



**2010-2011**  
**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 Learning Center Coordinator, and Director of Institutional Research. The chair of the Assessment Committee is a faculty member. The chair and the faculty members are rotated and serve a term of three years.

During the 2010-2011 academic year, the Assessment Committee was made part of the college's permanent standing committee structure. Therefore, the Assessment Committee started meeting monthly throughout the academic year and continued with the two-day general education and program assessment reporting process during the last two days of faculty academic contracts. During the reporting process faculty are required to complete a one-page summary of their findings, along with the general education or program plan that lists the outcomes, measurement tools, measurement goals, findings, analysis of data, and action or recommendations.

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

Minutes are kept for all Assessment Committee meetings along with the two day assessment reporting process, which includes recommendations and action items for each general education and degree program outcomes. The minutes along with each general education and degree program findings are filed in three ring binders that are housed with the Vice President of Academics. In addition, all findings and minutes are stored in shared folder on the SBC server that can be accessed by all faculty and staff. During the two day reporting schedule, recommendation and action items from the previous academic year are also reviewed with each faculty as a follow-up to insure that the recommendations and action items from the previous year have been implement.

**Assessment Committee Function:**

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

**Assessment Committee Scope:**

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

**Goals of SBC Assessment:**

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

**Principal Indicators for Assessment:**

Sitting Bull College's assessment is broken down into four areas: institution wide, pre-entry and freshman level, general education, and program.

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

- d. Completion Rates
- D. Program Assessment
  - a. Graduation rates
  - b. Post COMPASS results
  - c. Program Review
  - d. Program Assessment Plan & one page papers
  - e. E-Portfolio review (for programs using this tool)
  - f. Employer Survey

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

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

**2010-2011 Activities**

- The assessment committee was made a permanent standing committee in the college's committee structure
- A scope and function were developed and approved by the SBC Board of Trustees for the assessment committee
- Regular monthly meetings were held
- New members were added to the committee
- Faculty development efforts focused on the college's new records management system - Jenzabar
- A workshop was held for faculty on the scholarship of teaching and learning
- A workshop was held for faculty on teaching students with disabilities
- Faculty attend various workshops and conferences

## **2010-2011 Institutional Assessment Report**

As indicated in the assessment plan summary, Sitting Bull College's assessment begins with the mission and its corresponding vision, values, purposes, and goals which inspire all assessment activity. The Assessment Committee has developed numerous surveys and rubrics to assist with assessment efforts. All surveys and rubrics use a rating scale of 5 to 1. The college has set a 3 average on rubrics as the satisfactory level for achievement of institutional effectiveness, student satisfaction, and student learning.

### **VISION**

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

### **MISSION**

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

### **PHILOSOPHY**

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

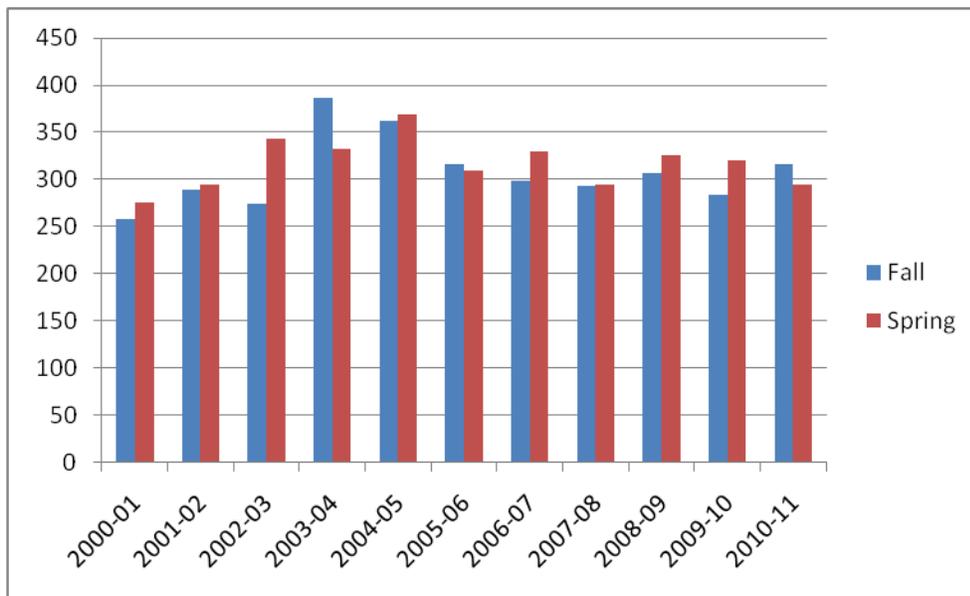
### **STUDENT OUTCOMES (GOALS)**

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

# Institutional Wide Assessment 2010-2011

## Enrollment Trends

Enrollment data for fall semester 2010 and spring semester 2011 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 2011. 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 has within its strategic plan the goal of reaching 500 students by 2013. Both academic and student service programs have been working on strategies to accomplish this goal; such as a new program that was developed and approved through the curriculum process in 2009-2010. A new certificate program started in Wind Energy in the fall of 2011, which increased overall enrollment and in particular enrollment of male students. In the fall 2012 two new programs are being planned, AA in Pre-Engineering and AAS in Lay Advocate.



