



# **2018-2019**

## **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 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, Dean of Academics, and Director of Institutional Research. The chair of the Assessment Committee is a faculty member.

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

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

In 2018-2019, the Assessment Committee continued to complete the yearend review through the use of an electronic evaluation rubric. 2018-2019, continued with programs required to use both direct and indirect measurement tools as part of program assessment. Faculty have been provided examples of both direct and indirect measurement tools during faculty meetings and also receive recommendations from the Assessment Committee on what would be appropriate measurement tools. The Committee determined that any programs that have a composite score or individual criteria scores below 1.75 will be required to refine their plan and submit it to the Assessment Committee in the fall 2019 for review.

**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:**

To review academic and student support data that demonstrates institutional effectiveness through 20257.

**2018-2019 Assessment Strategic Plan Objectives:**

Objective 1: Annually review program assessment data which supports the continued improvement for student learning.

Objective 2: Annually review essential learning outcomes (general education) data which supports the continued improvement for student learning.

Objective 3: Meet monthly during the academic year to review assessment data that may be available at the time and/or plan for needed data collection to assist in data driven decisions.

Objective 4: Annually review Student Support Services data including the Enrollment Management Plan which supports the continued improvement of student learning.

**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.

1. 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. Student Service Satisfaction Graduate Survey
  - g. Satisfaction of Institutional Outcomes Graduate Survey
  - h. Graduation Rates//IPEDS/AKIS
  - i. Employer Survey
  - j. Alumni Survey
2. Pre-entry and Freshmen Assessment
  - a. ACCUPLA CER placement (pre) scores
  - b. 1<sup>st</sup> Year Freshman Advising
  - c. 1<sup>st</sup> Year Experience Course
  - d. Freshman Orientation Evaluation
  - e. Enrollment Trends

3. General Education Assessment
  - a. General Education Outcomes Assessment Plan
  - b. HEIghten – ACT product to assess general education outcomes
  - c. Course Evaluations
  - d. Completion Rates
4. Program Assessment
  - a. Graduation rates
  - b. Program Review
  - d. Program Assessment Plan & one-page papers
  - e. 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.

**2018-2019 Activities**

- Monthly meetings were held.
- One goal and four outcomes continued to be the same and were approved by the SBC Board of Trustees for the Assessment Committee 2018-2019 strategic plan.
- The year-end rubric was reviewed to insure continued practices of using direct and indirect measures.
- Yearend reporting on outcome results for programs and general education along with the College's Enrollment Management continued with using the revised rubric.
- The 2018-2019 final analysis of the Assessment Committee goal and activities were presented and approved by the SBC Board of Trustees.

## **2018-2019 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.

### ***VISION***

Let us put our minds together and see what life we can make for our children.  
Wakhányeža kiŋ lená épi čha táku waštéšte iwíčhuŋkičiyukčaŋpi kte.

### ***MISSION***

Guided by Lakota/Dakota culture, values, and language, Sitting Bull College is committed to building intellectual capital through academic, career and technical education, and promoting economic and social development.

### ***STUDENT GOALS***

1. Students will display technical and critical thinking skills through effective oral and written communication.
2. Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior.
3. Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment.
4. Students will demonstrate knowledge of past, present, and future Native American cultures.

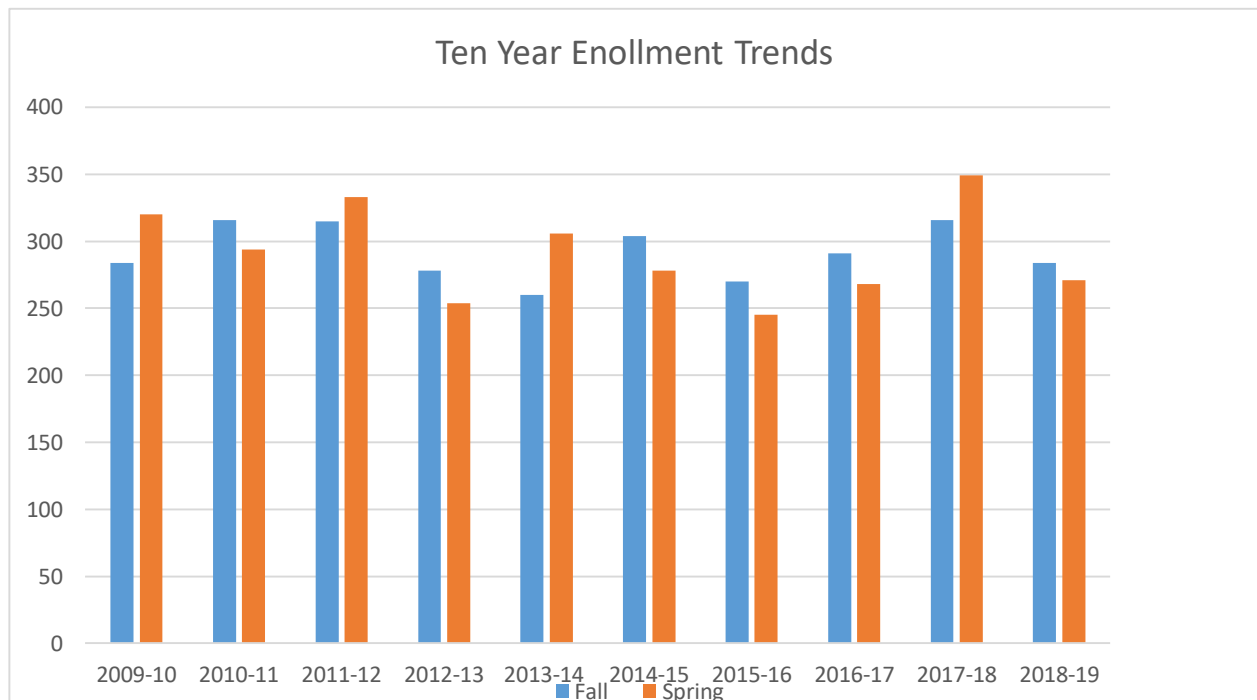
## 2018-2019 Institutional Wide Assessment

### Enrollment Trends

The ten year average is 292. Official enrollment numbers are recorded at the end of the third week of each semester. Spring 2015 semester enrollment did rebound to 306 and was close to the ten year spring average of 313. Enrollment surveys have been completed and the number one way potentials learn about SBC is through friends and relatives. So in an effort to capitalize on this means of recruitment in 2019-20, SBC will be offering an incentive to current students who bring a first-time student with them and completed the registration process.

The demographics show that the majority of our students are female (67%), Native American (90%), single (86%), with an average age of 29.5. The 2018-2019 student demographic statistics remain consistent with past years.

Semester	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Fall	284	316	315	278	260	304	270	291	316	284
Spring	320	294	333	254	306	278	245	268	349	271
Average	302	305	324	266	283	291	258	280	333	278



As a means of increasing enrollment, SBC continues to maintain an enrollment management plan with specific outcomes for student recruitment. As part of the enrollment management plan, Sitting Bull College established the “Build Your Brighter Future Tuition Scholarship” and the “Build Your Brighter Future Dorm Scholarship”. The scholarships were first awarded to the 2014 high school seniors and GED certificate completers. The students were required to enroll full-time at Sitting Bull College the first semester following their graduation to qualify for the \$1,800 tuition

scholarship. A second scholarship ranging from \$600 up to \$1,800 was awarded to those students who passed at least 12 credits in the first term with a passing grade of “C” or higher in each course enrolled. A student with a 4.00 GPA would receive a second \$1,800 tuition scholarship.

The dorm scholarship is a \$500 payment on the student’s rent during the first term if they are living in the SBC dormitories. An additional \$500 was awarded and paid on the next semester’s rent if the student continued to live in the dormitories, passed 12 credits in the first term enrolled earning a minimum 2.00 GPA, and passed each course with a “C” or higher grade.

In the 2018-19 academic year, the BYBF scholarships awarded were:

26 students     \$58,200 for tuition

0 students     \$0 for dorms

Total awarded \$58,200.

Twenty-four (24) were Native American students enrolled in 470 total credit hours (39.167 FT ISC). Compared to 2017-18 academic year, we saw a decrease of 18 students (40.9% increase). In 2017-18, nine (9) students were GED graduates compared to five (5) in 2018-19 (55.6% decrease).

### **Program Review Guide**

The Curriculum Committee continues the use of a program review guide. The program review process is required to be completed to determine the feasibility of any new programs. In addition, Curriculum Committee continues a five year schedule for all current programs to complete the program review. The program reviews are used to determine the feasibility of keeping current programs, especially those with low enrollment. Also, for the past eight academic years, program revenues have been calculated through the office of the Vice President of Operations. This has helped to establish the feasibility of current programs, especially programs funded through the College’s general fund.

The following programs will were reviewed in 2018-2019: Program Reviews for Environmental Science (AS, BS, MS) and Business Administration (AA, BS) were accepted by the committee at the May 2019 meeting. A new program in Master of Business Administration was approved by the committee in December 2018, approved by Board of Trustees, and approval from the Higher Learning Commission in August 2019.



## **Persistence and Retention Rates**

The following table indicates SBC persistence and retention rates over an eighteen year period for full-time degree seeking students. In addition, SBC has been tracking the persistence and retention rates of first-time, full-time, degree seeking students.

SBC defines persistence as students enrolled in the fall and returns during the spring. Retention is defined as students that enroll in the fall and returns the following fall.

<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	250	160	64.0%
Fall '11	Spring '12	247	166	67.2%
Fall '12	Spring '13	235	149	63.4%
Fall 13	Spring 14	198	145	73.2%
Fall 14	Spring 15	204	140	68.6%
Fall 15	Spring 16	197	125	63.5%
Fall 16	Spring 17	218	130	59.6%
Fall 17	Spring 18	248	175	70.6%
Fall 18	Spring 19	226	154	68.1%

Retention				
First	Second	Total		
Semester	Semester	1st Sem	Returning	Percent returning
Fall '01	Fall '02	173	71	41.0%
Fall '02	Fall '03	192	89	46.4%
Fall '03	Fall '04	261	114	43.7%
Fall '04	Fall '05	235	90	38.3%
Fall '05	Fall '06	206	82	39.8%
Fall '06	Fall '07	216	87	40.3%
Fall '07	Fall '08	244	96	39.3%
Fall '08	Fall '09	245	107	43.7%
Fall '09	Fall '10	255	105	41.2%
Fall '10	Fall '11	230	106	46.1%
Fall '11	Fall '12	247	108	43.7%
Fall '12	Fall '13	235	113	48.1%
Fall '13	Fall '14	195	110	56.4%
Fall '14	Fall '15	204	113	55.4%
Fall '15	Fall '16	197	101	51.3%
Fall 16	Fall 17	218	114	52.3%
Fall 17	Fall 18	248	122	49.2%

The college in 2011-2012 recognized the need to break down persistence and retention further. So for the 2012-2013 academic year the college went back to fall 2009 to track persistence and retention rates for **first-time degree seeking students** and continues to track through 2018-2019.

