cr. ENGL 120 English II - 3 cr.</p> <p>Students will be able to complete an essay and a research paper using APA style.</p>

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

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

<p><i>Humanities or Social & Behavioral Science</i> <i>Student Goals 3, 7</i></p> <p>Assessment Tool – <i>Essay question on final exam scored on a 5 point rubric.</i></p> <p>Implement <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>Students will learn to explore and appreciate the development and interaction of elements of multiple cultures.</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>Students will learn to explore and appreciate the development and interaction of elements of multiple cultures.</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>Students will learn to explore and appreciate the development and interaction of elements of multiple cultures.</p>
<p><i>Health/Physical Education</i> <i>Student Goals 3</i> Assessment Tool –<i>Questions on final exam graded on a 5 point rubric.</i></p> <p>Implemented <i>Spring 08</i></p>	<p>Any two (2) one-hour course or any one (1) two-hour course - 2 cr.</p> <p>Students will learn to explore and experiment with different forms of health/physical education.</p>	<p>Any two (2) one-hour course or any one (1) two-hour course - 2 cr.</p> <p>Students will learn to explore and experiment with different forms of health/physical education.</p>	<p>Any two (2) one-hour course or any one (1) two-hour course - 2 cr.</p> <p>Students will learn to explore and experiment with different forms of health/physical education.</p>	<p>Any two (2) one-hour course or any one (1) two-hour course - 2 cr.</p> <p>Students will learn to explore and experiment with different forms of health/physical education.</p>

<p><i>Laboratory Science</i> <i>Student Goals 3, 6</i></p> <p><i>Assessment Tool</i> <i>–Questions on final exam graded on a 5 point rubric.</i></p> <p><i>Implemented</i> <i>Fall 05</i></p>	<p>Any two (2) science course - 8 cr.</p> <p>Students will learn to explore sciences and how it interacts with themselves, their communities, and the universe.</p>	<p>Any one (1) science course - 4 cr.</p> <p>Students will learn to explore sciences and how it interacts with themselves, their communities, and the universe.</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>Students will learn to explore sciences and how it interacts with themselves, their communities, and the universe.</p>
<p><i>Computer Applications</i> <i>Student Goals 3, 6</i></p> <p><i>Assessment Tool</i> <i>–Questions on final exam graded on a 5 point rubric.</i></p> <p>Implemented Spring 06</p>	<p>CSCI 101 Introduction to Computer Application - 3 cr.</p> <p>Students will learn to become computer literate.</p>	<p>CSCI 101 Introduction to Computer Application - 3 cr.</p> <p>Students will learn to become computer literate.</p>	<p>CSCI 101 Introduction to Computer Application - 3 cr.</p> <p>Students will learn to become computer literate.</p>	<p>CSCI 101 Introduction to Computer Application - 3 cr.</p> <p>Students will learn to become computer literate.</p>
<p><i>Total Credit Hours Required</i></p>	<p><i>44 credits</i></p>	<p><i>37 credits</i></p>	<p><i>26 credits</i></p>	<p><i>44 – 63 credits</i></p>

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

English

The writing skills of SBC students have been an area of concern reported through program assessment and employer surveys. Also, as indicated in the entry-level assessment for freshman, 48% of new students are placed in a foundations level course, which was an increase of 3% from 2010-2011. Completion rates for the foundations course continue to remain a concern at less than 50% which goes up slightly for English I, and slightly more for English II as indicated by the data below.

