

Sitting Bull College
Assessment Committee
Meeting Minutes • Friday, September 3, 2010 • 9:00am
Science & Technology Center • STC 101

Members Present:

Bauer, D'Arlyn	Nursing faculty
Comeau, Karen	Director, 7 th Generation Academic Excellence Center (11:10)
Froelich, Kathy	Teacher Education faculty
Froelich, Renee	English faculty, Committee Chair
Hoblit, Ronya	Vocational Counselor
Jentz, Gretchen	Coordinator, 7 th Generation Academic Excellence Center
McLaughlin, Lisa	CAMS Data Coordinator
Monogh, Mafany	Science faculty
Siewert, Les	Information Technology faculty
St. John, Sterling	Business Administration faculty

Members Absent:

Krahler, Tim	Math faculty
Ressler, Koreen	Vice President of Academics
Schmidt, Therese	Office Technology faculty

Guest: Al Nygard, Consultant

I. Call to Order

The meeting was called to order at 9:22am by committee chair, Renee Froelich, who introduced the purpose of the meeting: to review the Assessment Committee's role and function within the new HLC Criterion and SBC Strategic Plan.

II. Al Nyard facilitated Assessment Committee discussion:

- a. What does the Assessment Committee currently do (as a former ad hoc committee)?
 - i. Review all program assessment of student learning
 - ii. Review all general education assessment of student learning
 - iii. Help all programs and general education courses establish outcomes that are measurable
 - iv. Monitor program and general education outcomes
- b. What does the Assessment Committee need to add?
 - i. Review institutional assessment data and recommend changes
 - ii. Oversee any written assessment reports
 - iii. Engage faculty in self-reflection of teaching and learning
 - iv. Facilitate faculty development in teaching and learning
 - v. Share the knowledge - documentation & dissemination of assessment data

III. Assessment Committee reviewed new HLC criterion and made suggestions as to the committee's role in collecting and disseminating information

- a. Criteria for Accreditation Checklist 1-5 was reviewed and committee members decided where the Assessment Committee needed to take leadership
 - i. Many discussions centered around:
 1. Should Assessment Committee really take a lead role in faculty development of teaching and learning, or should that be a role of Curriculum?

2. Should Assessment Committee be an important part of the mission statement (drives planning and budgeting – CC 1c), or is the role more as a recommendation body (learning and teaching objectives drive budget - CC 3a)?
3. How much responsibility should Assessment Committee commit to? Are there other areas (assessment of CEU workshops and other community events) for which Assessment Committee will be held responsible?

IV. Future Projects – Meet October 1 from 12:00-2:00 in room STC-101

- a. Re-examine the identification of roles that were selected in September 3, 2010 meeting
- b. Examine the strategic plan to find the Assessment Committee's role, function, and goals
 - i. Al Nygard will email Renee Froelich the final Criteria for Accreditation form to share with the Assessment Committee before October 1 meeting.

V. Adjournment: 11:42am

Next meeting: October 1, 2010 at 12:00-2:00 in STC-101

rf

Sitting Bull College
Assessment Committee
Meeting Minutes • Friday, October 1, 2010 • 12:00pm
Science & Technology Center • STC 101

Members Present:

Bauer, D'Arlyn	Nursing faculty
Froelich, Kathy	Teacher Education faculty
Froelich, Renee	English faculty, Committee Chair
Hoblit, Ronya	Vocational Counselor
McLaughlin, Lisa	CAMS Data Coordinator
Monogh, Mafany	Science faculty
Ressler, Koreen	Vice President of Academics
Schmidt, Therese	Office Technology faculty
Siewert, Les	Information Technology faculty
St. John, Sterling	Business Administration faculty

Members Absent:

Comeau, Karen	Director, 7 th Generation Academic Excellence Center (11:10)
Krahler, Tim	Math faculty

Guest: Al Nygard, Consultant

I. Call to Order

The meeting was called to order at 12:05pm by committee chair, Renee Froelich, to set the Assessment Committee's role and function within the new HLC Criterion and SBC Strategic Plan.

ACTION: Motion by Lisa McLaughlin, seconded by Les Siewert to approve the notes/minutes from September 3, 2010. Motion Carried.