The demographics show that the majority of our students are female, Native American, single, with an average age of 30. The 2010-2011 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 help 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 program review process remained in place for new program requests. Two new programs went through the review and were approved by the Curriculum Committee in April and May and then approved by the SBC Board of Directors in June, 2011. The two new programs are an AA degree in Pre-Engineering and AAS degree in Lay Advocate. Both programs will begin in the fall 2011 term.

### **Persistence and Retention Rates**

<b>Persistence</b>				
<b>First</b>	<b>Second</b>	<b>Total</b>		
<b>Semester</b>	<b>Semester</b>	<b>1st Sem</b>	<b>Returning</b>	<b>Percent returning</b>
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%
<b>Retention</b>				
<b>First</b>	<b>Second</b>	<b>Total</b>		
<b>Semester</b>	<b>Semester</b>	<b>1st Sem</b>	<b>Returning</b>	<b>Percent returning</b>
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%

The college as part of its five year strategic plan (2008-2013) set a goal of increasing retention by 2% per year using the baseline data of 39.8% from 2005-2006. The rate for both persistence and retention remain stable, but has not increased at the percentage set forth in the college's strategic plan. Once again, a student service is working on strategies to increase both retention and persistence.

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 tutor which resulted in the successful completion of nearly one-half of the students who were at risk of failing due to poor attendance. Also, the college will be making available the results of the spring 2011 correlation of semester grade point averages to attendance for faculty to present throughout the fall semester. In addition, the results will be used in the new student orientation, and also in the freshman Psychology of Student Success classes. Below is correlation for the spring 2011 semester of attendance to grade point averages:

### **Spring 2011**

#### **Correlation of Grades to Attendance**

Semester GPA	Average Attendance	Number of Students	Percent of Group
4.00	87%	49	16%
3.99-3.00	81%	104	35%
2.99-2.00	72%	43	14%
1.99-1.00	58%	18	6%
.99-.01	48%	17	6%
0.00	23%	69	23%
<b>Total</b>		<b>300</b>	<b>100%</b>

In addition, the college does recognize the need to break down retention and persistence further, and it is hopeful that the college's new records management system will be able to accomplish this task. One goal the Assessment Committee has tasked themselves with for 2011-2012 is to come up with a list of data that the college should be collecting, whom shall collect it, what it will be used for, and where will it be stored.

### **Tracking of Student Withdrawals**

The college continues to track the reasons students are withdrawing from courses. In 2010-2011 the major reason was personal, which is consistent with the 2009-2010 academic year. In 2009-2010 medical issues were the second reason, but in 2010-2011 transportation issues have once again increased as the second reason for total withdrawal from the college.

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 be sustained on a daily basis. This is a difficult task with the reservation consisting of 2.4 million acres and equivalent to the size of the state of Connecticut.

<b>Statistics on Withdrawals</b>	
<b>Reason</b>	<b>Number</b>
Personal - would rather not state reason	45
Transportation difficulties	23
Financial difficulties	20
Daycare/babysitter difficulties	19
Employment time conflict with class schedule	14
Medical difficulties	13
Dissatisfied with my grades	12
Work related problems	8
No access to internet	6
Inadequate study habits; lack of motivation	5
Decided to attend different college	1
Disappointed with quality of instruction	1
Wanted to move or was transferred to a new location	1
Academic advising was inadequate	1

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

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

Below is a summary of the results for strengthens and challenges:

### **Strengths from Noel-Levitz Survey 2010-2011**

Computer labs are adequate and accessible.
Adequate financial aid is available for most students.
Students are made to feel welcome on this campus.
Nearly all of the faculty are knowledgeable in their fields.

My academic advisor is approachable.
The quality of instruction I receive in most of my classes is excellent.
Classes are scheduled at times that are convenient for me.
On the whole, the campus is well-maintained.
The equipment in the lab facilities is kept up to date.
My academic advisor is knowledgeable about my program requirements.
It is an enjoyable experience to be a student on this campus.
I am able to register for classes I need with few conflicts.
This institution has a good reputation within the community.
Library resources and services are adequate.
Admissions staff are knowledgeable.
Tutoring services are readily available.
Class change (drop/add) policies are reasonable.

**Challenges from Noel-Levitz Survey 2010-2011**

If a wellness facility was available, I would use it.
I am adequately prepared to enter the work force or transfer to a four year institution upon graduation.
There are a sufficient number of study areas on campus.
If single student housing was available at this school, I would use it.
Faculty are fair and unbiased in their treatment of individual students.
There is a good variety of courses provided on this campus.
Transportation to attend this school is adequate.
Students are notified early in the term if they are doing poorly in a class.
There are adequate services to help me decide upon a career.
I seldom get the "run-around" when seeking information on this campus

The survey results show a comparison to national community colleges. Students at SBC are more satisfied with their experience, their experiences meets their expectation, and are more likely to enroll again compared to national community colleges averages. The summary of strengths is with academic advising, quality of faculty and instruction, lab facilities, course scheduling, library resources, staff and faculty that are knowledgeable and caring, and maintenance of the campus. Challenges that remain consistent with last year are transportation, wellness facility, unavailability of single student housing, and not being adequately prepared for the workplace.