English Statistics
Fall 07 through Spring 12

ENGL 010	Attempted	Percentage Satisfactory Completion	Percentage Unsatisfactory Completion
Fall 07	18	44%	45%
Spring 08	15	47%	40%
Fall 08	8	25%	50%
Spring 09	19	26%	42%
Fall 09	17	41%	47%
Spring 10	20	10%	70%
Fall 10	31	29%	71%
Spring 11	15	27%	73%
Fall 11	35	31%	43%
Spring 12	25	28%	32%

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

ENGL 120	Attempted	Percentage Satisfactory Completion	Percentage Unsatisfactory Completion
Fall 07	22	64%	31%
Spring 08	35	66%	20%
Fall 08	32	63%	18%
Spring 09	47	43%	31%
Fall 09	30	47%	43%
Spring 10	46	50%	46%

Papers at each level exhibit all or most of the characteristics described at each score point.
Source: <http://www.act.org/aap/pdf/preparing.pdf> (page 66)

Score = 6

Essays within this score range demonstrate effective skill in responding to the task.

The essay shows a clear understanding of the task. The essay takes a position on the issue and may offer a critical context for discussion. The essay addresses complexity by examining different perspectives on the issue, or by evaluating the implications and/or complications of the issue, or by fully responding to counterarguments to the writer's position. Development of ideas is ample, specific, and logical. Most ideas are fully elaborated. A clear focus on the specific issue in the prompt is maintained. The organization of the essay is clear: the organization may be somewhat predictable or it may grow from the writer's purpose. Ideas are logically sequenced. Most transitions reflect the writer's logic and are usually integrated into the essay. The introduction and conclusion are effective, clear, and well developed. The essay shows a good command of language. Sentences are varied and word choice is varied and precise. There are few, if any, errors to distract the reader.

Score = 5

Essays within this score range demonstrate competent skill in responding to the task.

The essay shows a clear understanding of the task. The essay takes a position on the issue and may offer a broad context for discussion. The essay shows recognition of complexity by partially evaluating the implications and/or complications of the issue, or by responding to counterarguments to the writer's position. Development of ideas is specific and logical. Most ideas are elaborated, with clear movement between general statements and specific reasons, examples, and details. Focus on the specific issue in the prompt is maintained. The organization of the essay is clear, although it may be predictable. Ideas are logically sequenced, although simple and obvious transitions may be used. The introduction and conclusion are clear and generally well developed. Language is competent. Sentences are somewhat varied and word choice is sometimes varied and precise. There may be a few errors, but they are rarely distracting.

Score = 4

Essays within this score range demonstrate adequate skill in responding to the task.

The essay shows an understanding of the task. The essay takes a position on the issue and may offer some context for discussion. The essay may show some recognition of complexity by providing some response to counterarguments to the writer's position. Development of ideas is adequate, with some movement between general statements and specific reasons, examples, and details. Focus on the specific issue in the prompt is maintained throughout most of the essay. The organization of the essay is apparent but predictable. Some evidence of logical sequencing of ideas is apparent, although most transitions are simple and obvious. The introduction and conclusion are clear and somewhat developed. Language is adequate, with some sentence variety and appropriate word choice. There may be some distracting errors, but they do not impede understanding.

Score = 3**Essays within this score range demonstrate some developing skill in responding to the task.**

The essay shows some understanding of the task. The essay takes a position on the issue but does not offer a context for discussion. The essay may acknowledge a counterargument to the writer's position, but its development is brief or unclear. Development of ideas is limited and may be repetitious, with little, if any, movement between general statements and specific reasons, examples, and details. Focus on the general topic is maintained, but focus on the specific issue in the prompt may not be maintained. The organization of the essay is simple. Ideas are logically grouped within parts of the essay, but there is little or no evidence of logical sequencing of ideas. Transitions, if used, are simple and obvious. An introduction and conclusion are clearly discernible but underdeveloped. Language shows a basic control. Sentences show a little variety and word choice is appropriate. Errors may be distracting and may occasionally impede understanding.