II. Al Nygard facilitated Assessment Committee discussion (notes by Ronya J. Hoblit):

- a. What is the Assessment Committee required purpose or function?
 - i. Review program assessment of student learning & make recommendations with assessment report and rating
 - ii. Review general education of student learning & make recommendations with assessment report and rating
 - iii. Help programs establish their goals and measure their outcomes
 - iv. Data collection & dissemination policy
 - v. Review institutional data & make recommendations
 - vi. Summary reports to Executive Board
- b. What are the unfunded needs?
 - i. Employment/employee: effectiveness of learning
 - ii. How are students doing? If good, what? If not, why?
 - iii. Effectiveness in the eyes of community
 - iv. Catalogue of all data points collected
- c. What is our dream? (unfunded, but necessary if there is time)
 - i. Faculty development
 1. What kind of in-house training is needed?

- III. Assessment Committee Purpose
 - a. Accountability; Quality; Student Learning; Institutional Effectiveness; Use of data:
To review, report and make recommendations concerning student learning and institutional effectiveness for continual quality improvement for all our stakeholders.

- IV. Assessment Committee Goals
 - a. Review all institutional data
 - b. Blend institutional ability and community need
 - c. Stakeholders: students, faculty, staff, administration, board, community, partners (educational), tribe, parents, children, employers, alumni, HLC, other accrediting agencies, vendors

- V. How do we make our institution stronger, more effective, better?
 - a. We need to gauge how effective we are with the community
 - i. Is there a way to measure if it beneficial to the community/districts?
 - ii. If we are, then how well are we doing it or, if not, why not?
 - iii. How do we know it is still relevant? That is the five-year report.
 - iv. One recommendation could be that the program will use the advisory committees to determine usefulness. Develop a questionnaire and interview for local
 - v. Missing: Alumni
 - vi. How do we keep in front of industry needs?
 - b. Infinity and Beyond: We will have to learn to play with the others.
 - i. Role of Assessment = traffic cop; look at data and what improvements have we made or can we make?
 - ii. Provided, collected, analyzed = feedback loop

- VI. Adjournment: 2:02pm

Next meeting: November 5, 2010

rf

Sitting Bull College
Assessment Committee
Meeting Minutes • Friday, November 5, 2010 • 11:00am
Science & Technology Center • STC 101

Members Present:

Froelich, Kathy	Teacher Education faculty
Froelich, Renee	English faculty, Committee Chair
Hoblit, Ronya	Vocational Counselor
Krahler, Tim	Math faculty
Mongoh, Mafany	Science faculty
Schmidt, Therese	Office Technology faculty
Siewert, Les	Information Technology faculty

Members Absent:

Bauer, D'Arlyn	Nursing faculty
Comeau, Karen	Director, 7 th Generation Academic Excellence Center (11:10)
McLaughlin, Lisa	Institutional Data Coordinator
Ressler, Koreen	Vice President of Academics
St. John, Sterling	Business Administration faculty

I. Call to Order

The meeting was called to order at 11:03am by committee chair, Renee Froelich. Minutes/notes from the October 1, 2010 meeting were read.

ACTION: Minutes/notes were tabled due to ambiguity in the wording for the Assessment Committee Goals (section IV, a., b., and c.). Scope, function, and goals will need to be reviewed at the next meeting when more members are present.

II. New business

A. New Moon Meeting Plans

- Audra Stonefish submitted an email menu selection and bid to committee to prepare November 19 New Moon meal. Committee decided on the breakfast meeting of: scrambled eggs, hash browns, bacon, breakfast sausage, sticky/caramel rolls (committee substitution for pancakes), orange juice, apple juice, water for \$300 to Student Government. Student Government will prepare meal, set it up, serve, and clean up.
- Activity: Thanksgiving/get to know personnel Jeopardy game
- Renee Froelich will prepare the power point Jeopardy game with the following categories: Veteran Employees(15+ yrs.); Newbie's (1-5 yrs.); The Middle (6-14 yrs.); SBC History; SBC Location; Thanksgiving Trivia. Renee will email committee members on specific questions. Each employee will be given a Thanksgiving food (eight foods) to sit at a table. Groups will select a member to buzz in for the group. Prize of a \$15 Wal-Mart gift card for group members (10 members)
- Renee will pick up \$200 of Wal-Mart gift cards for prizes (Jeopardy winners and door prizes 2/\$25 cards)