Issues dealing with transportation were previously discussed. In addition, the routes were increased in 2009-2010 from once a day coming at 8:00 am and leaving at 4:30 to an additional afternoon route. Now students can come at 8:00 and leave at 12:00 or come at 12:00 and leave at 4:30. Once again funding is being sought for evening routes. Construction of a wellness facility still remains part of the college overall strategic building plan, but construction of other critical

services has taken priority, such as single student housing which will be constructed in the fall 2011. The college continues to address the workplace readiness by holding advisory committee meetings, in which employers are invited and encouraged to provide feedback to areas of program/instructional improvement. Advisory meetings are held bi-annually and minutes are filed in the office of the Vice President of Academics. In addition, feedback is provided to each program of study through employer graduate surveys, which are conducted six to eight months after graduation for employed graduates.

Areas that have been a concern for a number of years will continue to be addressed, such as not being notified early if doing poorly in a course. The college's new records management system has a grade book component, which allows students to see their progress daily in a course. In 2010-2011 only a handful of faculty used the grade book. The Vice President of Academics is making the grade book mandatory for all full-time faculty to use in 2011-2012.

### **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 2011, the scores for the survey range from the high score 4.56 on the quality of academic advising which was also the highest in 2010 and 2009 to the low score 3.81 for student organizations which was also the lowest in 2010 and 2009. Participation in student organizations continues to be a problem, as SBC is a commuter college and the majority of our students have families and work full-time and just do not have the time to devote to student organizations. The Student Life Committee continues to brainstorm on how to get more students involved in student organizations and college wide activities. In addition, any negative comments are 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 high rates range from 4.29 was being able to work effectively with others in a cooperative manner, 4.26 being able to communicate effectively, both orally and in writing, synthesizing critical thinking skills, and 4.20 being able to function in a technological world. Technology rated the highest in 2010 and 2009. The lowest rates range from 3.82 being able to develop leadership and community building skills, and 3.85 being able to value and develop a balanced physical (body), intellectual (mind), social (heart), and spiritual (soul) life-style. The lowest rating in 2010 and 2009 was students will become a respectful citizen of the earth.

## **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.

Starting in the fall 2011 the college will be implementing a "Student Engagement = Student Success" program. This will involve the following:

### **1. Freshman Orientation**

An intensive orientation session for first time freshmen and new transfer students will occur the first two days of fall registration, August 15-16, 2011. Incoming students will be divided into small groups. Upper class students will be recruited to serve as student leaders/mentors. Faculty and student services support staff will serve as advisors; each person will be responsible for advising one small group of students during registration and throughout the first semester. Because SBC is an open enrollment college, it is likely that some students may not attend the orientation session; therefore, orientation packets will be kept on hand and students will be taken through the material on an individual basis by their advisor.

### **2. Freshman Advising**

A "no fail" semester for first time freshmen will be designed for fall 2011. All new students will be scheduled into a block of courses that includes Psychology of Students Success, the appropriate English and math classes based on the COMPASS placement test, and Lakota/Dakota Language 1 or Introduction to Computer Applications. The pitfalls from the previous fall semester will be identified through a brainstorming session. Eleven faculty and staff will serve as freshman advisors for the first semester.

### **3. At Risk Advising**

Students who return after being placed on probation or suspension will receive specialized small group and individualized counseling. Experience suggests that this group of students will repeat the pattern of being forced to sit out one or two semesters before re-applying. Reaching these students when they re-apply to determine the support they need and closely monitoring their academic performance are practices that will be in place for fall semester.

### **4. Quasi Learning Communities/Cohorts**

All new students must take the Psychology of Student Success, the purpose of which is to provide an opportunity for students to learn and adopt methods to promote their success in school and life. Small learning communities or cohorts will be developed from among the students in sections of this class. Students who were together in small groups during registration will be enrolled in the same section of the class.

## **5. Aggressive Counselor Interventions**

Aggressive interventions will include the academic counselor and the (7<sup>th</sup> Generation 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. During spring semester 2011, a pilot effort of face-to-face contact with 15 students at risk of failure due to poor attendance by the attendance tutor resulted in the successful completion of seven of the students. Talking Circles will be added as a strategic effort to deal with some of the personal and social issues facing students (e.g., grief, suicide, alcoholism).

## **6. Workshops**

Short workshops on topics such as financial literacy, scholarship opportunities, time management, family planning, wellness, and a host of other areas of concern to students will be regularly scheduled to accommodate student class schedules. These workshops will be identified from an informal survey given early in the fall semester.

## **7. Student Engagement/Student Success Best Practices**

A conversation about student engagement/student success best practices that are feasible for Sitting Bull College will begin in the fall semester 2011 at **each** faculty and staff meeting. These best practices will be identified and implemented by faculty and staff. The now classic *Seven Principles of Good Practice in Undergraduate Education*<sup>1</sup> identified by Chickering and Gamson (1987) will serve as a base for collecting other good practices that work with Sitting Bull College students. The Project Portal will be a valuable resource for implementation of effective student success practices by SBC faculty and staff. *The SBC Model for Teaching Oral and Written Communication Skills* (currently under development through the Woksape Oyate grant) will also serve as a compendium of best practices and strategies.