Score = 2**Essays within this score range demonstrate inconsistent or weak skill in responding to the task.**

The essay shows a weak understanding of the task. The essay may not take a position on the issue, or the essay may take a position but fail to convey reasons to support that position, or the essay may take a position but fail to maintain a stance. There is little or no recognition of a counterargument to the writer's position. The essay is thinly developed. If examples are given, they are general and may not be clearly relevant. The essay may include extensive repetition of the writer's ideas or of ideas in the prompt. Focus on the general topic is maintained, but focus on the specific issue in the prompt may not be maintained. There is some indication of an organizational structure, and some logical grouping of ideas within parts of the essay is apparent. Transitions, if used, are simple and obvious, and they may be inappropriate or misleading. An introduction and conclusion are discernible but minimal. Sentence structure and word choice are usually simple. Errors may be frequently distracting and may sometimes impede understanding.

Score = 1**Essays within this score range show little or no skill in responding to the task.**

The essay shows little or no understanding of the task. If the essay takes a position, it fails to convey reasons to support that position. The essay is minimally developed. The essay may include excessive repetition of the writer's ideas or of ideas in the prompt. Focus on the general topic is usually maintained, but focus on the specific issue in the prompt may not be maintained. There is little or no evidence of an organizational structure or of the logical grouping of ideas. Transitions are rarely used. If present, an introduction and conclusion are minimal. Sentence structure and word choice are simple. Errors may be frequently distracting and may significantly impede understanding.

No Score**Blank, Off-Topic, Illegible, Not in English, or Void**

For English II in the fall semester 14% of the 7 students scored an average of 3 or higher. The range of student scores was 1 to 3.8. The average student score was 2.44. For the spring semester 7% of the 15 students scored an average of 3 or higher. The range of student scores was 1 to 3.83. The average student score was 2.64. The major area of concern was documentation of sources and conclusions.

Speech

All sections of COMM 110 Speech were asked to present a power point speech to the three English faculty members toward the end of each semester.

FINDINGS:

FA-11 Data;

- Ten students presented to all three faculty members in fall 2011. The average speech rubric score was a 3.16, which meets the department goal of a 3 or higher on a five point rubric. The range of individual speech scores was a low of 2.20 to a high of 3.94.
 - *Note: Fifteen students presented in all, but not to all three faculty members. Five students' scores were omitted from results to maintain validity of the assessment.*
- Individually, six of the ten students scored an average of 3 or higher on the assessment, which resulted in 60% of the students reaching the goal. The lowest category areas for FA-11 semester were *critical thinking* and *idea and content*. These three areas will continue to be enforced throughout next year.

SP-12 Data:

- Twenty-five students presented to all three faculty members in spring 2012. The average speech rubric score was a 3.06, which meets the department goal of 3 or higher on a five point rubric. The range of individual speech scores was a low of 2.09 to a high of 4.09.
- Individually, eleven of the twenty-five students scored an average of 3 or higher on the assessment, which resulted in 44% of the students reaching the goal. Students during the spring semester struggled with *eye contact* and *critical thinking*.

Cumulative Data:

	FA-10	SP-11	FA-11	SP-12
	11 Students	23 Students	10 students	25 students
Organization	3.38	3.14	3.40	3.25
Power Point Use	3.22	3.2	3.23	3.32
Mechanics/ Design	3.4	3.28	3.50	3.30
Eye contact	3	3.06	3.03	2.77
Elocution	3.44	3.26	3.10	3.05

Idea & Content	3.02	3.05	2.93	2.93
Critical Thinking	2.8	3.15	2.90	2.82
% students meeting goal	73%	65%	60%	44%
High score	3.71	4.3	3.94	4.09
Low score	2.5	1.66	2.2	2.09
Average score	3.17	3.16	3.16	3.06

ACTIONS:

Overall, the English faculty members were satisfied with the assessment process and thought that it offered another audience for students in their journey to be effective speakers.

However, since there was a difference in the individual student scores from previous semesters (on average students scored lower than in previous semesters); the department discussed several variables that could tighten the assessment tool. Among the changes are: 1) rework the rubric to assess specific skills the faculty members want to see in an end of semester assessment; 2) give a standard assignment to all students so that they have the same topics, the same amount of time to complete assessment, and the same time limit (if we deem that important); 3) watch a student speech right before the presentations to norm the rubric and ascertain what constitutes a ‘3’ on the rubric. Other suggestions were to have an outside person watch and rate the speeches and give all students the rating rubric before the presentations.