B. Adjunct Faculty Integration

- Getting adjunct faculty involved in assessment has been an issue for years. Renee presented what she did in 2008 to let adjunct faculty know what assessment is at SBC. Integration ideas for adjunct faculty include:
 - Identifying who has adjunct and what programs need adjunct to do each semester for assessment
 - Review wording on adjunct teaching contract to make sure that it is clear that in order to get paid, assessment must be done
 - Set up schedule of reminders to departments to let adjunct faculty know in advance that assessment information must be completed each semester
 - Give program departments ideas on how to include adjunct in the program assessment

- Therese Schmidt will present her CSCI 101 course assessment findings journey at the November 19 faculty meeting. She will talk about her journey for a few semesters with assessment and having two different adjunct faculty teaching the course. She will describe her techniques that she uses along with her program plan and timeline.

C. December Assessment Reports

Renee presented notes from the May 3-4, 2010 End of the Year Assessment meetings to review which courses and programs needed to present in December. Programs/courses on the agenda are:

- PSY 100 Psychology of Student Success: new faculty member – need to know outcomes and data from FA-10 semester
- SOC 210 Chemical Dependency: need FA-10 data to see if measuring learning outcomes for course and not writing skills
- Horsemanship Program: need updated outcomes, measurement tools with FA-10 data
- BS General Studies: need updated measurement tools & list of 2011 graduates
- GS General Studies: need updated measurement tools & list of 2011 graduates
- BS Education: need any updated data from 2010 assessment report
- BS Early Childhood: need reports updated from 2010

Tentative date/time for December Assessment Data Meetings: Tuesday, December 14 from 9:00am-12:00pm.

D. North Dakota General Education Council Constitution

Tim Krahler explained reason for the Constitution. Two committee members needed to leave for mandatory drug testing, so issue was tabled.

III. Adjournment at 12:03pm

ACTION: Motion by Therese Schmidt, seconded by Ronya Hoblit to adjourn meeting.

Motion carried.

Next meeting: December 3, 2010 9:00am

rf

Sitting Bull College
Assessment Committee Monthly Meeting
Friday, February 4, 2011 • 9:00am • Room STC 101

Members Present:

Comeau, Karen	Director, 7 th Generation Academic Excellence Center
Froelich, Kathy	Teacher Education faculty
Froelich, Renee	English faculty, Committee Chair
Hoblit, Ronya	Vocational Counselor
McLaughlin, Lisa	Institutional Data Coordinator
Mongoh, Mafany	Science faculty
Ressler, Koreen	Vice President of Academics
Schmidt, Therese	Office Technology faculty
Siewert, Les	Information Technology faculty
St. John, Sterling	Business Administration faculty

Members Absent:

Bauer, D'Arlyn	Nursing faculty
Krahler, Tim	Math faculty

- I. Call meeting to order. Renee Froelich called the meeting to order at 9:07am.
- II. Notes from the December meeting (and assessment presentations) were read.
ACTION: Motion by Les Siewert, seconded by Ronya Hoblit to approve the notes/minutes from December 13, 2010 meeting. Motion Carried.
- III. Old Business.
 - A. Program changes were tabled until the next meeting. Renee Froelich will contact the programs/faculty members who need to present any changes to the committee in March (*note: March meeting was cancelled due to an AIHEC planning meeting in Bismarck*).
 - B. The Assessment Committee Scope and Goals was discussed at length. In addition, a survey of student engagement was discussed by Kathy Froelich & Karen Comeau. This could be in addition to the Student Satisfaction Survey given every spring or as a substitution survey to see if students give the institution better feedback on what works/does not work for them regarding instruction and student activities.

Below are the function, scope, and goals as discussed during the meeting. Renee Froelich will email this out to committee members to make comments or suggestions.

Scope

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

Function

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

Goal I

Review all institutional data that demonstrate institutional effectiveness

- 1. Identify the institutional data currently being used*

- *Action: Develop a survey to determine what kind of data are being collected*
 - *Survey should encompass institutional, program, course, and community type of data collection*
- 2. *Develop a well-planned systematic process of data collection.*
- 3. *Provide information for making institutional decisions about budget, strategic planning, human resource development, and organizational changes.*

Goal II

Review institutional data that demonstrate student engagement and learning

1. *Develop a process to periodically review the data and recommend action*
2. *Administer and review a student engagement survey.*
3. *Identify data that link the student outcomes to the mission statement.*
4. *Provide information for making institutional decisions about budget, strategic planning, faculty development, and program changes.*

- C. **Adjunct Faculty Integration.** Renee Froelich reported on what had been done in the past to help adjunct faculty understand the role of assessment at SBC. Committee members will brainstorm and bring any new ideas to the next meeting.
- D. **North Dakota General Education Council Constitution.** Tabled until Tim Krahler can be at the meeting to discuss the progress on this initiative.