First-time Degree Seeking Students				
Year	Persistence	Retention		
Fa 09	55%	28%		
Fa 10	56%	29%		
Fa 11	71%	46%		
Fall 12	50%	38%		
Fall 13	62%	30%		
Fall 14	61%	44%		
Fall 15	43%	28%		
Fall 16	63%	51%		
Fall 17	69%	38%		
Fall 18	58%			

In addition in 2013-14, the Institutional Data Coordinator started completing persistence and retention rates per degree program. The program persistence and retention rates are implemented into the program review process. In addition, retention and persistence rates are used in the assistance of developing strategies for the College's Enrollment Management Plan. The Enrollment Management Plan was developed in the fall of 2012 continued for 2018-2019 with the following goals:

## **Enrollment Targets and Results**

- To have increased new student enrollment by 50 per year:  
Fall 18/Spring 19 = 60 first-time freshmen/40 transfer students = 100  
Fall 17/Spring 18=97 first-time freshmen/51 transfer students=148  
Fall 16/Spring 17= 77 first-time freshmen/49 transfer students = 126  
Fall 15/Spring 16= 69 first-time freshmen/50 transfer students = 119
- To have increased fall to fall retention rates by 2% per year:  
Fall 17/Fall 18 = 48.8% retention rate  
Fall 16/Fall 17=52.3% retention rate  
Fall 15/Fall 16= 51.3% retention rate
- To have increased fall to spring persistence rates by 2% per year:  
Fall 18/Spring 19= 68.1% persistence rate  
Fall 17/Spring 18=70.6% persistence rate  
Fall 16/Spring 17= 59.6% persistence rate  
First-time freshman decreased by 11% from Fall 18/spring 19  
First-time freshman increased by 6% from Fall 17/Spring 18  
First-time freshman increased by 20% from Fall 16/Spring 17
- To have increased graduation rates by 2% per year.  
IPEDS 9% decrease (2012 cohort)=12%  
IPEDS 7% increase (2011 cohort) =21%  
IPEDS: 4% increase (based on 2010 cohort) – 14%

## **Marketing Goals**

1. To develop and implement a comprehensive marketing plan through 2017.
  - Continue campaign to brand SBC.
  - Determine the most effective means for marketing SBC.
  - Revamp SBC web site.

## **Recruitment and Enrollment Goal**

2. To establish and maintain a recruitment plan that will increase new students by 50 per year through 2017.
  - To increase enrollment of current high school graduates.
  - To increase enrollment of current GED graduates.
  - To create and increase the number of programs/activities that will increase the male student enrollment.
  - To complete a cost analysis of offering athletic programs.
  - To develop articulation agreements between other ND TCUs for transfer students into Bachelor and future Master's programs.

## **Retention and Completion Goal**

3. To establish and maintain a retention plan through 2017.
  - To provide an effective first year learning experience.
  - To provide an effective integrated and coordinated advisement program for all students.
  - To improve engagement of all students.
  - To create improved communication of events/activities and important dates between the college and the students.
  - To provide services for students at risk.
  - To increase availability/access to support services offered to McLaughlin & Mobridge sites.

- To increase student opportunities for external experiences.

#### **Student Financial Management Goal**

4. To establish and maintain a student financial management plan through 2017.
  - To increase the financial literacy of students.
  - To assist students with setting financial goals.
  - To increase the number of scholarships awarded to students.
  - To increase the number of students completing financial aid before classes begin.

#### **Professional Development Goal**

5. To implement and maintain a professional development plan for staff and faculty on effective practices in retention and persistence through 2017.
  - To provide resources for faculty and staff to attend First Year Learning Experience conferences.
  - To provide resources for faculty and staff to attend advising conferences.
  - To provide resources for faculty and staff to attend recruitment and retention conferences.
  - To provide resources for faculty and staff to attend assessment conferences.

#### **Data Collection and Reporting Goal**

6. To establish and maintain an effective data collection and reporting system through 2017.
  - To develop tools to effectively track data collection.
  - To maintain a central repository system.
  - To complete an annual report that is shared with the college community.

The Enrollment Management Plan with its findings and recommendations were presented to the Assessment Committee for yearend review. The final Enrollment Management Plan is located on Sitting Bull College's web site at [www.sittingbull.edu](http://www.sittingbull.edu), under Academics, Assessment. In addition, the findings and recommendations were presented to the Board of Trustees as part of the Student Life Committee's strategic plan yearend reporting.

### Enrollment Management

Findings (Actual Results)	Analysis of the Results	Recommended Action(s)	Last year's recommended actions	Strengths of Program Assessment	Opportunities for Program Assessment
2	2	3	3	Good detailed report.	Organize and check on figures and change them appropriately. Do employer survey.
3	3	2	1	The explanations are thorough for each component of the plan.	Incorporate information from faculty and advisors who are engaging in recruitment.
3	3	3	1	Thorough. Rich data.	Complete employer survey. Increase high school contacts. Male initiative to increase number of male students at SBC.
3	3	3	3		
3	3	3	3		
2.80	2.80	2.80	2.20		
Composite Average		2.65			

### Attendance

Numerous faculty members during the yearend assessment reports have indicated that student attendance is the number one problem for students not mastering course material. The college has, for a number of years, recognized that attendance is an issue that must be addressed in order to improve retention and persistence. The College continue to employ an Attendance Counselor. Below is a correlation for the fall 2016, 2017, and 2018, along with spring 2017, 2018, and 2019 attendance to grade point averages.

Correlation of Grades to Attendance									
Fall 2016				Fall 2017			Fall 2018		
Semester GPA	Average Attendance	Number of Students	Percent of Group	Average Attendance	Number of Students	Percent of Group	Average Attendance	Number of Students	Percent of Group
4.00	90%	54	19%	88%	56	19%	86%	48	18%
3.99-3.00	84%	71	25%	85%	74	25%	82%	80	30%
2.99-2.00	73%	46	16%	76%	47	16%	81%	55	20%
1.99-1.00	68%	35	12%	71%	38	13%	64%	23	8%
.99-.000	31%	83	29%	38%	84	28%	37%	65	24%

Correlation of Grades to Attendance									
Spring 2017				Spring 2018			Spring 2019		
Semester GPA	Average Attendance	Number of Students	Percent of Group	Average Attendance	Number of Students	Percent of Group	Average Attendance	Number of Students	Percent of Group
4.00	85%	57	22%	90%	59	18%	85%	62	24%
3.99-3.00	84%	72	27%	84%	80	24%	81%	69	26%
2.99-2.00	72%	52	20%	76%	59	18%	73%	49	19%
1.99-1.00	68%	23	9%	67%	42	13%	65%	26	10%
.99-.000	34%	61	23%	39%	88	37%	39%	55	21%

In addition, the College through its Enrollment Management plan implemented an aggressive counselor intervention starting in the fall of 2012. This included the Academic and Attendance Counselors contacting students who miss class beginning with week one. This was accomplished through faculty completing attendance using MySBC. Through the attendance module in MySBC, a data base has been established for the Counselors to monitor all students' attendance weekly. In addition, faculty are able to complete a referral for students missing class through MySBC. Faculty whom complete a referral are provided feedback by the Counselor on the student's plan of how they will get back on track to complete the course or if the student is planning on withdrawing from the course.

For the fall 2018 the counselors out of an enrollment of 284 contacted students through the following methods:

Email	83
Met on Campus	42
Other	82
Phone Call	221
Duplicated Contacts	429

For the spring 2019, the counselors out of an enrollment of 271 contacted students through the following methods:

Email	100
Met on Campus	27
Phone	18
Other	82
Duplicated Contacts	307

The Counselors indicated that phone calls were the most effective way to reach students.

## **Tracking of Student Withdrawals**

The college continues to track the reasons students are withdrawing from courses.

In the fall 2018 there were 30 drops and 11 total withdrawals from classes.

### **Fall 2018 Reasons for Withdrawals**

Daycare/babysitter difficulties	2
Dissatisfied with my grades	1
Employment time conflict with class schedule	6
Financial difficulties	1
Medical difficulties	2
Other	9
Personal - would rather not state reason	4
Transportation difficulties	4
Wanted a break from college studies	2
Work related problems	1

### **Spring 2019 Reasons for Withdrawals**

In the spring 2019 there were 68 drops and 18 total withdrawals from classes

Daycare/babysitter difficulties	5
Dissatisfied with my grades	10
Employment time conflict with class schedule	5
Financial difficulties	1
Inadequate study habits; lack of motivation	1
Medical difficulties	5
Other	36
Personal - would rather not state reason	2
Transportation difficulties	2
Wanted a break from college studies	1
Wanted to move or was transferred to a new location	1
Work related problems	1

According to SBC counselors, many students that select other and personal reasons have indicated conflict in their lives such as dealing with relationships, legal issues, alcoholism, etc.

## **Noel Levitz**

The Noel Levitz survey was administered to 70 students in the spring of. The survey is used to measure the following: Academic Advising and Counseling Effectiveness, Academic Services, Admissions and Financial Aid Effectiveness, Campus, Climate, Campus Support Services, Concern for the Individual, Instructional Effectiveness, Registration Effectiveness, Responsiveness to Diverse Populations, Safety and Security, Service Excellence, and Student Centeredness. The survey measures the importance of an item to the student and how satisfied the student is with the service provided. The survey has been given annually during the spring semester. The survey allows SBC to do a national comparison, along with a year to year comparison of SBC data.

The results of the 2019 survey are as follows:

### **Strengths**

- 73. Campus item 3 – I use the MySBC site to access coursework, grades, degree plan, and financial aid information.
- 32. My academic advisor is knowledgeable about my program requirements.
- 6. My academic advisor is approachable.
- 36. Students are made to feel welcome on this campus.
- 76. Campus item 6 – I use the MySBC to access the SBC Alert
- 28. It is an enjoyable experience to be a student on this campus.
- 70. I am able to experience intellectual growth here.
- 52. This school does whatever it can to help me reach my educational goals.
- 58. Nearly all of the faculty are knowledgeable in their fields.
- 72. Campus item 2 – I am kept informed about financial aid opportunities through my SBC email.
- 27. The campus staff are caring and helpful.
- 41. Admissions staff are knowledgeable.
- 31. The campus is safe and secure for all students.
- 61. Faculty are usually available after class and during office hours.
- 18. The quality of instruction I receive in most of my classes is excellent.
- 79. Campus item 9 – I am encouraged to practice work ethics and skills at SBC that will teach me to function independently.
- 34. Computer labs are adequate and accessible.
- 5. The personnel involved in registration are helpful.
- 45. This institution has a good reputation within the community.