The overall completion rate was much higher for the spring semester compared to the fall and also compared to the 2010 spring semester as indicated by the table below.

**Speech Statistics
Fall 07 through Spring 11**

Speech	Attempted	Percentage Satisfactory Completion	Percentage Unsatisfactory Completion
Fall 07	43	61%	30%
Spring 08	35	57%	26%
Fall 08	35	51%	35%
Spring 09	36	47%	23%
Fall 09	36	61%	14%
Spring 10	35	37%	46%
Fall 10	29	48%	52%
Spring 11	53	62%	38%
Fall 11	31	45%	55%
Spring 12	40	63%	37%

Math

Sitting Bull College has four levels of math. Degree requirements vary from Math 102 Intermediate Algebra to Math 103 College Algebra. Assessment is completed for Math 102 and 103 through embedded questions on the final exam. The pre-entry level freshman data indicates that 29% of the student test into Developmental Math 099 or Math 101. When Math102 is added into the equation 80% of all new students are required to complete a foundations level math course, this is down from the previous year of 40% testing into developmental math or Math 101, adding Math 102 there were 97% in 2010-2011. Also, completion rates range from the 40 to 80 percentile as indicated by the following table.

Math Statistics Fall 07 through Spring 11

MATH 010	Attempted	Percentage Satisfactory Completion	Percentage Unsatisfactory Completion
Fall 07	30	33%	54%
Spring 08	19	47%	48%
Fall 08	4	25%	50%
Spring 09	14	57%	36%
Fall 09	18	61%	28%
Spring 10	19	32%	47%
Fall 10	16	44%	56%
Spring 11	13	50%	50%
Fall 11	12	33%	67%
Spring 12	11	36%	64%

MATH 101	Attempted	Percentage Satisfactory Completion	Percentage Unsatisfactory Completion
Fall 07	28	36%	32%
Spring 08	28	39%	50%
Fall 08	30	53%	24%
Spring 09	24	50%	29%
Fall 09	23	35%	43%
Spring 10	23	35%	57%
Fall 10	17	53%	47%
Spring 11	12	58%	42%
Fall 11	18	39%	61%
Spring 12	24	50%	50%

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

MATH 103	Attempted	Percentage Satisfactory Completion	Percentage Unsatisfactory Completion
Fall 07	17	41%	30%
Spring 08	36	50%	28%
Sum 08	6	100%	0%
Fall 08	8	38%	12%
Spring 09	34	41%	24%
Fall 09	10	70%	20%
Spring 10	26	58%	35%
Fall 10	39	72%	28%
Spring 11	15	87%	13%
Fall 11	23	52%	48%
Spring 12	33	67%	33%

Students continue to score low on the COMPASS and thus high numbers are seen in the Math 102 or lower courses. As expected, students that have good attendance do better than those who have poor attendance. Students that are taking night classes seem to do just as well as the day classes. Students have been using mathtv.com (an online tutor site).

MATH 102/103

- Continue writing in the math classroom. Direct the students to write out the steps/process to solve equations or inequalities.
- Make students apply critical thinking by explaining whether or not they believe their answer is legit.
- Students are directed to write and explain how a math skill can be used to solve a real-world applied problem.

- Continue to post assignments and grades on the MYSBC.
- Utilize more class time to have students practice and apply newly taught math skills and review past skills and concepts.
- After presenting new concepts and skills, required students in class to do some NOW YOU TRY IT problems to show their understanding. Utilize Dr. Comeau's 10 and 6 concept of teach for 10 minutes and practice for 6.
- Use the Livescribe pen to create more tutorials along with directing students to the KHAN Academy website. Make sure links are posted so students can access the information more easily. The IT department has created a TAB in the MYSBC called Resources which will save memory on the server (rather than attaching the documents to emails which the instructors have done in the past.)