## **8. Attendance/Retention Task Force**

An attendance/retention task force will be appointed by the president to study the problem and develop a comprehensive retention plan. An Enrollment Management Plan developed by the Student Life Committee in 2004 will serve as the backbone for the new plan.

## **9. Standing Committee on Retention**

A Standing Committee on Retention will be created to monitor implementation of the comprehensive retention plan. This committee will be responsible for reporting to the administration and the board of trustees each semester.

Although much of this is currently being done, a more assertive, organized method will be used.

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<sup>1</sup> 1. Good practice encourages contact between students and faculty. 2. Good practice develops reciprocity and cooperation among students. 3. Good practice encourages active learning. 4. Good practice gives prompt feedback. 5. Good practice emphasizes time on task. 6. Good practice communicates high expectations. 7. Good practice respects diverse talents and ways of learning.

## Employer Survey

Employment surveys are conducted eight to twelve months from the date of graduation with positive results for 2009-2010. A scale of 4 above average to 1 unsatisfactory is used for the survey. Graduates were rated between 3.58 on knowledge of technology equipment to 3.33 on resourcefulness. A recommendation was made by the Assessment Committee in 2008-2009 to change the scale using a rate system from 5 to 1, which was not completed in 2009-2010 or 2010-2011 and remains a recommendation for 2011-2012. It is the hopes that making the Assessment Committee a standing committee with meetings monthly, more accountability will be required for items that have recommended changes. Areas of concern continue to include the need for SBC graduates to have better writing skills. Other general areas of concern deal with intrapersonal skills and workplace ethics. Concerns specific to a program of study will be addressed with faculty that teach in that area.

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

### **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.**

Please place a (☐) mark in the appropriate box that best describes the graduates performance in each area:

	4	3	2	1	0
<b>Work Attitudes and Habits</b>					
DEPENDABLE? Is punctual, is not excessively absent from job, generally dependable.	<b>2010</b> 2009 2008	<b>3.67</b> 3.35 3.62			
INITIATIVE? Strives for increased responsibility, seeks out work, keeps busy, willing to put in extra time.	<b>2010</b> 2009 2008	<b>3.58</b> 3.35 3.46			
PROFESSIONAL MANNER? Displays self-confidence, dresses appropriately, handles situations effectively, creates a positive image.	<b>2010</b> 2009 2008	<b>3.41</b> 3.18 3.38			
RECOGNIZES WHEN HELP/ADVICE IS NEEDED? Asks pertinent questions, seeks clarification when needed.	<b>2010</b> 2009 2008	<b>3.58</b> 3.18 3.31			

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

### Alumni Survey

It was indicated that an alumni survey would be conducted in 2009-2010; this was not completed and become a priority for 2010-2011. A survey was completed in 2010-2011, but the survey results have not been tallied at the time of this report.

The survey questions were as follows:

1. There are many colleges in North and South Dakota, why did you choose to go to Sitting Bull College?
2. How well did your education (classes) prepare you for a job? (circle one)  

<b>Extremely well</b>	<b>Well</b>	<b>Not well</b>	<b>Totally</b>
<b>missed the mark</b>			
3. Would you recommend Sitting Bull College to other people? **Yes or No**
4. Are you currently employed? **Yes or No**

- a. If yes, who is your employer? \_\_\_\_\_
- b. If yes, is your job/employer located on the Standing Rock Reservation?  
**Yes or No**
- 5. Are you interested in being contacted each year to participate in an SBC Alumni Reunion? **Yes or No**
- 6. May we use your responses to talk to future students? **Yes or No**
- 7. May we edit your response to question # 1 (e.g. edit for length, consistency, grammar, etc) without changing the meaning of your answers? **Yes or No**

## Pre-entry and Freshmen Assessment 2010-2011

### 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 table below indicates for 2010-2011, 40% compared to 44% in 2009-2010 and 36% in 2008-2009 of new or transfer students are underprepared in math and 45% compared to 37% in 2009-2010 and 64% in 2008-2009 for English. For the 2010-2011 academic year more students came in underprepared in English versus math, which was the opposite for 2009-2010.

### COMPASS SCORES 2010-2011

Foundations Math & English	Male	Female	Total Fall & Spring	Total Percentage
Underprepared, Math (Compass) (Foundations 010/Math 101)	25/169 15%	43/169 25%	68/169	40%
Underprepared, English (Compass) (Foundations English 010)	30/159 19%	42/159 26%	72/159	45%