### **Challenges**

- 25. My academic advisor is concerned about my success as an individual.
- 20. Financial aid counselors are helpful.
- 7. Adequate financial aid is available for most students.
- 16. The college shows concern for students as individuals.
- 57. Administrators are approachable to students.
- 51. There are convenient ways of paying my school bill.
- 35. Policies and procedures regarding registration and course selection are clear and well-publicized.
- 37. Faculty take into consideration student differences as they teach a course.
- 66. Program requirements are clear and reasonable.
- 78. Campus item 8 – Upon graduation, I feel I will be adequately prepared to enter the workforce or transfer to another institution.
- 69. There is a good variety of courses provided on this campus.
- 55. Academic support services adequately meet the needs of students.

### **Higher Satisfaction vs. National Community Colleges**

- 32. My academic advisor is knowledgeable about my program requirements.
- 6. My academic advisor is approachable.
- 25. My academic advisor is concerned about my success as an individual.
- 28. It is an enjoyable experience to be a student on this campus.
- 52. This school does whatever it can to help me reach my educational goals.



- 58. Nearly all of the faculty are knowledgeable in their fields.
- 27. The campus staff are caring and helpful.
- 41. Admissions staff are knowledgeable.
- 31. The campus is safe and secure for all students.
- 18. The quality of instruction I receive in most of my classes is excellent.
- 20. Financial aid counselors are helpful.
- 29. Faculty are fair and unbiased in their treatment of individual students.
- 7. Adequate financial aid is available for most students.
- 23. Faculty are understanding of students' unique life circumstances.
- 16. The college shows concern for students as individuals.
- 5. The personnel involved in registration are helpful.
- 37. Faculty take into consideration student differences as they teach a course.
- 48. Counseling staff care about students as individuals.
- 46. Faculty provide timely feedback about student progress in a course.

### **Higher Importance vs. National Community Colleges**

- 6. My academic advisor is approachable.
- 36. Students are made to feel welcome on this campus.
- 25. My academic advisor is concerned about my success as an individual.
- 28. It is an enjoyable experience to be a student on this campus.
- 27. The campus staff are caring and helpful.
- 20. Financial aid counselors are helpful.
- 16. The college shows concern for students as individuals.
- 57. Administrators are approachable to students.

### **Lower Satisfaction vs. May 2017**

- 36. Students are made to feel welcome on this campus.
- 76. Campus item 6 - I use the MySBC to access the SBC Alert
- 28. It is an enjoyable experience to be a student on this campus.
- 70. I am able to experience intellectual growth here.
- 52. This school does whatever it can to help me reach my educational goals.
- 72. Campus item 2 - I am kept informed about financial aid opportunities through my SBC email.
- 41. Admissions staff are knowledgeable.
- 18. The quality of instruction I receive in most of my classes is excellent.
- 20. Financial aid counselors are helpful.
- 29. Faculty are fair and unbiased in their treatment of individual students.
- 23. Faculty are understanding of students' unique life circumstances.
- 16. The college shows concern for students as individuals.
- 34. Computer labs are adequate and accessible.
- 35. Policies and procedures regarding registration and course selection are clear and well-publicized.
- 37. Faculty take into consideration student differences as they teach a course.
- 66. Program requirements are clear and reasonable.
- 78. Campus item 8 - Upon graduation, I feel I will be adequately prepared to enter the workforce or transfer to another institution.
- 15. I am able to register for classes I need with few conflicts.
- 50. Tutoring services are readily available.

69. There is a good variety of courses provided on this campus.  
 55. Academic support services adequately meet the needs of students.  
 68. On the whole, the campus is well-maintained.

### **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. The results of the fall 2018 and spring 2019 survey are provided below. Thirty-three graduates completed the survey in which they rated the importance of the service and their level of satisfaction. SBC feels that we are achieving desired results if the majority of students level of satisfaction is between (5) somewhat important to (7) very important. If there are areas of concern, the Student Life Committee is required to complete an action plan for improvement.

The scale used for the survey is based on the following scale:

(1) Not Important At All | (2) Not Very Important | (3) Somewhat Important | (4) Neutral | (5) Somewhat Important | (6) Important | (7) Very Important

Registrar - Importance of this service to me	Average	5.8
Registrar - Level of Satisfaction	Average	6.0
Financial Aid - Importance of this service to me	Average	6.8
Financial Aid - Level of Satisfaction	Average	6.4
TRIO – Importance of this service to me	Average	4.5
TRIO - Level of satisfaction	Average	4.6
Counselors - Importance of this service to me	Average	4.8
Counselors - Level of satisfaction	Average	5.2
Tutoring - Importance of this service to me	Average	3.9
Tutoring - Level of satisfaction	Average	4.7
My Advisor(s) – Importance of this service to me	Average	6.6
My Advisor(s) - Level of satisfaction	Average	6.4
Instructors - Importance of this service to me	Average	6.6
Instructors - Level of satisfaction	Average	6.4
Student Organizations - Importance of this service to me	Average	4.3
Student Organizations – Level of satisfaction	Average	5.2
MySBC Gradebook - Importance of this service to me	Average	6.8
MySBC Gradebook - Level of satisfaction	Average	6.4
Business Office - Importance of this service to me	Average	5.0
Business Office - Level of satisfaction	Average	5.3
Bookstore - Importance of this service to me	Average	6.0
Bookstore - Level of satisfaction	Average	6.1
Kampus Kids Daycare - Importance of this service to me	Average	4.3
Kampus Kids Daycare - Level of satisfaction	Average	5.2
Campus Housing - Importance of this service to me	Average	4.4
Campus Housing - Level of satisfaction	Average	4.8
Library – Importance of this service to me	Average	5.6

Library - Level of Satisfaction	Average	5.8
Campus Security - Level of importance to me	Average	5.7
Campus Security - Level of satisfaction	Average	5.6
Transportation - Importance of this service to me	Average	4.3
Transportation - Level of satisfaction	Average	5.4
How satisfied are you with the overall quality of the education provided by Sitting Bull College - Average – 6.6		

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

Graduates continue to identify how SBC has met each of the four 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. Below are the result from the past two years. SBC has set 3.5 as the optimal level of determining success. Any outcome receiving a mean below 3.5 requires a corrective action plan to be developed by faculty with the assistance from the Assessment Committee.

Outcome One - Students will display technical and critical thinking skills through effective oral and written communication.

	2017-2018	2018-2019
Average	3.7	3.5

Outcome Two - Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior.

	2017-2018	2018-2019
Average	3.8	4.0

Outcome Three - Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment.

	2017-2018	2018-2019
Average	3.8	4.1

Outcome Four - Students will demonstrate knowledge of past, present, and future Native American cultures.

	2017-2018	2018-2019
Average	5	3.8

The complete results of all surveys with their comments can be found on Sitting Bull College's website at [www.sittingbull.edu](http://www.sittingbull.edu) under academics, assessment.

### **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. IPEDS graduation rates are as following: (2012 cohort) 12%, (2011 cohort) 21%, and (2010 cohort) 14%. It should be noted that SBC graduation cohorts include first-time associate degree seeking students who start in the fall semester and complete their program of study within three years. It has been determined that many of the problems with the graduation rates deal with attendance and stop out of students due to personal reasons, economic conditions, medical, etc.

### **Employer Survey/Alumni Satisfaction Surveys**

Due to a change in personnel, no employer survey no employer survey was completed

## 2018-2019 Pre-entry and Freshmen Assessment

### First Year Learning Experience at Sitting Bull College: A Cohort Model

Sitting Bull College in 2018-2019 decided to implement a first year learning cohort model. The rationale is as follows:

During the first year of college, students often report difficulties in adjusting to college life and academic work. In addition, the success of students at colleges and universities is gaged by three major factors: student persistence from one semester to the next, student retention from one academic year to the next, and student graduation rates. Community colleges and Tribal colleges often struggle to increase student retention and graduation rates.

The disparaging retention and graduations rates at community colleges and Tribal colleges tend to be for the same reasons: IPEDS data only tracks full-time students entering in the fall, whereas community colleges and Tribal colleges enroll higher rates of part-time students, and many enter the institutions in the spring. Lower admission standards at community colleges and Tribal colleges mean that a higher number of students require developmental education. Many of these students have work and family responsibilities that are common for the non-traditional college student. All these factors contribute to student stop-out during their educational journey.

As a Carnegie classified associate granting institution, the average age of incoming freshman is 29, and 81% of full time students receive a Federal Pell Grant (Statistics, 2016). Over the last four semesters, 66% of incoming freshmen needed remedial work in math; 38% of incoming freshman needed remedial work in English writing and reading.

SBC Placement Testing Results for Developmental Education			
Semester	Number of Students	Developmental Math (MATH 099 & 101)	Remedial English (ENGL 099)
Fall 2015	107	67%	44%
Spring 2016	84	30%	35%
Fall 2016*	104	86.5%	40%
Spring 2017*	133	79.6%	33%

*\*Accuplacer replaced the ACT COMPASS exams after SP-16. The math cut scores may need to be reviewed by department faculty to see validity compared to course completion and grades.*

Not only will additional developmental courses cause students to attend college longer, but also the lack of college level skills may contribute to student dropout or withdrawal from college.

Persistence rates in higher education are crucial for students to attain associates or bachelor degrees. A longitudinal study conducted by the National Center for Education Statistics (NCES) tracked students entering institutions in 2011-12 found that the most persistent groups of students were those 19 years or younger, students who were or Asian, White, or Hispanic descent, and those students who were considered traditional students. Students who were older than average, Native American, and identified as nontraditional (worked full time, had children, among other characteristics) were the students who often did not persist (McFarland et al, 2017).

Armed with a purpose, first-year freshmen advisors and faculty began to brainstorm areas where retention and persistence were a problem at Sitting Bull College. The conversation circled around first year freshmen and the idea of creating a transition year not only to orientate students to the institution and college life, but also to create a focused learning community that engaged students, speak to institutional values, and reinforce campus culture. This first year experience (FYE) cohort planned to immerse students in effective learning skills and strategies across the freshmen curriculum. In addition, team building and group work would be included to create a sense of identity and unity among the cohort group, and all course themes would be cross-curricular, focusing on critical thinking and complex reasoning skills. Although the cohort group would take the same types of courses as the other freshmen (math, Composition I, Intro to Computers, and First Year Learning Seminar for a total of 12-15 credits), the students in the FYE cohort would be grouped together in classes sized no larger than 18, and all students would be in the same courses together.

### **Research Questions**

1. Will the FYE cohort group have better attendance during the first semester of classes than the regular group of freshmen?
2. Will the FYE cohort group report stronger engagement in the institution than the regular group of freshmen?
3. Will the FYE cohort group persist into the next semester of classes? Will they have a higher retention rate (fall-fall)?