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.

- **PSYC 100**

Changes made in AY 2011-2012 to help increase student learning.

- The text was changed to "Focus on Community College Success"
- Students worked in groups to develop Learning Communities.
- Pre and post assessments College Success Index Factors based on the text was administered.
- The Scholarship Essay was removed from the course.
- Course is now required to be taken in the first semester at SBC.

- **SOC 100**

- No report.

Culture/History

- **NAS 101**

- The assessment was only completed on one fall and one spring class taught by Gabe Black Moon
- Pronunciation and comprehension tested used five phrases last year and ten phrases this year

Recommendation: Need to include the assessment within all NAS 101 courses
 Need to add statistics for Native American General Knowledge test

Science

All students who completed the Final Examination in lab science courses provided responses to two embedded questions for assessment of science learning during Fall 2011 and Spring 2012 semesters. Responses to each question were scored by the individual faculty members and collated for this report. Analyses and Recommendations/Actions were summarized.

- First question was a general question that could be used in all general science courses.
- Second question is based on competency of the particular general science course the student was taking.

Findings:

- Lab safety was issue

DISCUSSION/RECOMMENDATIONS:

Discussion needs to occur on doing the assessment several times throughout the course. This would capture the students who drop the course and also those who do not take the final exam.

Computers

Computer competencies are assessed through components of the final exam. For the spring 2012, the Word portion of the test, 100% of the 19 students scored 75% or higher. The range of student scores was 76% - 100%. The mean was 93%. In the Excel portion of the test, 100% of the 15 students scored 75% or higher. The range of student scores was 89% - 100%. The mean was 99%. On the PowerPoint portion of the test, 100% of the 13 students scored 75% or higher. The range of student scores was 81% - 100%. The mean was 94%.

DISCUSSION/RECOMMENDATIONS:

- Report includes only included two instructor's results. The other one instructor will add their results to the binder later.
- Suggestion from committee that a table that combines all instructor scores would provide a better comparison of the results across the years and semesters.

SOC 210 Chemical Dependency

- Course was removed as a general education requirement.

Recommendations for General Education Assessment

As a continued recommendation the Assessment Committee will be reviewing the process in 2012-2013 for assessment of general education coursework. Currently, no assessment is done on the Social and Behavioral Sciences, Humanities, or Physical Education courses.

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. **Business Administration**

AS/AA Business

- Outcome 1 – A professional tutor was hired during the spring semester and this assisted with the completion of the practice set on time. Recommendation is to continue with having a professional tutor.
- Outcome 2 – Recommendation was implemented from last years.
- Implementation of scaffolding with the business plan. Students struggled on putting the PowerPoint together.
- Implemented the e-portfolio into the internship course. Students were required to present the e-portfolio. Students again struggled with putting the PowerPoint together.
- Implemented a code of conduct project for conflict resolution.
- Art and crafts demonstration – it was recommended through curriculum to removing the associate and certificate programs in the arts and crafts due to lack of enrollment into the programs.

Change incorporated: Added journaling to the courses to help the students understand the content of the course. Continued with bonus buckets for economics and will be looking at adding to other courses. Bonus bucks are used for attendance. The minute paper was also utilized for clarification of material for each class.

Reasons: To better prepare the students for coursework.

BS Business

- All courses for this degree are now adjunct faculty. The chair is meeting with each adjunct to explain the assessment process.
- Outcome 2, measurement a: a pre/posttest was given. A rating rubric was developed. There was significant increase from the pre to the post, but did not reach the outcome of 4.
- Outcome 5 – students struggle with financial. Recommendation to move the cost accounting from an elective to a required course.
- Outcome 6 – a new rubric was developed and the students had to develop a personal code of ethics. Scaffolding was used over the five week period. Mechanics/set up of business letters is an area of concern for the writing of the paper.