IV. Adjournment

ACTION: Motion by Lisa McLaughlin, seconded by Karen Comeau adjourn meeting at 10:50am. Motion Carried.

rif

Sitting Bull College
Assessment Committee

Program Assessment Presentations – Monday, May 9, 2011

Members Present:	Tim Krahler	Math Faculty
	D'Arlyn Bauer	Nursing Faculty
	Karen Comeau	7 th Generation Excellence Center Director
	Kathy Froelich	Teacher Education Faculty
	Renee Froelich	English Faculty (Committee Chair)
	Mafany Mongoh	Science Faculty
	Les Siewert	Information Technology Faculty
	Lisa McLaughlin	Institutional Data Coordinator
	Koreen Ressler	Vice President of Academic Affairs
	Sterling St. John	Business Faculty
	Therese Schmidt	Office Technology Faculty
	Ronya Hoblit	Vocational Counselor

- I. **See schedule (bottom of notes). Committee met with Program Departments and Program Faculty individually to go over their assessment plans and end of year reports.**
- II. **Yearly review of program plans, assessment results and recommendations for 2010-2011 academic year.**

Note: The actions written below were notes taken during faculty presentations. Content errors and/or ambiguities can be clarified at a later time. These actions are suggestions to improve program assessment plans and strategies.

A. AS Business – Sterling St. John (10:15am-11:03)

- Outcome 2 - Put the specific course and project in the measurement tool so that you can assess students at the same time each year. Although you can still make assumptions about what student know after the second year.
- Nice way on incorporating your recommendations from the previous year
- Make sure to re-assess outcome 4 with the adjunct faculty member in the fall. Perhaps using case studies or another type of report that the faculty member can view a power point presentation.
- Attendance was discussed among committee and strategies for empowering students to understand the consequences of poor attendance (truancy approach as opposed to a value-added approach)

Change incorporated: Greater emphasis on cohesion from 2 yr. program outcomes meshing with the 4 yr. program outcomes.

Reasons: Data in assessment projects reveals that students sometimes do not have the knowledge base to complete tasks. Further instructor questioning revealed that students entering the 4 year program may not have had the experiences in the 2 year coursework the tackle higher level tasks easily.

B. BS Business – Sterling St. John (11:04-11:32)

- All courses for this degree are now adjunct faculty

- Outcome 2, measurement b: “the instructor and advisor will rate”
- Advisor recommended some fall final assessment reports (for the fall semester) to help with continued improvement of instruction and student learning.

Change incorporated: Greater emphasis on cohesion from 2 yr. program outcomes meshing with the 4 yr. program outcomes.

Reasons: Data in assessment projects reveals that students sometimes do not have the knowledge base to complete tasks. Further instructor questioning revealed that students entering the 4 year program may not have had the experiences in the 2 year coursework the tackle higher level tasks easily.

C. Building Trades – Dave Luger (11:23-11:50)

- Program curriculum and assessment is a national program
- Project house is complete, so students did receive the practice experience for the program
- Advisor talked about the difficulty with student attendance
- Outcome 2: why did the student not pass? Should be addressed in the action or recommendation – perhaps just something about how he failed.
- Advisor working with the local high school to do some co-op things because of budget concerns
- Advisor recommends the nine-month for students FIRST before moving on to the two year.
 - There are difficulties in scheduling the English courses and Job Seeking skills in a nine-month certificate
 -

Change incorporated: No changes except for a new textbook and a new facility

Reasons: Things were working just fine

D. English 110, English 120, Speech 110 (11:51-12:13)

- **English 110**
 - Information presented today is from one of the two instructors. Will add in the second instructor’s comments and information when it is available.
 - Need to work with students to bump up their word choices
 - Need to add what was changed by both instructors when second instructor available.
 - Suggested that a pre- and a post- essay be done to look at improvement.
 - More emphasis on always following the writing process.
 - Add to your report that the department is investigating adding a module process or class between foundations and English 110 because there is a huge jump in competency between these two courses.
- **English 120**
 - Prompt seemed to be tougher this time.
 - Suggestion that somewhere students be questioned regarding what their writing process is (final exam or part of essay process)

- Essays were graded harder. Suggest that instead of grading harder, raise the expected measurement results.
- Suggest that students be allowed in all courses, regardless of who the instructor is, to use the bibme.org site or some other documentation help site.
- **Speech (Comm 110)**
 - Good idea to have an objective outsider sit in to verify ratings of faculty.