### **Limitations**

Sample size and selection within the scope of this project was certainly a limitation of this research study. This quasi-experimental research study attempted to distinguish if students in the FYE cohort group (N=15) persisted through their freshman year in contrast to the regular freshmen students (N=56). Ultimately the goal of the FYE cohort strategy were to positively influence retention and graduation rates of students attending Sitting Bull College.

### **Resources**

Faculty teaching the first year students were key resources to this research project. Equipped with a skeleton structure of ideas, the FYE faculty group met periodically during the summer of 2017 to brainstorm activities. The collaborative group used one drive sharing.

### **First-time and Transfer Student Orientation**

First-time and transfer student orientation was held during the second week of classes during students' scheduled first year learning courses. Students from the satellite sites were provided bus passes to attend. Students provided excellent comments with regards to this process. The Vice President of Operations welcomed the students, provided a history and profile of the college including demographics of students, faculty, staff, administration, and Board of Trustees. The students were provided information regarding student and academic policies including the Lakota/Dakota values, student code of conduct, and the student grievance process. The Director of Financial Aid reviewed the financial aid process with students. The importance of where to find information was stressed to students numerous times. Each student was shown how to access information from the College website, email, and MySBC. Most importantly, it was stressed to students that if you can't find the information, ask someone and that SBC has an open door policy

and students are welcome. Students were provided lunch and given an opportunity to meet with their degree advisors. The final activity included a tour of the campus.

In addition, orientation topics will be an ongoing topic in the FYLE course to ensure that students receive important information. Emphasis to attend orientation needs to be stressed by all instructors of first-time freshman. A special orientation continues to be held for the construction technology certificate students to ensure they are aware of issues specifically to their programs.

### **PSYC 100 First Year Learning Experience**

SBC requires all new students to complete a First Year Learning Experience Course.

In the **Fall 45** total student were enrolled in the PSYC 100

62% or 28 were First Time Freshmen/Transfer Students

71% or 20 of the First Time Freshman/Transfer students

#### **Course Success**

64% or 29 of all Students passed

16% or 7 of all Students failed

20% or 9 of all Students withdrew

In the **Spring 47** total student were enrolled in the PSYC 100

.

75% or 35 were First Time Freshmen/Transfer Students

40% or 19 of the First Time Freshman/Transfer

#### **Course Success**

61% or 29 of all Students passed

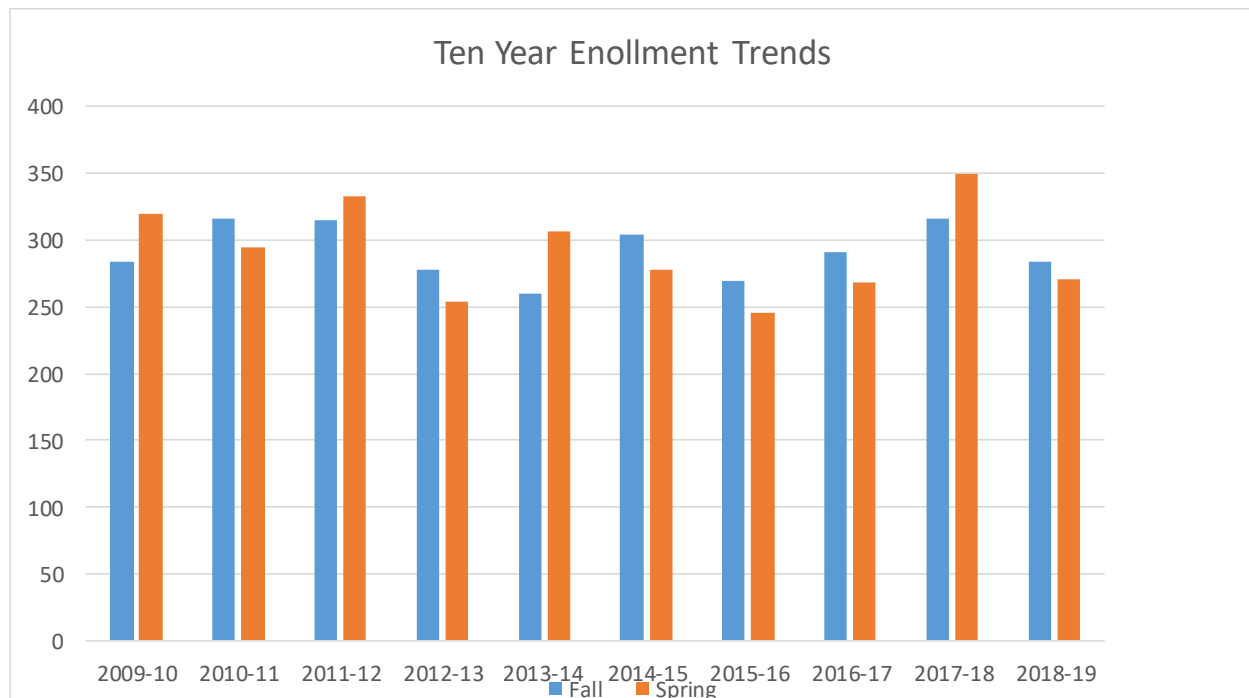
28% or 13 of all Students failed

11% or 5 of all Students withdrew

Recommendation: Improve coaching with all students in the FYLE courses to increase pass rates

## **Enrollment Trends**

Enrollment trends for students since the fall of 2009 are shown in the following table:



SBC's enrollment for 2018-2019 declined from previous year in the fall, but in the spring increased from the previous semester.

In 2018-2019 student services continued to do recruitment efforts with area schools through outreach to the schools or by holding college awareness on SBC's campus. The following contacts were made with high school students:

09/25/2018 Solon High School

- 9 students attended SBC Student Summit

2018/10/26 Mobridge Pollock High School

Tim Krahler, Lindsay Sandquist, Jan Brockel and Gina Holman

- 7 students attended the meeting
- 3 more were interested in attending but were unable to make it
- 1 Senior stated they would be attending SBC for their first year

2018/11/09 College Application Day- Fort Yates

- 9 students visited the SBC booth

2018/11/27 Standing Rock High School Seniors

- 28 Students attended
- 5 students have applied and plan to attend the spring 2019 Semester

2018/12/7 Wakpala High School

Outreach Coordinator, Wayne Shelly- Criminal Justice, Glen Philbrick- Business



- 17 Students attended
- 5 plan to attend SBC in the fall

2018/12/13

- Sent email to all SR and surrounding school to do presentations, visit the school or give a tour of SBC

2019/1/31 Wakpala High School College & FAFSA Day

- Reached 12 students
- 3 students sent in application
- 2 parents took applications home!

2019/3/6 Standing Rock High School Career Fair

- Reached 39 students
- 20 students took application packets home

2019/3/7 Mailed SBC brochures and promotion items to

- Northbrook High School in Houston, TX- College Week
- Rolla High School – after prom

2019/3/8 McIntosh High School Visit

- Visited with 1 Senior & 2 juniors all interested in SBC. Senior has applied.

2019/3/8 Promotion items sent

- McIntosh and McLaughlin High School for Prom.

2019/3/8

- Sent email to all SR and surrounding school to do presentations, visit the school or give a tour of SBC

2019/4/24 Fort Yates Public School Career Fair

- Reached 112 students

2019/4/24 CDC Summit Booth at PKC

- Reached 37

Fourteen recruitment activities incurred during 2018-2019 that reached 236 (duplicated) potential students.

# **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 ESSENTIAL LEARNING OUTCOMES***

1. Students will gain knowledge of human cultures and physical and natural world:

through study in the science and mathematics, social sciences, humanities, histories, languages, and the arts.

Assessment Tools: CAAP, Tribal Knowledge Pre/Post Test, Math/Science embedded final questions.

2. Students will gain intellectual and practical skills:

through inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, and information literacy.

Assessment Tools: CAAP, Computer end of course assessment, Composition/Essay and Speech end of course assessments.

3. Students will display personal and social responsibility:

through civic knowledge and engagement – local and global, intercultural knowledge and competency, ethical reasoning and action, and foundations and skills for lifelong learning.

Assessment Tools: Noel Levitz Student Satisfaction Survey, Community College Survey of Student Engagement, and Employer Survey.

4. Students will display integrative and applied learning:

through synthesis and advanced accomplishment across general and specialized studies.

Assessment Tools: Institutional Outcomes Survey, Employer Survey, and Alumni Survey.

## **GENERAL EDUCATION REQUIREMENTS**

The following general education requirements must be completed for an Associate of Arts, Associate of Science, and Associate of Applied 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.

<b><i>Skills/Student Outcomes</i></b>	<b>Course offered by Degree</b>			
	<b>Associate of Arts</b>	<b>Associate of Science</b>	<b>Associate of Applied Science</b>	<b>Bachelor of Science</b>
<i>Writing Skills Institutional Outcome (1)</i> <i>Essential Learning Outcome (2)</i>	ENGL 110 Composition I - 3 cr. ENGL 120 Composition II - 3 cr.  <b>Students will be able to complete an essay and a research paper using APA style.</b>	ENGL 110 Composition I - 3 cr. ENGL 120 Composition II - 3 cr.  <b>Students will be able to complete an essay and a research paper using APA style.</b>	ENGL 100 Applied English or ENGL 110 Composition I - 3 cr.  <b>Students will be able to write effective business communications; memorandums, letters, reports, and proposals.</b>	ENGL 110 Composition I - 3 cr. ENGL 120 Composition II - 3 cr.  <b>Students will be able to complete an essay and a research paper using APA style.</b>
<i>Communications Institutional Outcome (1)</i> <i>Essential Learning Outcome (2)</i>	COMM 110 Speech – 3 cr. <b>Students will be able to use critical thinking to speak effectively in front of an audience.</b>	COMM 110 Speech – 3 cr. <b>Students will be able to use critical thinking to speak effectively in front of an audience.</b>	COMM 100 Applied Communications or COMM 110 Speech – 3 cr. <b>Students will be able to use critical thinking to speak effectively in front of an audience.</b>	COMM 110 Speech – 3 cr. <b>Students will be able to use critical thinking to speak effectively in front of an audience.</b>
<i>Mathematics Institutional Outcome (1,3)</i> <i>Essential Learning Outcome (1,2)</i>	MATH 103 College Algebra - 4 cr. <b>Students will also learn the manipulation skills that are basic to the field of algebra.</b>	MATH 102 Intermediate Algebra – 4 cr. <b>Students will also learn the manipulation skills that are basic to the field of algebra.</b>	MATH 100 Applied Math or higher - 3 cr. <b>Students will learn to organize information according to mathematical structure and to utilize concepts.</b>	Varies by program with minimum requirements of MATH 103 College Algebra - 4 cr. <b>Students will also learn the manipulation skills that are basic to the field of algebra.</b>
<i>Student Success Institutional Outcome (3)</i> <i>Essential Learning Outcome (3, 4)</i>	PSYC 100 First Year Learning Experience – 3 cr. SOC 100 Transitions-Graduation & Beyond– 2 cr. <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>	PSYC 100 First Year Learning Experience – 3 cr. SOC 100 Transitions-Graduation & Beyond– 2 cr. <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>	PSYC 100 First Year Learning Experience – 3 cr. SOC 100 Transitions-Graduation & Beyond – 2 cr. <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>	PSYC 100 First Year Learning Experience – 3 cr. SOC 100 Transitions-Graduation & Beyond – 2 cr. <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>
<i>Culture/History Institutional Outcome (4)</i> <i>Essential Learning Outcome (1, 3)</i>	NAS 101 Lakota/Dakota Language I - 4 cr. <b>Students will learn the language to appreciate the ways the dialects are used to teach history and enhance culture.</b>	NAS 101 Lakota/Dakota Language I - 4 cr. <b>Students will learn the language to appreciate the ways the dialects are used to teach history and enhance culture.</b>	NAS 101 Lakota/Dakota Language I - 4 cr. <b>Students will learn the language to appreciate the ways the dialects are used to teach history and enhance culture.</b>	NAS 101 Lakota/Dakota Language I - 4 cr. NAS Elective – 3 cr. <b>Students will learn the language to appreciate the ways dialects are used to teach history and enhance culture.</b>