Data

Class	Male	Female	FA-10	%	Male	Female	SP- 11	Percentage	Total Fall & Spring	Total %
<b>ENG 010</b>	21/44 48%	23/44 52%	44/92	48%	9/28 32%	19/28 68%	28/67	42%	72/159	45%
<b>ENG 110</b>	19/48 40%	29/48 60%	48/92	52%	15/39 38%	24/39 62%	39/67	58%	87/159	55%
<b>MTH 010</b>	10/22 45%	12/22 55%	22/101	22%	3/12 25%	9/12 75%	12/68	18%	34/169	20%
<b>MTH 101</b>	6/17 35%	11/17 65%	17/101	17%	6/17 35%	11/17 65%	17/68	25%	34/169	20%
<b>MTH 102</b>	32/59 54%	27/59 46%	59/101	59%	14/37 38%	23/37 62%	37/68	55%	96/169	57%
<b>MTH 103</b>	0/2 0%	2/2 100%	3/101	3%	2/2 100%	0/2 0%	2/68	3%	4/169	3%

The college is still very concerned with the success and completion rates of the developmental math and English. Faculty through the help of the Academic Excellence Center is looking at

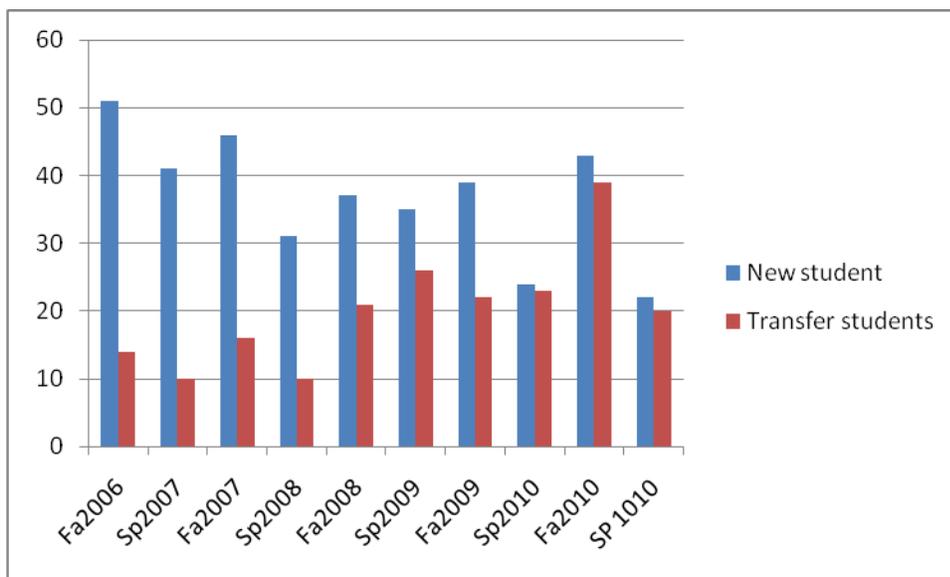
different methods of instructional delivery to implement fall 2011, such as the use of modules and students working at their own pace.

**PSYC 100 Psychology of Student Success**

Orientation is completed in the PSYC 100 Psychology of Student Success course that is mandatory for all new students and should be taken during their first semester at SBC. The course has been taught by the two SBC counselors (academic and vocational). There has been a continuous turnover in the academic counselor position in the past several years. One of the reasons for this is that those accepted into the position feel the teaching takes up to much of their time, which takes away from providing counseling services to students. Therefore, it has been decided that the Academic Excellence Center staff will take over the teaching of the course, which will allow the counselors to do more aggressive counseling for students.

**Enrollment Trends**

Enrollment trends for new students since the fall of 2006 are shown in the following table.



The enrollment for new students has been up and down with larger enrollment in the fall semesters than the spring. There was a spike in enrollment for the fall 2010 semester in both new and transfer students. This was due partly to the new certificate program in Wind Turbine that was offered for the first time. Enrollment for the transfer students has been increasing.

In 2010-2011 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 61 seniors and in the spring 117 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.

## 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 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><b>Students will be able to complete an essay and a research paper using APA style.</b></p>	<p>ENGL 110 English I - 3 cr. ENGL 120 English II - 3 cr.</p> <p><b>Students will be able to complete an essay and a research paper using APA style.</b></p>	<p>ENGL 100 Applied English or ENGL 110 English I - 3 cr.</p> <p><b>Students will be able to write effective business communications; memorandums, letters, reports, and proposals.</b></p>	<p>ENGL 110 English I - 3 cr. ENGL 120 English II - 3 cr.</p> <p><b>Students will be able to complete an essay and a research paper using APA style.</b></p>