Change incorporated: Changed to having a panel of three that included the 7th Generation Writing Lab staff rate all of the essays. Also had one of those staff members sit in on the speeches and provide feedback to the faculty.

Reasons: To provide a more objective evaluation.

COMMITTEE ATE LUNCH DURING THE NEXT PRESENTATIONS

E. Office Technology – Therese Schmidt (12:41 – 1:05)

- Added that she would share past students' attendance and what their grades were at the end of the semester starting in the fall to see if this will increase student use of instructor for extra help.
- Currently testing at end of semester. She is recommending that students be tested more frequently, i.e. Midterm and final.
- Will develop a chart to show correlation of attendance to grades.

Change incorporated: No changes implemented last year.

Reasons: Data had indicated things went well.

F. General Education – CSCI 101 Introduction to Computers – Therese Schmidt

- Report includes only one instructor's results. The other two instructors will add their results to the binder later.
- Suggestion from committee that a table would provide a better comparison of the results across the years and semesters.
- Cell references were a problem. Students prefer to enter numbers rather than formulas.
- Discussion on adding Excel to the AS in Business Administration
- Advisory Committee made a suggestion of more training in cuff accounts.
- Discussion on assessing after each component i.e. Word, excel, PowerPoint instead of at end.

Change incorporated: Will not be using case grader for assessment.

Reasons: Case grader does not match text.

F. Information Technology – Les Siewert (12:13- 12:31)

- Program outcome 2 is incomplete. Add findings, analysis and recommendations in the fall as information was not available at this time.

Change incorporated: Incorporated more writing in most classes pertinent to the profession. Networking incorporated simulation.

Reasons: Student feedback preferred hands on. Gut feeling but will ask advisory board.

G. BS Elementary Education/Secondary Science – Linda Jones (1:06-1:57)

RECOMMENDED ACTIONS:

- The matrix has been revised.
- Only assessing current graduates.
- All instructors need to address working with the community, especially with families. Plan to ask all instructors in the department to stress this.
- Recommendation that all bachelor's degrees be reported on one plan. Consider reporting as a division. Measurement goal for each program might be different depending on program.
- Add Elementary Education/**Secondary Science** to this report.
- Writing is an issue. Increase use of writing center next year.
- Continue focus on science content courses for Secondary Science Education students.
- Students are involved in about 500 hours of observation experiences over three years.
- Continue to work on revisions to assessment matrix. Is done through objective 3.
- Assessments can be done using more than the dispositions. Add multi-forms of assessing for some of the outcomes.
- Recommend that programs be developed based on needs and then look for the funding.
- Suggest focus groups/surveys with special education teachers in this area to see what the need is and what the drawbacks are.
- Praxis scores from the SD test can be used for ND but the cutoff scores must be the ND scores. (Koreen)

Change incorporated: Because there is no longer a teacher's club, students were assessed on leadership skills through the use of the dispositions items pertaining to these skills. The assessment is done by advisor and supervising community member.

Special education not reported on as there are no graduates for this academic year. This is a concern. However the paperwork and reporting are so involved that students are shying away from this major. Need to focus on recruiting for this major and for the science major. Linda and Kathy have submitted a grant in the special education area several weeks ago. ND is an area focused special education degree. SBC is focused on mental retardation and is working on a speech focused curriculum.

The dispositions rubric was revised this year and the portfolio rubric is scheduled for revision. Recommendation was made by Karen during the portfolio presentation that faculty develop a handbook for students to use when developing their portfolios. The department will be adding a requirement to go to writing center for assistance with the portfolio.

The department implemented a one credit course to prepare students for Praxis. Starting this next academic year students must take Praxis I and II and pass before being able to continue.

Reasons: There is no longer a student teachers club. Also, special education and science instructors are a critical need area. The teacher program enrollment has been driven by grant funding. Praxis I and II need to be passed for licensure and the department policy for several years has stated that students must pass this to continue.