<i>Humanities or Social &amp; Behavioral Science Institutional Outcome ( 2, 3)</i> <i>Essential Learning Outcome (3)</i>	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. <b>Students will learn to explore and appreciate the development and interaction of elements of multiple cultures.</b>	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. <b>Students will learn to explore and appreciate the development and interaction of elements of multiple cultures.</b>	Not applicable	Varies by program – 3 cr. -15 cr. <b>Students will learn to explore and appreciate the development and interaction of elements of multiple cultures.</b>
<i>Health/Physical Education Institutional Outcome ( 3)</i> <i>Essential Learning Outcome (3)</i>	Any two (2) one-hour course or any one (1) two-hour course - 2 cr. <b>Students will learn to explore and experiment with different forms of health/physical education.</b>	Any two (2) one-hour course or any one (1) two-hour course - 2 cr. <b>Students will learn to explore and experiment with different forms of health/physical education.</b>	Any two (2) one-hour course or any one (1) two-hour course - 2 cr. <b>Students will learn to explore and experiment with different forms of health/physical education.</b>	Any two (2) one-hour course or any one (1) two-hour course - 2 cr. <b>Students will learn to explore and experiment with different forms of health/physical education.</b>
<i>Laboratory Science Institutional Outcome ( 1, 3)</i> <i>Essential Learning Outcome (1, 2)</i>	Any two (2) science course - 8 cr. <b>Students will learn to explore sciences and how it interacts with themselves, their communities, and the universe.</b>	Any one (1) science course - 4 cr. <b>Students will learn to explore sciences and how it interacts with themselves, their communities, and the universe.</b>	Not applicable	Varies by program - 8cr. -12 cr. <b>Students will learn to explore sciences and how it interacts with themselves, their communities, and the universe.</b>
<i>Computer Applications Institutional Outcome ( 3)</i> <i>Essential Learning Outcome (2, 4)</i>	CSCI 100 Introduction to Computer Application – 3 cr. <b>Students will learn to become computer literate.</b>	CSCI 101 Introduction to Computer Application – 3 cr. <b>Students will learn to become computer literate.</b>	CSCI 101 Introduction to Computer Application – 3 cr. <b>Students will learn to become computer literate.</b>	CSCI 101 Introduction to Computer Application – 3 cr. <b>Students will learn to become computer literate.</b>
<i>Total Credit Hours Required</i>	<b>41 credits</b>	<b>34 credits</b>	<b>23 credits</b>	<b>40 – 57 credits</b>

General education requirements for certificate vary according to the program of study.

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, 34.94% of new students were placed in developmental English, which was a decrease of 17% from 2012-2013. 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.

In an effort improve retention rates and completion rates for developmental English rates, Sitting Bull College in the fall of 2014 implemented a linking of the Developmental English course with regular college level English course.

- Students take ENGL 099 & ENGL 110 in the same semester
- Approval from Curriculum Committee to change ENGL 099 from four credits to two
- ENGL 099 2 credits
- ENGL 110 3 credits
- Instructors would team-teach content

Linking of courses is not a new concept, but new to SBC. It has been felt that it is discouraging when new students enter SBC and are required to enroll in all developmental classes. Therefore, the linking is a means of providing them the developmental education along with a college level course at the same times.

### **ENGLISH DEPARTMENT COURSE ASSESSMENTS 2018-2019**

#### **DISCUSSION:**

English 110 (099 included as a co-requisite) students were asked to write an essay on demand on a given prompt. The process of the assignment was given exactly alike in that students had 40 minutes to pre-write, write, and proofread an essay on the prompt. Students put only their student ID#'s on the essay. The pre-assessment is given at during week 1 or 2; the post-assessment is given during week 15 or 16 of the semester.

The writing process at Sitting Bull College includes prewriting, rough draft, and final draft (in addition to other strategies). In keeping with these strategies, students are asked at the end of the semester to use the pre-assessment as a prewriting or rough draft. They are allowed 40 minutes to edit and revise the essay.

Essays were then gathered, re-formatted to be the same font/spacing, and given to the English Instructors to rate after an intense norming process. All essays were read by two readers. If the essay score was more than one point difference, the essay content was discussed so the raters could come to a consensus on a more unified score.

**Essay prompt for Fall 2019:**

Many recent college graduates have faced record levels of unemployment. This situation has led people to question what they value about higher education. Some high school students and their parents are wondering if a college education is worth the cost. Others, however, believe that a college education prepares students for more than just a job or career. In your view, should students take on the time and financial burden to attend college if they are not guaranteed a better job or career?

In your essay, take a position on this question. You may write about either one of the two points of view given or you may present a different point of view on this question. Use specific reasons and examples to support your position.

**Essay prompt for Spring 2019:**

There is no doubt that cell phones have become common technology and have some sort of presence in most people's lives. Whether being used to snap a selfie, send a text, check social media, or even make an actual phone call, cell phones are everywhere and perform a variety of functions.

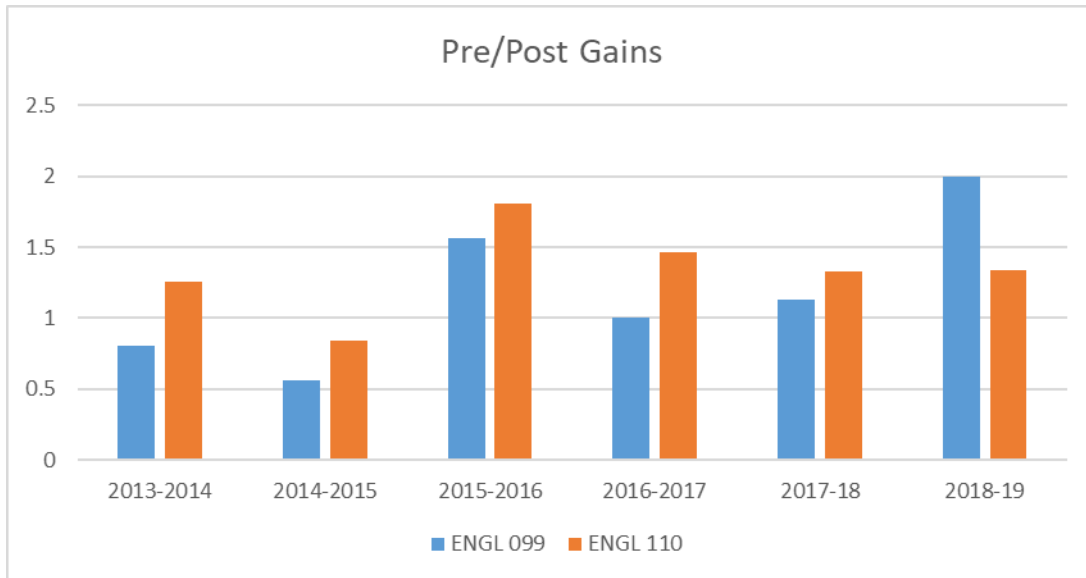
Although cell phones enable people to stay connected and up-to-date, there are some concerns with their use in the college classroom. Recently, those who oppose cell phone use within the college classroom cite research that shows how distracting cell phone use can be, to both the user and others. Additionally, both instructors and peers can view cell phone use during class as disrespectful. On the other hand, students and staff argue that college students are adult learners, and can manage their cell phone use appropriately. Furthermore, some instructors note that cell phones can be a handy learning tool and actively incorporate them into their class activities.

In your opinion, is it a good idea for instructors to allow the use of cell phones within the college classroom? In your essay, take a position on this question, using specific reasons and examples to support your opinion.

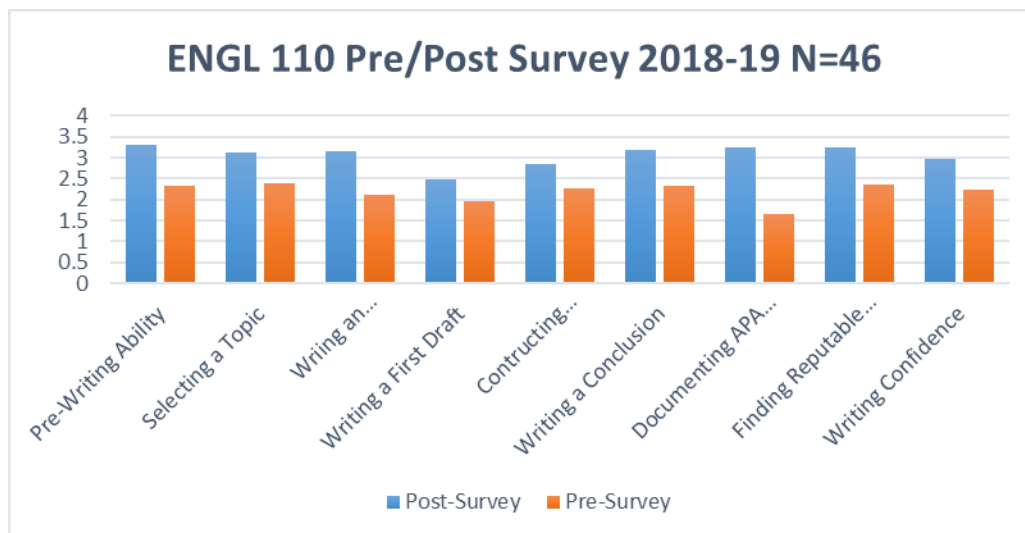
**RESULTS**

<b>2018-19 Courses</b>	<b>PRE</b>	<b>POST</b>	<b># OF STUDENTS</b>
ENGL 099	1.4	3.4	10
ENGL 110	3.17	4.51	35

Overall, students gained more than a point to from pre-test to post-test. We were able to see that students are progressing in their writing abilities from our 099 courses through our 110 courses.