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

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

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

<p><i>Laboratory Science</i> <i>Student Goals 3, 6</i></p> <p><b>Assessment Tool</b> <i>–Questions on final exam graded on a 5 point rubric.</i></p> <p><b>Implemented</b> <i>Fall 05</i></p>	<p>Any two (2) science course - 8 cr.</p> <p><b>Students will learn to explore sciences and how it interacts with themselves, their communities, and the universe.</b></p>	<p>Any one (1) science course - 4 cr.</p> <p><b>Students will learn to explore sciences and how it interacts with themselves, their communities, and the universe.</b></p>	<p>Not applicable</p>	<p>Business Administration requires any two science courses- 8 cr. Elementary Education requires a science course comprised of one (1) physical, one (1) life, and one (1) earth – 12 cr.</p> <p><b>Students will learn to explore sciences and how it interacts with themselves, their communities, and the universe.</b></p>
<p><i>Computer Applications</i> <i>Student Goals 3, 6</i></p> <p><b>Assessment Tool</b> <i>–Questions on final exam graded on a 5 point rubric.</i></p> <p><b>Implemented</b> <i>Spring 06</i></p>	<p>CSCI 101 Introduction to Computer Application - 3 cr.</p> <p><b>Students will learn to become computer literate.</b></p>	<p>CSCI 101 Introduction to Computer Application - 3 cr.</p> <p><b>Students will learn to become computer literate.</b></p>	<p>CSCI 101 Introduction to Computer Application - 3 cr.</p> <p><b>Students will learn to become computer literate.</b></p>	<p>CSCI 101 Introduction to Computer Application - 3 cr.</p> <p><b>Students will learn to become computer literate.</b></p>
<p><i>Total Credit Hours Required</i></p>	<p><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 45% of new students are placed in a foundations level course, which was an increase from the 37% in 2009-2010. 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 11**

<b>ENGL 010</b>	<b>Attempted</b>	<b>Percentage Satisfactory Completion</b>	<b>Percentage Unsatisfactory Completion</b>
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%

<b>ENGL 110</b>	<b>Attempted</b>	<b>Percentage Satisfactory Completion</b>	<b>Percentage Unsatisfactory Completion</b>
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%

<b>ENGL 120</b>	<b>Attempted</b>	<b>Percentage Satisfactory Completion</b>	<b>Percentage Unsatisfactory Completion</b>
Fall 07	22	64%	31%
Spring 08	35	66%	20%
Fall 08	32	63%	18%
Spring 09	47	43%	31%
Fall 09	30	47%	43%
Spring 10	46	50%	46%
Fall 10	21	43%	57%

## **Foundations English**

The Foundations English course has also been using My Writing Lab which allows for a pretest and post on sentence structure, grammar, and punctuation. The results as shown below for the fall semester show an overall increase from the pre to the post tests. Seventy-five percent has been set competency level.

Average for Pre Test	Course Average for Semester
73	86
57	76
64	74
56	70
47	84
56	61
52	78
55	81
47	61
62	79
53	79
57	75

As was mentioned previously, a new mythology of instruction is under development for the fall 2011 semester for the Foundations English course to assist with retention and completion rates of the course. A modular format will be developed, with instruction assisted by the Academic Learning Center. In addition, the Academic Learning Center has been assisting with the English I course and will continue providing services to the English faculty in 2011-2012.

## **English I**

English students are required to complete an essay prompt for assessment purposes. They are then scored using a rubric with a scoring range of 5 to 1. They are scored on the introduction, focus of topic, support for topic, grammar and spelling, flow and rhythm, and conclusion. In 2010-2011 for the first time, the Academic Excellence Center staff and the Director of Library Services scored the essays instead of the English faculty. For English I the average score was 2.56 with a range from 1-4. A change of raters from the Excellence Center had an impact on scores. They read without bias, so it may be a truer picture of what the level of writing is at the end of the semester. Areas of concern were grammar & flow & rhythm.

#### DISCUSSION/RECOMMENDATIONS:

To have students reinforce a thesis statement and make sure the thesis is part of the flow throughout the essay. The reinforcement of the thesis statement along with better word choice and proofreading will be reinforced much stronger in the next academic year.

#### **English II**

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.

#### DISCUSSION/RECOMMENDATIONS:

For the English instructors to make sure students understand the assignment and possibly give students a chance to use documentation help such as bibme.org.

In order to help improve the writing level of all students, it is understood by SBC faculty that writing needs to be across the curriculum. The one concern with this is to insure that writing assignments are not just given, but to insure that immediate feedback is provided to the student and that proper writing techniques are being used.

#### **Speech**

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

Fifteen students presented to all three faculty members in fall 2010; twenty-three students presented in spring 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 1.66 to a high of 4.3.

The lowest category areas overall were *eye contact* and *idea and content*. However, many gains had been made in *critical thinking* from the fall to the spring semester. These three areas will continue to be enforced throughout next year.

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.

**DISCUSSION/RECOMMENDATIONS:**

Add more categories on the rating rubric so that specific skills can be identified more easily and improvement can be made in instruction.

	<b>Area</b>	<b>FA-10 15 Students</b>	<b>SP-11 23 Students</b>	<b>Average</b>
<b>Rubric Categories</b>	<b>Organization</b>	3.38	3.14	<b>3.26</b>
	<b>Power Point Use</b>	3.22	3.20	<b>3.21</b>
	<b>Mechanics/ Design</b>	3.40	3.28	<b>3.34</b>
	<b>Eye contact</b>	3.00	3.06	<b>3.03</b>
	<b>Elocution</b>	3.44	3.26	<b>3.35</b>
	<b>Idea &amp; Content</b>	3.02	3.05	<b>3.035</b>
	<b>Critical Thinking</b>	2.80	3.15	<b>2.975</b>
<b>Range</b>	<b>Highest Speech Score</b>	3.71	4.3	<b>4.005</b>
	<b>Lowest Speech Score</b>	2.5	1.66	<b>2.08</b>
	<b>Average Speech</b>	3.17	3.16	<b>3.165</b>

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**

<b>Speech</b>	<b>Attempted</b>	<b>Percentage Satisfactory Completion</b>	<b>Percentage Unsatisfactory Completion</b>
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%

## 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 40% of all new students are required to complete a foundations level math course, this is down from the previous year of 44%. Also, completion rates range from the 40 to 80 percentile as indicated by the following table.