H. AS Elementary Education – Linda Jones ()

RECOMMENDED ACTIONS:

- No graduates.
- No report.
- Need to do a matrix report for this year for this program.
- Need to restructure this program as the current requirement is 91 credits. The current restructuring has brought the credits down to 73. This will be brought to curriculum committee in the fall.

Change incorporated: Need to do a report on the first two years as well as the four year.
Reasons: Consistency in reporting and need to show progression. The schools and funding agencies are finding that students are left with about one year of funding to complete their BS degree because of the high number of credits required for the AS degree.

J. Criminal Justice – Wayne Shelley (2:40 – 3:10)

RECOMMENDED ACTION:

- Two students are on academic probation (6 hours and 21 hours in program). This is affecting overall results.
- Assessment is showing more about individual learning than about program progression.
- Instrument results reflect fairly effective measurement of individual student attainment but not attainment based on time in program.
- Students do not seem motivated to do their best effort on the assessment exam.
- Suggestion to survey students a year after they graduate and enter the workforce.
- Suggest adding a correlation with attendance and with grade point average.
- Consider revising instrument and/or administration of the instrument – current instrument is 175 questions that is taken the first day of the fall classes every year.

K. AS Environmental Science Dan Buresh (2:00 – 2:20)

RECOMMENDED ACTION:

- Have found that students who finish the Natural Resources degree plan and then return to complete the environmental science degree have already completed the research project which is the end of program project for

evaluation for environmental science. Since the students have already done the research project it is recommended that evaluation of the research project for the Natural Resources degree plan be done using the same rubric. (See third bullet)

- Students do a final paper for Natural Resources. Consider adding a one credit course for students to do the presentation and panel evaluation to the AS Environmental Science degree. This includes a 30 minute oral testing component that is currently done for all AS ES graduates. (See third bullet)
- Suggest that environmental science instructors meet with Gary (Natural Resources) to see what might be done so student not penalized for programs that may not be compatible in measurement.
- Make a note at bottom that one student assessed under a different program when updating the current matrix with the results for the four graduates.
- Matrix results will be updated after the fourth student is assessed.

Change incorporated: Used the analytical lab more this year. Required a Power Point presentation by students that used data analyzed in the Statistics and the Sampling courses. Inquiry-based lab activities were added to the 100 level science courses to increase understanding about the scientific method and how to use it, including development of a hypothesis and research question.

Reasons: Technology is advancing. Student feedback and providing students with an opportunity to follow the process that their final project will utilize was the rationale for the power point presentation. Increase understanding about the scientific method and how to use it provided the rationale for lab activities to support critical inquiry.

L. BS Environmental Science Jeremy Guinn (2:20 – 2:30)

RECOMMENDED ACTION:

- Have been incorporating recommendations over the last several years made by students such as spreading the senior research course over at least two semesters and meeting with transfer students.
- Continue with current recommendations.
- Broke out the same questions in the same format as the AS degree which provided a means for comparison between the programs.
- Include the external presentations that students have done as part of the yearend report for the Assessment Report.

M. General Education Science Courses – Jeremy Guinn (2:30 – 2:37)

RECOMMENDED ACTION:

- Questions were revised last year so this is the second year using the current questions.
- Suggest multiple reinforcements and focus on the scientific method during every lab.

Assessment Committee Recommendations to all programs:

Problem noted throughout the day that the length of answers to questions is very short without the detail necessary to truly assess their learning. Instructors and programs should state that the answer needs to be a certain length and to add detail.

Suggest that programs do a correlation between grades and absences.

Adjourned: Committee members adjourned at 3:27. Motion to adjourn made by Sterling St. John and seconded by Ronya Hoblit.

Sitting Bull College
Assessment Committee

Program Assessment Presentations – Tuesday, May 10, 2011

Members Present:	Tim Krahler D'Arlyn Bauer Karen Comeau Mafany Mongoh Les Siewert Lisa McLaughlin Koreen Ressler Sterling St. John Therese Schmidt	Math Faculty Nursing Faculty 7 th Generation Excellence Center Director Science Faculty Information Technology Faculty Institutional Data Coordinator Vice President of Academic Affairs Business Faculty Office Technology Faculty
Members Absent:	Kathy Froelich Renee Froelich Ronya Hoblit	Teacher Education Faculty English Faculty (Committee Chair) Vocational Counselor (until her presentation)

- I. **See schedule (bottom of notes). Committee met with Program Departments and Program Faculty individually to go over their assessment plans and end of year reports.**
- II. **Yearly review of program plans, assessment results and recommendations for 2010-2011 academic year.**

Note: The actions written below were notes taken during faculty presentations. Content errors and/or ambiguities can be clarified at a later time. These actions are suggestions to improve program assessment plans and strategies.