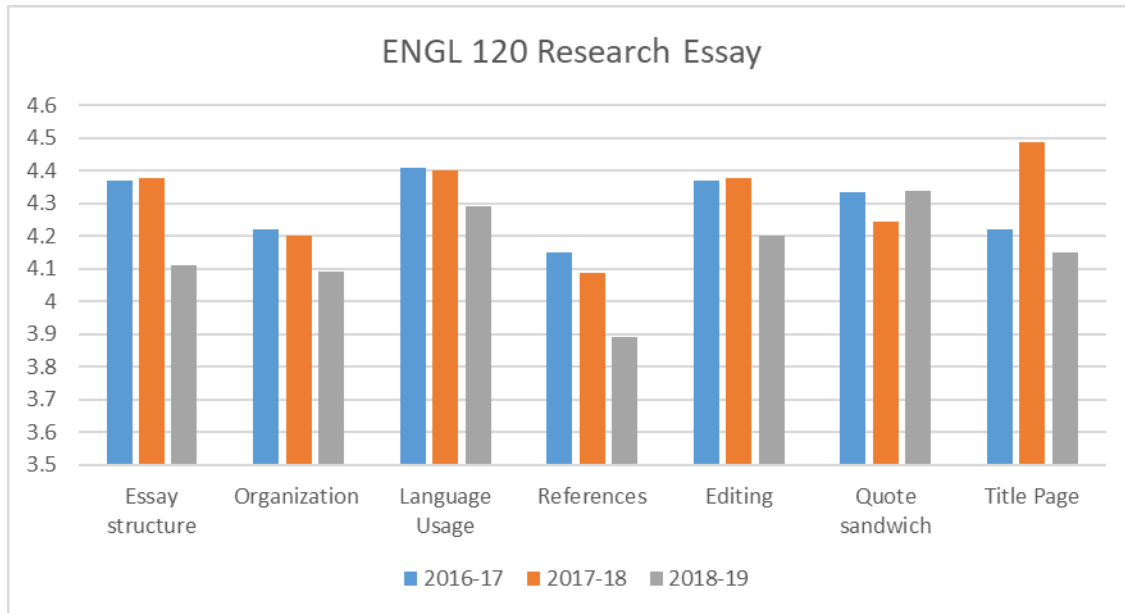


**Indirect Assessment:** Students in ENGL 110 are asked to complete a pre/post survey on their research writing comfort level. Forty-six students completed the survey for 2018-19, and students were did rate their comfort and experiences higher at the end of the semester. Below is the graph for the pre/post survey:

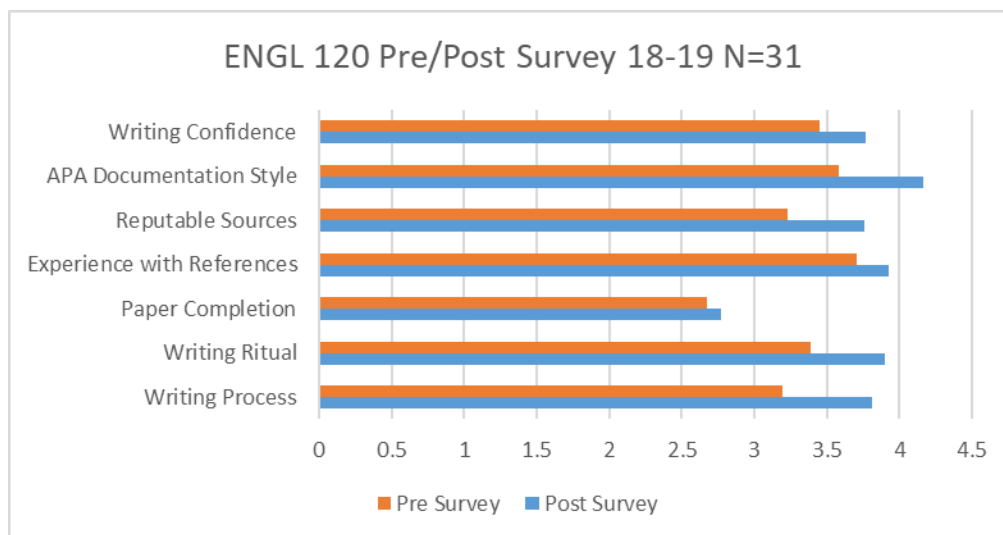


### **ENGL 120 Composition II:**

Students are asked to write a resaerch essay at the end of the semester, which is rated by the faculty of record on a five point rubric. Thirty-five students completed the assessment in 2018-19. They scored lower on references (3.89) and highest on the title page (4.34). Below is a comparison from 2016-17 to this year.



**Indirect Assessment:** Students in ENGL 120 are asked to complete a pre/post survey on their research writing comfort level. Thirty-one students completed the survey for 2018-19, and students were did rate their comfort and experiences higher at the end of the semester. Below is the graph for the pre/post survey:



## ACTIONS

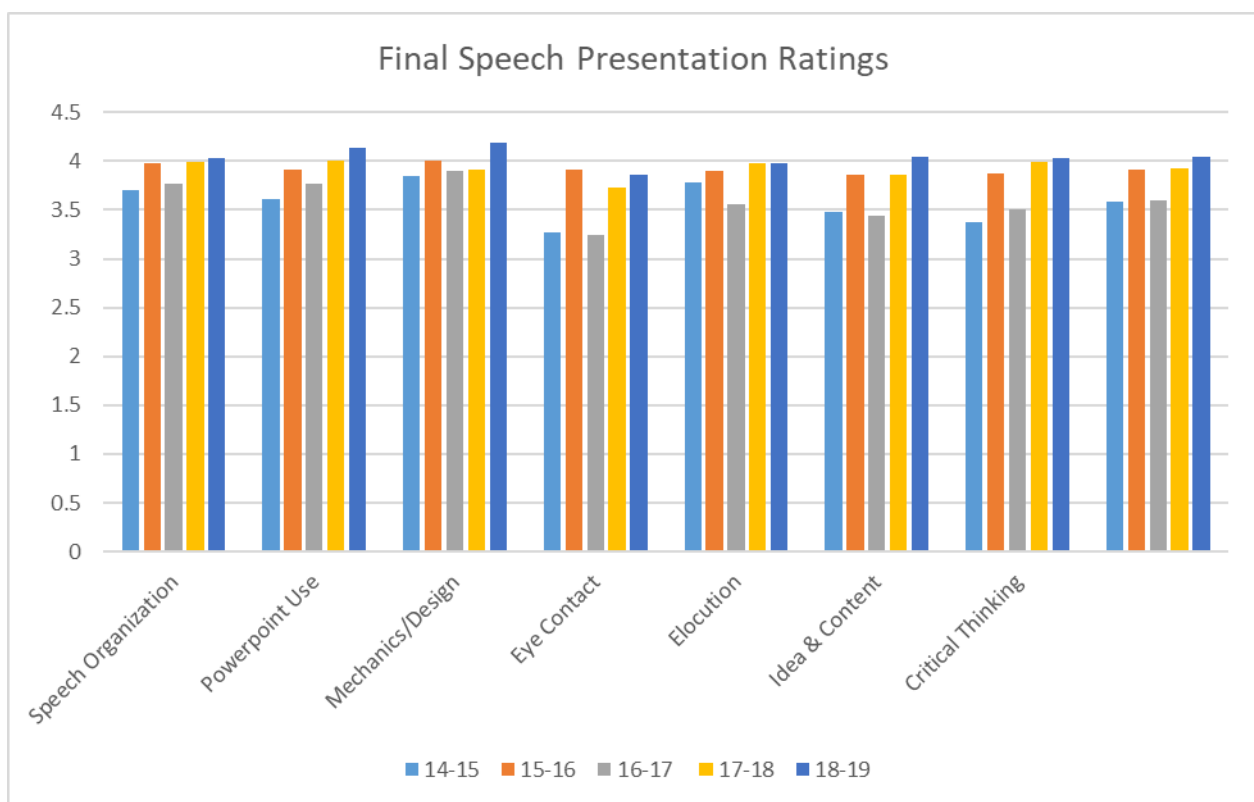
We will continue to monitor the on-demand writing process to see if we have overall findings for how to teach to our weaknesses. The holistic rubric is a little cumbersome, but is effective in rating. This is not effective for the ENGL 120 class, so we discontinued this pre/post for the class, but continue rating the research essay at the end of the course. More discussion on how the faculty of



record score the research essay, since it is possible that the expectations have risen yet are not congruent with the rubric expectations. Perhaps more than one faculty member needs to rate the research essay for additional validity.

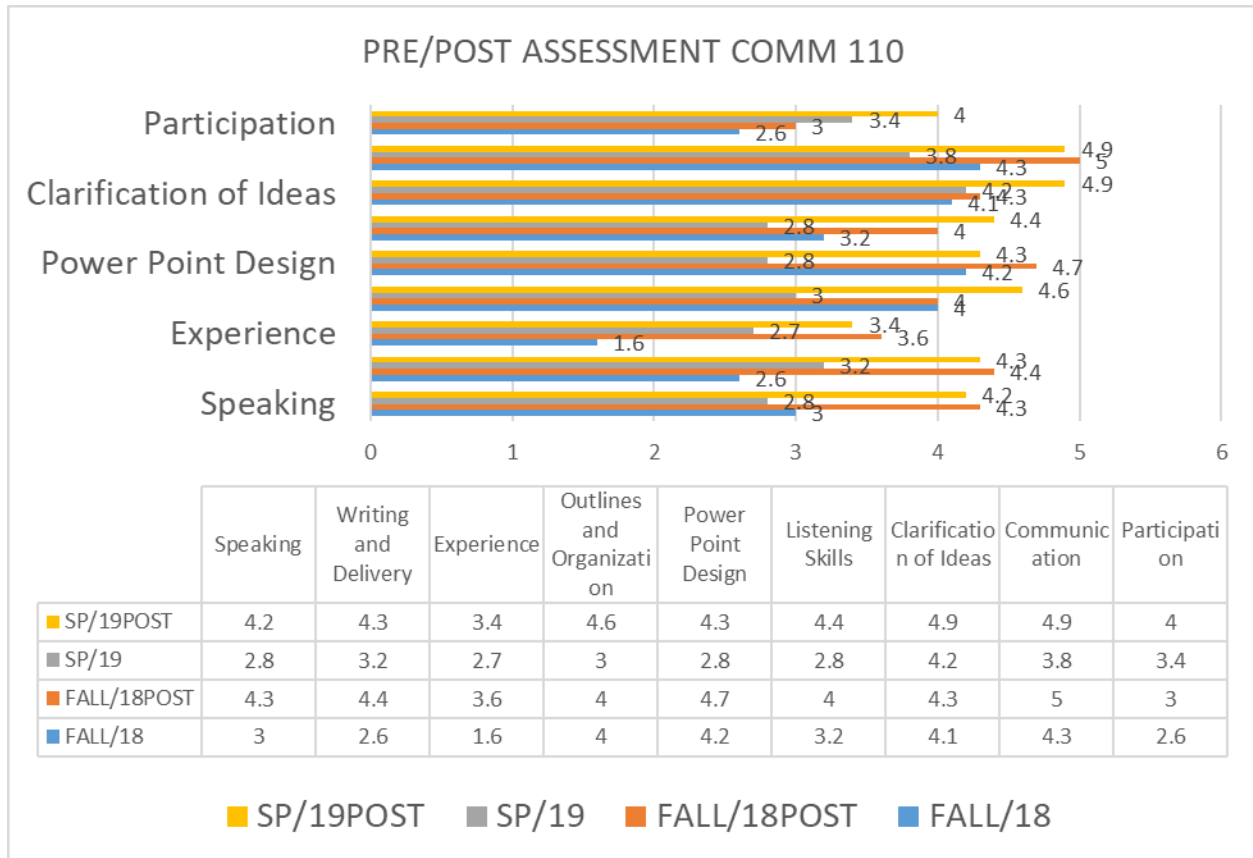
### COMM 110 Fundamentals of Public Speaking