- Internship – struggling with students who have full-time jobs that are not related to the business field. Faculty and students work with supervisor to come up with additional duties.
- E-portfolio – Scaffolding was used. Problem with retrieving data from artifacts from previous projects/classes.
- Continue research and presenting of papers.

Change incorporated: Hired more faculty with expertise in the course area, instead of one faculty teaching all the courses. More outlining and scaffolding was used in courses.

Reasons: Based on student feedback.

B. Building Trades

- Program curriculum and assessment is a national program. All assessment is on-line for students to review. Students receive a competency certificate when completed.
- Outcome 2: The student in 2011-12 met the outcome, whereas the students in 2010-11 did not. Instructor did not change anything.
- Project house is complete, so students did receive the practice experience for the program
- Advisor continued to stress the difficulty with student attendance
- Advisor continues working with the local high school to do some co-op experience. Thirty-one high school students participated.
- Advisor recommends the nine-month for students FIRST before moving on to the two year. This has caused a problem with funding.
- Recommendation that the student self-assessment be done as a pre and post.

Change incorporated: No changes

Reasons: Things were working just fine

C. Horsemanship Program

- Pre and post tests were used for measurement
- Need to develop a tool for an observation checklist for outcome three, four five, and six.
- Discussion was held on the number of students enrolled in the program versus students that are taking the courses out of interest.

D. Office Technology

- Students need additional help outside of classes. Need for a tutor for excel and access.
- Possible use of on-line tutoring
- Attendance continue to be a problem
- Two graduates completed the PowerPoint in the fall 2011

Change incorporated: New textbooks.

Reasons: Software changed to Microsoft 2010

E. AS/BS Elementary Education/Secondary Science/Early Childhood

- Split the measurements for outcome one
- Move based on 5 point likert scale from the measurement goal to the measurement tool.
- Technology still an issue with the portfolio and the rubric needs to be revised to reflect the content of the e-portfolio
- Resurrected the Teacher Club as part of community service
- Timeline will be created for what students have to completed and by when throughout the program

Recommendation

- A monthly portfolio session
- Monthly PRAXIS practice test
- Develop a handbook for students to use when developing their portfolios
- Lesson plan data should be broken down by area assessed instead of the total lesson plan
- BS degrees eliminate NAS 112 Introduction to Native American Studies as the law only requires one course which the Multicultural Education will meet the requirement and leave NAS 105 Lakota/Dakota Culture
- Yearend program changes complete by degree program

Change incorporated:

- All programs have been combined into one assessment matrix
- Matrix is new and revised all outcomes
- All candidates in the future for all associate and bachelor programs will have to complete a portfolio and an oral interview.

Reason: Combination requires the programs to working together and therefore shows the streamline between the associate to the bachelor degrees.

F. Information Technology

- Students are required to take the SkillsUSA test as required by the North Dakota Career and Technical Education. If the students test at 70% they receive a certificate. It may be beneficial for students to take the test as a pretest along with the posttest.
- Instructor is finding the need for more oral presentations

Change incorporated: A+ new textbook and more emphasis on labs.

Reasons: Student feedback preferred hands on.

G. Human Services

- Students are not completing the assignments required for assessment measurements for some program outcomes.
- Writing continues to be a deficit of the human services students
- Critical thinking also a problem for some students

Changes incorporated: Scaffolding was incorporated. Lecture format has changed in some courses; more focus on the points that are most important and then students are required to demonstrate.

Reasons: Limited time available in class and students being unprepared when they come to class.

H. Environmental Science BS Environmental Science

- Students procrastinate. Students that present at conference seem to do better in the presentations.
- The individual proposal is the most difficult for the students.
- All proposals will be bound and placed in library.

Recommendation:

Have a class to bring them together to get the proposal done.

Development of a rubric for the research project and give to the student before the research starts and also for the committee members.