A. AS Nursing – D'Arlyn Bauer (9:10 – 9:45)

- Head to toe assessment – students need to watch CD on a continual basis.
- Implemented a new rubric for competency and clinical evaluation.
- HESI test is used to assess several areas.
- Added second NCLEX study book last fall.
- CTE exam does not measure competency for nursing. It is for CNA, so will not be used as an assessment tool.
- Added weekly tests to help students to be successful in taking the NCLEX test.
- Reviewed curriculum with first and second year students. As a result of this meeting the sequence of course offering will be changed.
- Presentations by second year students are completed in front of first year students.
- Critical thinking has been an issue to the second year students, but the adding of the second NCLEX study book has assisted with this.
- Need to continue expressing the seriousness of taking the NCLEX exam in a timely manner after graduation.
- A reevaluation will be done on the preceptor tool. Need to have an understanding of the evaluation scores so a rubric will be looked at for inclusion.

B. Natural Resources, Agribusiness, Farm and Ranch – Gary Halvorson (9:48 – 10:10)

- Farm and Ranch Certificate Program
 - No students in the program this year.
 - Is going to recommend to Curriculum Committee that this program be discontinued.
 - The trend has been for students to enter the degree program rather than the certificate program.
- Natural Resources
 - Has combined Agribusiness with Natural Resources
 - Has 5 outcomes this year but in reviewing plans to reduce this to three outcomes for next year
 - Management Plan was not done by the two students. This was used as one of the main evaluation measures throughout this report.
 - Both students will do this in the fall.
 - Plans to add an oral presentation to the research project for natural resource students and a business plan for the agribusiness students to expand the measurement tools beyond the current one tool. This will be added to outcome 1 as two separate tools based on the emphasis of the student.
 - For outcome 2 the management plan will continue to be the measurement tool.
 - For outcome 3 the measurement tool is a Natural Resource inventory and assessment of Natural Resource conditions.
 - Combine outcome 4 with outcome 1 as they are repetitious.
 - Combine outcome 5 with outcome 3 as they are repetitious.
 - Concern from committee is that the students don't have the English coursework before they need the information.
 - Quality of students enrolling in the program is improving.
 - There has been interest from equine students to have a two year degree. Will be requesting to add an Equine tract to the Natural Resources/Agribusiness Degree
 - Look at coordinating the research project requirements with Environmental Science requirements.

Change incorporated: There are not a lot of students in the program but trending is that the numbers and interest is increasing. Putting students into courses they are interested in right away appears to be helping retain students.
Have also tried to incorporate math and writing skills into the core courses to help students upgrade their skills.

Reasons: To help retain students in the degree program. Incorporating math and writing seems to have helped the students stay with the program.

C. Horsemanship Program – Joe Dunn (10:10 – 10:34)

- Two students completed the spring semester.
- On all measurement tools it is stated who will do what but does not state “how”
- Need to add the how and the rubric or whatever is used to evaluate.
 - i.e. used a body score on the feeding plan but no written checklist
- Need to add written documentation for each measurement.
- Need to match measurement tool and findings.
- Tool, Goal and Findings are not following each other.
 - Goal is a score of 80%
 - Findings need to state number of students who were tested, the range of scores (actual scores), and the average for the class if there is more than one student.
- If using check sheets, need to relate this to the goal and the findings.
- Measurement tool must be listed. It must back up the 80% of the goal.
- Must have some sort of evaluation rubric or something to evaluate with rather than “gut” or “looking at”. Written documentation of evaluation.
- Did not use rubric to evaluate the business plan.
- Rubrics need to be shared with students before students complete the assignments.