Students taking COMM 110 are asked to present a persuasive power point speech at the end of the semester to three faculty members. This year, students scored lowest in *eye contact* and *elocution* and highest in *PowerPoint use* and *mechanics and design* out of a 5 point rubric. Overall, the department is pleased with the continued improvement in the speech presentations.



### Indirect Measure - Speech Survey Data 18-19

Speech students were asked to complete a pre/post speech comfort survey during the 2018-19 year. On a 5 point Likert scale, the pre-survey average was 3.23 and the post-survey average score was 4.22, for an average gain of .99.



#### **DATA ANALYSIS**

SP/19 Pre Survey / 18 Students / Average 3.18  
 SP/19 Post Survey / 20 Students / Average 4.30  
 GAIN = 1.12  
 FALL/18 Pre Survey / 20 Students / Average 3.28  
 FALL/18 Post Survey / 11 Students / Average 4.14  
 GAIN = .86

### **ACTIONS**

The speech assessment has improved the department's ability to see growth in students and raise expectations for speech delivery. The five year data helps the department make instructional changes to meet the needs of learners at Sitting Bull College. Additional training on rating with the rubric needs to be done if one faculty member cannot attend a final speech session, especially at the satellite sights. This will help ensure valid and reliable ratings for the future.

## **MATH**

### **DISCUSSION**

Sitting Bull College has four levels of math. Degree requirements vary from Math 102 Intermediate Algebra to Math 103 College Algebra. Assessment is completed for Math 102 and 103 through embedded questions on the final exam. The pre-entry level freshman data indicates that 29.76% of the student test into Developmental Math 099 or Math 101; this is a decrease of 16.24% from 2012-2013. Also, completion rates range from the 40 to 80 percentile as indicated by the following table.

Twenty-seven out of 32 students completed Math 099 in one semester of which 27 students enrolled in Math 099 also completed the Performance Evaluations equivalent to Math 101 completion. 12 out of 16 students completed Math 101 in one semester of which 12 students the Performance Evaluations equivalent to Math 102. 28 of 34 students enrolled in Math 102 or Math 103 completed all 38 Performance Evaluations which is completion of Math 103 (NOT including students that withdrew or failed to attend class after midterms).

### **ACTION**

Math 099 and Math 101 students should not be included in the classes with Math 102 and Math 103. They need more one on one instruction and that just can't happen when all four levels are together.

Cohort group shows positive evidence to continue, attendance group support are strong.  
Actions taken to improve and/or enhance students learning in the Math 102 and Math 103:  
Discontinue Ipads, many students are not familiar with Apple, continue with Open Stax textbooks.  
Implement use of Wacom tablet and post lessons (videos).

## **CSCI 101 Introduction to Computers**

A total of 60 students completed the CSCI 101.  
97% of the students exhibited the level of competency in Microsoft Office.

### **ACTION**

New this year, all CSCI 101 Introduction to Computer Applications courses followed the same outline. Instructors taught each section in the same order: Microsoft Word, Microsoft PowerPoint and Microsoft Excel with ongoing instruction in Outlook and MySBC online resources. This helped alleviate any problems for students that might have needed to switch classes from one campus to another in the middle or anytime during the semester.

Previous assessment tools were scattered amongst adjunct faculty. A new assessment tool had been updated the current academic year.

The new assessment checklist was fully implemented this academic year. Each instructor kept data on each individual student throughout the semester.

With the new assessment tool, instructors will be able to look at individual student scores and pinpoint exactly where the student is having trouble.

This tool will be self-assessed by student at the beginning of the semester as an indirect tool.

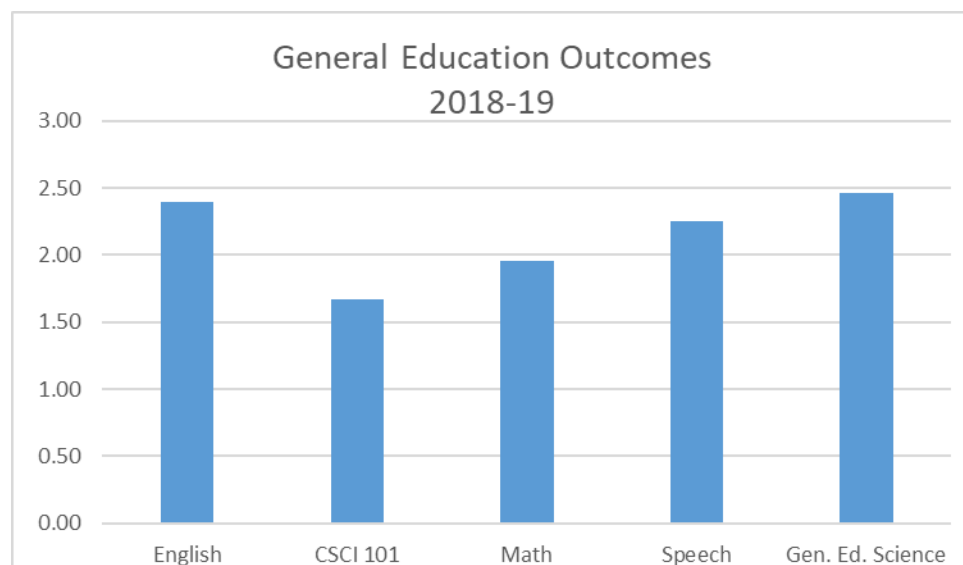
## RECOMMENDATIONS FOR NEXT YEAR

Make sure all instructors implement the indirect tool at the beginning of each semester.  
Continue to use MySBC for course assignments, testing, and grading.

## CULTURE/HISTORY

The assessment for the NAS department continues to be a discussion for the Assessment Committee. Currently, a pre and posttest is completed by students on the culture and history. The test has been administered to the First Year Learning Experience students as a pre-test and Transition to Work and Beyond students as a posttest. The results of the test has been dismal as the test is very specific to dates, treaties, etc., which are not taught to students on a regular basis. The Assessment Committee will work with the NAS department to revise the test to be more appropriate to the culture/history integration.

The 2018-2019 general education core Assessment Committee evaluation results are as follows:



### Computers – General Education

Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Strengths of Program Assessment	Opportunities for Program Assessment
2	1	1	1	Assessment alignment across faculty.	Full implementation of assessment goals and tools.
3	2	2	0		The presenter did not talk about how the cohort model works, since they do not follow the order (word, excel, PowerPoint)
2	1	2	2	Good layout. Good job on power point.	Give students more practice in computer applications. Students need to be taught how to prepare posters.
3	2	1	2		

3	2	2	0	The recommendations for next year are practical and feasible.	Add more information to the analysis section. The analysis was a bit short.
2	2	1	1		
2.50	1.67	1.50	1.00		
Composite Score -		167			

#### English– General Education

Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Strengths of Program Assessment	Opportunities for Program Assessment
3	2	2	2		English faculty should take the ACCUPLACER test to see if there are issues with the testing.
3	2	2	1		All three faculty should take the ACCUPLACER test. Resource of Best Practices for every program (examples) on shared drive.
2	2	2	3	Layout is good. The graph is cool. I love it.	Place students in English courses that benefit them more.
3	3	2	2	The summaries were helpful. I can understand the results and analysis.	NA
3	3	3	3		Develop APA writing template
2.80	2.40	2.20	2.20		
Composite Average		2.40			

#### Speech – General Education

Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Strengths of Program Assessment	Opportunities for Program Assessment
3	2	2	1		
3	2	2	1	You did a great job explaining what is working.	NA
3	2	2	2		
2	2	2	2	Good lay out. Graph is cool. Post and pre-assessment is admirable. Continue doing the same.	Students need to be exposed more to public speaking
3	3	3	3		
2.80	2.20	2.20	1.80		
Composite Average		2.25			

#### Math - General Education

Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Strengths of Program Assessment	Opportunities for Program Assessment
2	3	3	2		
3	2	2	1	Good job at trying to assess skills in a different manner	There is not a goal. Is the 90% a goal; if so, how are you analyzing how students are meeting that goal?
2	1	2	1	Competency is a great way to ensure students are understanding math.	What types of comparisons need to be completed. In addition, how will assessment be changed to address the P grades?
3	1	2	1		1. Complete or Master (1-14) etc. How

					are we addressing grading?
2	2	2	3	Good details and layout	Compare class sizes but not the sites
3	1	2	1		Explanation is needed for this document. My concern is that the competency is not met through the tool administered.
2.50	1.67	2.17	1.50		
Composite Average		1.96			

#### Science – General Studies

Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Strengths of Program Assessment	Opportunities for Program Assessment
3	3	3	3		
3	2	2	1		Use of Google doc for assessment. This would help to ensure that all general education is being assessed.
3	3	2	2		
3	2	2	1	Good data collection.	Course scheduling and degree plan/maps need to be reworked to eliminate conflicts with other courses and programs.
2	2	3	2	Good improvement	Higher enrollment in the program may be achieved with the proposed (out of campus) enrollment drive.
3	3	3	3		
2.83	2.50	2.50	2.00		
Composite Average		2.46			

In addition, Sitting Bull College administers the ETS HEIghten Exam that is the standardized, nationally normed assessment program from ACT that enables postsecondary institutions to assess, evaluate, and enhance student learning outcomes and general education program outcomes.