Changes incorporated: Implemented the recommendation to break the research project into two semesters. This worked better for the students.

Reasons: Not so much of a crunch for students to get completed.

AS Environmental Science

- Students continue to procrastinate. Looking at doing more as a group.

Recommendation:

Have a class to bring them together to get the proposal done.

Development of a rubric for the research project and give to the student before the research starts and also for the committee members.

I. AS Criminal Justice

- Struggles with when to assess to find the time when most students are there for pre/posttest.
- Program faculty has seen a change in the attrition rate between the fall (higher) than the spring (lower). He thought perhaps the block freshman scheduling from fall to spring assisted in 'weeding' out the non-serious students.
- Committee member brought up the issue that there are some students who are poor test takers and that perhaps another layer measurement (project or paper) may give him multiple measures of student learning.

Change incorporated: Since there is a motivation problem with the test takers, the instructor tries to emphasize that the test is important to show process. Also there is some re-teaching or emphasis of content that is imperative throughout the program.

Reasons: Some of the students' scores will actually go down after more credit hours of the program since they are not motivated to do well.

**J. Natural Resources, Agribusiness, Farm and Ranch
Farm and Ranch Certificate Program**

- Two students in the program; improvement from past years' enrollment trends
- Third outcome was changed since the students did not do an standard internship – students did not have own farm/ranch, so the outcome was to keep financial records & write a report
- Two students went into the cohort program (block scheduling) & did not take the courses that normally would be taken the first semester.
- Students took the internship spring semester so that they could have a full load. The two students will then need to take an additional semester in the fall to finish certificate.
- Management Plan is a project to measure student learning. Time is an issue to put the courses/information together.
- Committee member questioned the outcome 1 and the major concepts in this outcome. However, if the rubric is and project includes assessing all these things (i.e. the student has a heading of crop science, animal science, range management, and soil science) but then the rubric is assessed to say, “seventy percent of the students demonstrated crop science knowledge at a 3 or higher” & “thirty percent of students demonstrated knowledge of range management at a 3 or higher”) OR the outcome to measure the ‘basic knowledge’ of the specialty that the student chooses to focus/emphasizes in the management plan

Committee recommendation: Rubric needs to be developed for the management plan to clearly state what the program is assessing. In addition, students need to be shown the rubric so they know HOW they will be assessed.

Committee recommendation: Management plan should be completed in the internship course and should be done the last semester.

AS Natural Resources

- Has combined Agribusiness with Natural Resources – most students do not sometimes see this, so more advertising might need to be done.
- Had 5 outcomes last year but reduced this to three outcomes for this year.
- Management plan in the two year should be more advanced, but depending on the focus (agribusiness vs. natural resources), the management plan will be not necessary the same as the certificate program.
- Time is an issue with the management plan...perhaps adding some scaffolding throughout the courses with writing parts of the management plan would help with the students completing the entire plan.
- Committee question: How do you assess ‘wise decisions’? Perhaps “support a decision” may be a better way to word it.
- Committee Recommendation: students should be completing the management plan during the internship course.

- Committee Recommendation: oral and written parts of the rubric should be separated out and assessed with rubrics (presented in the fall). Renee will help Gary with this piece.

Change incorporated: Added three equine courses to the degree plan upon students request for more horsemanship courses. There are some kinks to work out.

Reasons: Student requested the change.