### **Math Statistics Fall 07 through Spring 11**

<b>MATH 010</b>	<b>Attempted</b>	<b>Percentage Satisfactory Completion</b>	<b>Percentage Unsatisfactory Completion</b>
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%

<b>MATH 101</b>	<b>Attempted</b>	<b>Percentage Satisfactory Completion</b>	<b>Percentage Unsatisfactory Completion</b>
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%

<b>MATH 102</b>	<b>Attempted</b>	<b>Percentage Satisfactory Completion</b>	<b>Percentage Unsatisfactory Completion</b>
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%

<b>MATH 103</b>	<b>Attempted</b>	<b>Percentage Satisfactory Completion</b>	<b>Percentage Unsatisfactory Completion</b>
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%

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).

#### DISCUSSION/RECOMMENDATIONS:

The following actions were taken to improve and/or enhance students learning in the Math 102 and Math 103 for the 2010-2011 academic year:

1. Writing in the math classroom – a simple way to incorporate writing in the math classroom was developed 1) giving students specific math terminology that is being taught along with the concepts and skills – have the students write the definition/meaning of the term or phrase; 2) direct the students to write out the steps/process to solve equations or inequalities; 3) students are required to explain their answers in a written form; and 4) students are direct to write and explain how a math skill can be used to solve a real-world applied problem. These can all be done very easily on note cards or on their notebook paper.
2. Implementation of the LMS so students are able to monitor the results of the graded daily work, quizzes, and tests.
3. Changed the Math 102 and Math 103 classes from meeting one hour each day for four days to two hour blocks meeting two days each week.

4. After presenting new concepts and skills, required students in class to do some NOW YOU TRY IT problems to show their understanding.

Upon graduation students are re-administered the COMPASS test to measure gains in English, math and reading. The results for nine of the 2010-2011 graduates shows a slight increase in math and English skills, but lower in reading. Although, the post COMPASS is somewhat of an indicator of gain in skills, not a lot of weight is given to the results as students are required to do the post-test as part of their graduation requirements but no grade is attached.

### **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.

#### **DISCUSSION/RECOMMENDATIONS:**

- **PSYC 100**
  - The Academic Excellence Center Coordinator will be taking over teaching of the course.
  - A new textbook will be used for the 2011-2012 academic year
  - The current measurement tool does not assess the outcome of the course. It assesses the writing of one component of the course.
  - The outcome for this course is that the students will be able to identify career options, and develop habits and skills that will enable them to become effective students and workers.
  - A suitable measurement tool needs to be developed for the 2011 academic year. Perhaps try one this summer.
- **SOC 100**
  - Needs to report on outcome one as the data has not been compiled for this year at the time of the meeting.
  - Will report in the fall on the 2011 data for outcome 1.
  - No real changes on the resume results (outcome 2).
  - Is considering utilizing peer review and a more assertive presentation by the instructor to assist students to understand the purpose of the resume and to develop their own resumes.
  - Change the rating to reflect that the resume will be rated with a 5 point rubric.
  - Need to show the categories and the results within each category, including the average for each category.
  - Suggest looking at how math results are tracked.
  - Students also did not do well on the Pre-/Post-Test.
  - For outcomes 2 and 3, need to write what the outcome is rather than resume and test. (i.e. Students will demonstrate the skills necessary to become employed, then use the resume as the measurement project).
  - Last year the committee asked that ethics be incorporated into this course. Recommended that a personal code of ethics be developed by students taking the course. Nothing was done to meet this request.

- Suggested that ethics be strongly emphasized in this course as this is becoming increasingly emphasized in the work environment.
- Discussion did ensue regarding the cover letters and resumes.
- Reference letters can only be used for up to one year. Faculty had questioned the appropriateness of the letters written for graduating students.

### Culture/History

There is a tool utilized for the reading and writing assessment of the Lakota/Dakota language. Eight students were scored for 2010-2011, two student meet the 80% requirement and the range of scores were from 40% to 100% on the oral portion of the test. On the reading and writing portion, two students met the 80% requirement with arrange of 75% to 100% four sound and 3 students met the 80% requirement for phrases with a range of 70% to 100%.

#### DISCUSSION/RECOMMENDATIONS:

- **NAS 101 Lakota Dakota Language I**
  - 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.
- **NAS 102 Lakota Dakota Language II**
  - 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.

Change incorporated: Increased the speaking component in the classroom. It is recommended 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.

## **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 2010 and Spring 2011 semesters. Responses to each question were scored by the individual faculty members and collated for this report. Analyses and Recommendations/Actions were summarized.