D. AS and BS Native American Studies – Michael Moore (10:36 – 11:00)

- **AS Native American Studies**
 - The new General Knowledge Test is now being used. Statistics are unavailable at this time but it has been done starting in the fall 2010.
 - The traditional values essays have yet to be developed.
 - For graduates, the pretest is the old knowledge test and so is not reflective of the new curriculum.
- **BS Native American Studies**
 - A number of new courses have been added this year.
 - Recommends developing a capstone.

Change incorporated: A number of new upper division courses have been added to the program as part of the Lakota Language Education Action Program. Active use of language has been emphasized in class this year, with midterms and the finals changed to reflect this change in emphasis.

Reasons: To increase language competency among educators and students on Standing Rock Reservation and attending Sitting Bull College.

E. NAS 101 – Michael Moore (10:36 – 10:46)

- Oral
 - Pronunciation and comprehension tested using 10 phrases
 - Continue to emphasize speaking over writing
 - Students who struggled had attendance problems or were GED students.

- Considering adding an attendance policy that is uniform for all NAS language courses.
- Reading and Writing
 - Tested using 6 basic phrases.
 - Department is recommending increasing all students to an 80% accuracy.

Change incorporated: Increased the speaking component in the classroom.
 Recommending that the opportunities to use the language continue to be increased.

Reasons: Improvement demonstrated in the student's ability to comprehend and speak the language.

F. NAS 102 – Michael Moore (10:46 – 10:50)

- Assessed using 5 basic phrases and 10 basic responses with students doing the asking.
- Students who had attended the NAS 101 in the fall did significantly better than other students in the class.
- Attendance was a key factor in this class as well.

G. AS and BS General Studies – Tim Krahler and Chad Harrison (11:01 – 11:11)

- Presentations
 - All three had strong power points.
 - Theme was on their journey here at Sitting Bull College.
- The BS program needs to be defined and contain assessment strategies that are particular for evaluating the student learning.
- The AS program needs to add another layer of assessment.
- Discussion continued about tracking all graduates in all degrees as far as continuing their education. This may be possible with Jenzabar in the future.

Change incorporated: A variety of changes were taken through curriculum this year. This will include a capstone experience/project for each graduate.

Reasons: To improve assessment of learning in the general studies programs.

F. Math 102 and Math 103 – Tim Krahler (11:13 – 11:38)

- Math 102
 - Little difference on competency between classes offered during the day and the evening and between the instructors.
 - Trending for critical thinking skills showed an overall improvement.
 - Weather and holidays mean too many missed Monday classes. Students are unable to do the homework based strictly on doing the reading in the text.
 - Keep Math 102 day class on Tuesdays and Thursdays to maintain class contact times.
 - Requiring student to write definitions of math terms and other components increased their comprehension.

- Application of concepts and basic math continues to be a struggle for most of the students.
- Need to add this year's data to the graph.

- **MATH 103**

- Three problems for the critical thinking competency that test application of the math. Second competency was math principles.
- Evening class students appeared more focused and more serious about their studies in the spring which reflected in the results.
- Students have been using mathtv.com (an online tutor site)
- Will be adding an opportunity for students to recover half of their missed points by going back and correcting the missed questions.
- Will be requiring students to complete and turn in more homework.
- Students were making more connections in this class with work in other classes.

F. AS and BS Early Childhood – Ellen Murphy (11:40 – 11:54)

- **AS in Early Childhood**

- There is one graduate this year who is a very good student.
- Identified the trend that students are enrolling for one semester and then not returning to program but did not know why.

- **BS in Early Childhood**

- One student has yet to complete student teaching. These results will be added to the matrix when the student completes. Ellen will notify the assessment chair when she has updated the matrix and will present in the fall.
- As of this academic year, if Praxis I exam had not been completed and passed the students were not allowed to complete upper division coursework. Enrollment dropped as a result.
- A number of students have been identified that are unable to complete the degree because they cannot quit their jobs to do the student teaching component.
- Are recommending that an action research component be added as an alternative for those students. They would not be certified but would be eligible for a BS in the interest area. This will be taken to curriculum committee tomorrow.
- There will be a number of students interested in this track in the fall 2011.

COMMITTEE ATE LUNCH while reviewing the notes from the morning.

H. PSYCH 100 and SOC 100 – Ronya Hoblit (12:29 – 12:58)

- **PSYC 100**

- Lorie H. from the writing center came in for the first half of the class every class for the first half of the semester.
- Need to finish the rough draft essay in fewer weeks so that the editing period can be lengthened.