K. AS Nursing

- Faculty member did not keep percentage for Outcome 1.
- Moved courses around (health assessment) to earlier in the degree plan give students more time
- Be sure to bring the rubrics to the next year's fall meeting and put in the shared folder "competency rubric" for Outcome 1
- HESI test is used to assess several areas, but based on a Committee Member's question, the A&P questions may not be able to be extracted from the HESI.
- Need to continue expressing the seriousness of taking the NCLEX exam in a timely manner after graduation.
- Added weekly tests to help students to be successful in taking the NCLEX test. Additional test strategies have been use (relaxing, how to take a test, etc.), but sometimes students didn't take it seriously throughout the semester.
- Wanted to start implementing more simulation but time constraints have been an issue. Recommendation to add a single case using the vital sim system.
- APA documentation style and in-text citations are an issue for students in writing.
- Student accountability is an issue in a few areas (physiology)
- Program faculty has noticed that students don't often carryover content from course to course (nor do they read all chapters in the textbook). Faculty are trying to find the 'holes' in learning and add more creative ways to explain content (students getting up and walking around to show the director flow of blood through veins & arteries).
- Measurement forms for preceptors were changed for capstone course.
- Have student representation on advisory, assessment, faculty committees.
- Outcome number five should be changed to a pass/fail.

Change incorporated: Courses sequence has been redesigned to meet the first year experience program. Measurement forms for preceptors were changed.

Reasons: Implementation of the First Year Experience Program. Measurement forms for preceptors were changed because the previous year's tool did not provide the information to measure the outcome.

L. AA and BS General Studies

- Three students graduated with the Associate program. No data for the final presentation.
 - One student had a medical emergency

- Another student was listed in another degree program and changed at the last minute
- One student did not complete
- Problem is multiple advising. Possible recommendation: Use of standardized testing, self-assessment and/or capstone course.
- The BS program problem is the different capstone courses. The graduates for this year were grandfathered in and did not complete the capstone course. Curriculum is looking at eliminating the concentration areas, which would eliminate the different capstone courses.

**M. AA and BS in General Studies with an Emphasis in Native American Studies
AA Native American Studies**

- The new General Knowledge Test is now being used. There were two NA Associate level graduates; one student score increased and the other stayed the same.
- The essay portion of the AA Native American Studies has not been completed.
- Recommendation: Need to develop the outline for the essay and the five point rubric and present in the fall semester.

BS Native American Studies

- One student graduating with BS.
- Recommendation: BS general studies programs NAS concentration must take the capstone course

Change incorporated: Language I/II/III have been offered all together using the upper division students as mentors.

Reasons: Upper level courses were not filling as standalone courses and it allows more time for students at different levels to interact with another.

N. Native Community Development

- No previous assessment has been completed as the program in previous years only at one student at a time. 2011-2012 seven students enrolled in the program
- As a result of the assessment data, more case studies, real work experience will be implemented into the courses, and scenario planning
- Students really identified with the concept of Native leadership
- Recommendation: Work on the measurement tools (Who, what, how, and when). Possible rubric. Present plan in the fall.

O. AAS Energy Technology/Certificate Wind Turbine

- Not available but will report 2010-2011 findings in the fall 2012.

Student trends identified during assessment reports:

It was identified that our students have low skill level in the following areas: transfer of knowledge, technology use, writing, APA citations in papers and PowerPoint. In addition, students' procrastination, lack motivation, and have poor attendance have been an issue.

Assessment Committee Recommendations to all programs:

- All programs who measure an outcome using a rubric should place the rubric on the Shared Rubrics folder for other programs to either use or view.
- Fall Assessment meetings should focus on the programs bringing in their 2012-2013 outcomes with the measurement tools they are using (ie: samples of rubrics, pre/posttests, etc.)
- Look at the possibility of the assessment committee members mentoring programs that are struggling.

Summary

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

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

Strategy for 2012-2013:

September:

- Review yearend program minutes
- Review General Education assessment methods
- Develop strategic plan activities for 2012-2013

October

- Compile a list of data that needs to be collected, who is responsible for the collection, how it will be collected, and where it will be stored

November:

- Review program plans for 2012-2013
 - Complete plan areas 1-3
 - Revise any outcomes
 - Make sure measurement tools match intended outcomes
- Encourage faculty not to try and wait until the end of the semester for all assessment data
 - Try some mid-year assessment strategies

December:

January-April

- Complete rubric scoring norming session
- Review all program rubrics

May:

- Final program assessment presentations