During Fall 2010 and Spring 2011, 122 students were sampled. Six students did not provide answers to the first question (i.e. left it blank). Six science faculty members, including one adjunct faculty, scored students in their classes on a five-point rubric. Overall, 76 of the 122 total students scored a 3 or above on the first competency and 60 of 122 students scored a 3 or above on the second competency. Mean scores on the first competency were up more than a point from 2009-2010, while scores on the second competency were down ~0.5 points. There is a very wide variance among the instructors with one question being scored very high and the other very low, resulting in conflicting recommendations and action plans.

### **DISCUSSION/RECOMMENDATIONS:**

Although students are generally meeting the 3.0 expectation, many students are not able to demonstrate a clear learning of how to apply the scientific method and the connectedness of humans and their environment. This may be an artifact of asking questions on a final examination: students seem to rush through the test, providing the most basic answers possible, without having the detail necessary to assess their learning (resulting in lower scores). Science faculty members will look to reinforce the scientific method throughout the entire semester—not just at the beginning or end—by using specific examples of the scientific method applied to various topics in the courses. Even though activities are used that are designed to introduce or reinforce the scientific method, the instructors must make a concerted effort to point out to students where and how the scientific method is being used.

## **Computers**

Computer competencies are assessed through components of the final exam. On the Word portion of the test, 80% of the 15 students scored 75% or higher. The range of student scores was 24% - 100%. The mean was 88%. In the Excel portion of the test, 87% of the 15 students scored 75% or higher. The range of student scores was 0% - 100%. The mean was 83%. On the PowerPoint portion of the test, 100% of the 15 students scored 75% or higher. The range of student scores was 92% - 100%. The mean was 98%.

### **DISCUSSION/RECOMMENDATIONS:**

- Reinforce that attendance is important.
- Give students table that shows past students' attendance and what their grades were at the end of the semester.
- Spend more time on Excel formulas
- Spend more time on Word tabs and tables

Change incorporated: Will not be using case grader for assessment.  
Reasons: Case grader does not match text.

### **SOC 210 Chemical Dependency**

The Sociology outcome which is assessed in SOC 210 Chemical Dependency is complete through writing assignment at the end of the semester. The course is general taught by an adjunct faculty member and also taught as a PSI (Personalized System of Instruction) which is similar to an independent study. No assessment data was reported due to a family emergency of one of the instructor. Data will be presented in the fall

### **Recommendations for General Education Assessment**

In 2011-2012 the Assessment Committee will be reviewing the process 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. AS Business**

##### **DISCUSSION/RECOMMENDATIONS:**

- 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).

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

##### **DISCUSSION/RECOMMENDATIONS:**

- 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.

#### **C. Building Trades**

##### **DISCUSSION/RECOMMENDATIONS:**

- 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. Office Technology**

##### DISCUSSION/RECOMMENDATIONS:

- 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.

#### **E. Information Technology**

##### DISCUSSION/RECOMMENDATIONS:

- 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.

#### **F. BS Elementary Education and Science Education**

##### DISCUSSION/RECOMMENDATIONS:

- 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.

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. The Division of Education has 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 Academic Learning Center Director 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.

## **G. AS/BS Early Childhood**

### **DISCUSSION/RECOMMENDATIONS:**

- **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.

#### **H. AS Elementary Education**

##### DISCUSSION/RECOMMENDATIONS:

- 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. AS Human Services**

##### DISCUSSION/RECOMMENDATIONS:

- Program will report in the fall 2011 due to family emergency of faculty member.

#### **K. BS Environmental Science**

##### DISCUSSION/RECOMMENDATIONS:

- 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.

#### **L. AS Environmental Science**

##### DISCUSSION/RECOMMENDATIONS:

- 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.

## **M. AS Nursing**

### **DISCUSSION/RECOMMENDATIONS:**

- 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.

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

##### DISCUSSION/RECOMMENDATIONS:

- 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.

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

##### DISCUSSION/RECOMMENDATIONS:

- 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.

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.

#### **P. BS/AS General Studies**

##### DISCUSSION/RECOMMENDATIONS:

- 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.

**Q. BS General Studies – Native American Studies Emphasis**

**DISCUSSION/RECOMMENDATIONS:**

- A number of new courses have been added this year.
- Recommends developing a capstone.

**R. AS Natural Resources/Certificate Farm & Ranch**

**DISCUSSION/RECOMMENDATIONS:**

- 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.

### **S. Horsemanship**

#### **DISCUSSION/RECOMMENDATIONS:**

- 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.

### **T. AAS Energy Technology/Certificate Wind Turbine**

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

### **U. Certificate Native Community Development**

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

## **Summary**

Overall after three years of reporting data, faculty have become more expective 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. A workshop was held in the fall semester for 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.

### **Strategy for 2011-2012:**

September:

- Pass out recommendations from the Assessment Committee at faculty meeting
- Complete program/general education assessments that were not done in May 2011

October:

- Review program plans for 2011-2012
- Complete plan area 1-3
- Revise any outcomes
- Make sure measurement tools match intended outcomes
- Try not to wait until the end of the semester for all assessment data
  - Try some mid-year assessment strategies

November:

- 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

December:

- Review General Education assessment methods

January-April

- Assist programs that need help with assessment tools and data analysis
- Other items as necessary

May:

- Final program assessment presentations