Sitting Bull College assess graduates in two areas each academic year on a rotating basis. SBC students graduating in 2018-19 were assessed quantitative literacy.

#### ETS HEIghten Exam 2018-2019 Results N=28

Test Scoring Range = 150-180

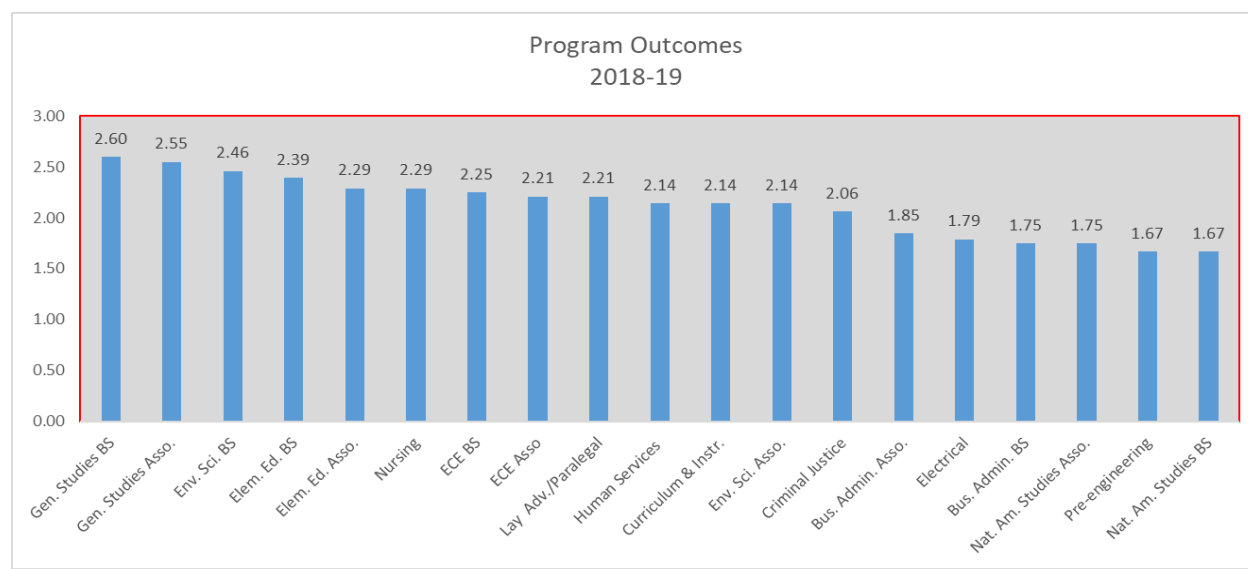
	Quantitative Literacy	Written Communication
SBC 18-19 Scores	156.93	160.48
National Average Score 2015-18	164	164.8

	<b>Quantitative Literacy Honors</b>	<b>Written Communication Honors</b>
<b>2018-2019 (28)</b>	1	1
<b>Degree</b>	Nursing	Environmental Science/Education

## 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, and measurement goals. Findings, analysis of data and action or recommendations are completed at yearend. In addition, in 2018-2019 the Assessment Committee required that all program assessment plans to include both direct and indirect measurement tools. Faculty were provided documents that explain the difference between direct and indirect measures, along with examples. In addition, at the end of the year, programs faculty are also 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 SBC shared server and website.

The 2018-2019 program Assessment Committee evaluation results are as follows:



**Business Administration – Associate**

Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Strengths of Program Assessment	Opportunities for Program Assessment
2	1	2	1		
2	2	2	1	Liked the oral group presentation. This need to be initial steps to make shy students develop some confident.	Students need to have group activities but maybe presentation be individual. Emphasize on some accounting concepts. Re-arrange your sections. Check on your outcomes and they need to match what is in the bulletin.
3	1	2	1		Internship planning semester ahead.
3	2	2	1		
3	3	2	1		
2	1.80	2	1		
		Composite Average	1.85		

**Business Administration – Bachelor**

Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Strengths of Program Assessment	Opportunities for Program Assessment
2	1	2	2		Separate data/classes to improve analysis. No recommendations from past or for present?
2	1	2	1		Would like to see more emphasis on the program outcomes and less on the course outcomes.
3	3	2	1		
2	1	2	1	Group presentation is good...General layout is cool. Continue your good connection with NASA. The NASA internship is cool.	In the bulletin, there is no outcome #6 so move data from outcome 6.
2.25	1.5	2	1.25		
		Composite Average	2.06		

CDL – Certificate – No report - No instructor for the spring semester.

Construction Technology – Associate – No report – No instructor for spring semester

**Criminal Justice – Associate**

Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Strengths of Program Assessment	Opportunities for Program Assessment
3	2	1	2		
3	3	2	2	The assessment is data intensive. The report has adequate discussion concerning the results of the measurements.	The score for last year's recommendations is based off of the proposal going to Curriculum Committee.
3	3	3	3	Again, you did an excellent job of collecting and analyzing the data for your program.	
3	2	2	1	Good analysis	Additional assessment tools beyond the test and indirect. Possible more hands on assessment measures.
3	3	3	2	Well documented and organized	program assessments appeared to be



				assessment/ content knowledge	implemented throughout program
3	3	2	2		
2	1	2	2	Good. Students are passing	The report need to be short but compact (Summarized). Change the program outcomes to match what is in the bulletin
2.50	2.13	1.88	1.75		
		Composite Average	2.06		

#### Early Childhood – Associates

Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Strengths of Program Assessment	Opportunities for Program Assessment
3	3	2	2	Good job.	
3	3	3	1	Nicely done.	Encourage introduction in Lakota language.
3	2	2	1		
3	3	3	3		
3	1	1	1	The findings are explained thoroughly. If a goal was not met, an explanation was provided.	For outcome 5, provide more information in the analysis section. List the tools in the recommendation.
2	2	2	1	Good layout	Expose students to cultural diversity by inviting both internal and external speakers of diverse cultural and regional background.
2.83	2.33	2.17	1.50		
		Composite Average	2.06		

#### Early Childhood – Bachelor

Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Strengths of Program Assessment	Opportunities for Program Assessment
3	3	3	2	Nice job.	
3	3	3	3		
3	3	2	1	Good collection of findings, followed by thorough analysis, and thoughtful recommendations.	Eliminate non-teaching track.
3	2	2	1	The findings were written thoroughly.	For 1B, state in the analysis why the goal is not met.
3	2	2	1		
2	1	2	1	Good layout format	Students can be more exposure to cultural diversity
2.83	2.33	2.33	1.50		
		Composite Average	2.25		

### Electrical – Certificate

Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Strengths of Program Assessment	Opportunities for Program Assessment
2	3	2	2	The reasons for students succeeding is helpful. The measurements where numbers of students who completed the assessment or exam is helpful. Listing the challenges is helpful in regards to obtaining a house or structure to practice on.	For outcome #1, include # of students who completed the exam. Explain what tool or exam can be used since the one exam is not available.
2	2	2	2	Good. Figures are given but re-arrange and fill in the missing findings.	The new electrical lab will really help in assessing the students.
2	2	2	2	Practical/applied testing with knowledge exam.	Improved analysis of findings connecting to actions.
2	2	2	1	Nice presentation. Good mix of practical and academic assessments.	You explained the lack of data in outcome 1 adequately; that you will have data next year after the alterations in assessment.
2	1	1	1		
2	1	2	1	real life experiences wiring houses (real life training)	Assessment Pass/fail wiring electrical related requirements
2	2	2	1		
2.00	1.86	1.86	1.43		
		Composite Average	1.79		

### Education – Associate

Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Strengths of Program Assessment	Opportunities for Program Assessment
3	3	3	2	The assessment shows students strengths within educational content areas. Assessment shows main components within the education department areas of focus.	Need an assessment linked with standards
3	2	2	2	Good job.	
3	2	2	1		
2	2	2	2	Good lay out.	Need for more exposure to international/out of college culture.
3	3	3	0	Good Analysis	
3	2	2	1	The findings were calculated and presented nicely. 1C has a great explanation and recommendation.	Questions I have were: why did the student in 1B not meet the goal? Why did scores increase in 2A? Why do students have a good grasp?
3	3	3	2		
2.86	2.43	2.43	1.43		
		Composite Average	2.29		

### Education – Bachelor

Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Strengths of Program Assessment	Opportunities for Program Assessment
3	3	2	2	Nice job.	
3	2	2	2		The linking of outcomes to standards CAEP and INTASC

3	3	3	1	Thorough. Detailed. Easy to follow. Good example of how to complete.	If schools are transitioning to electronic/online lesson plans, prioritize finding an instructional solution for this skill.
3	3	3	1		
3	2	2	1	The findings were accurate and easy to read. The recommendations were helpful in addressing goals not met.	Pursue your recommendations. The recommendations are viable.
3	3	2	3		link with state standards
3	2	2	2	Good layout	International Experience persons can give talks on global cultural differences
3.00	2.57	2.29	1.71		
		Composite Average	2.39		

#### Education – Master's

Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Strengths of Program Assessment	Opportunities for Program Assessment
3	3	3	3		
3	2	2	1		Required text: Publication Manual of the American Psychological Association, 6th Edition. All graduate students should have a copy of this. Monitor online, hybrid, IVN to not exceed 49% of all coursework. Use Turn-It-In.
3	3	2	2	Good job. A lot of data.	
2	2	2	2	Incorporating cultural component is good. Team work (Faculty) is encouraging.	Editing is needed making sure that the report year and course numbers are correct. The cultural experience need too be extended to global.
3	2	2	0	Assessment was developed around curriculum theory, design and delivery based on content components	Further develop APA requirements and data on APA progress throughout the program
3	2	2	1		Possible use of Turnitin
3	2	1	1	Recommendations provided were practical for success of the program and the students. Analysis for outcomes 3 and 6 are very thorough and well written.	Add a recommendation for outcome #2. Add to the analysis for outcome #4.
2.86	2.29	2.00	1.43		
		Composite Average	2.14		

#### Environmental Science – Associate

Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Strengths of Program Assessment	Opportunities for Program Assessment
2	2	1	1		Some of the assessment tools are measuring a number of outcomes, it was hard to determine if all objectives were met. Each one should be broke down, such as 1A, AB, ID, etc.
3	3	3	2	Good job. You have done a lot of work collecting and analyzing the data for your program. Thorough analysis.	
3	2	2	0	The findings provide several numbers	The analysis for EN 113 and Chem 115

				and results. Some of the recommendations are practical for the goal, such as the small writing assignments.	needed more information. It was difficult to determine what the reason for the results is.
3	3	2	2		
2	3	2	2		
2	2	2	2	There is good layout.	There need to be separation of ENS majors and none majors while reporting BIOL 150 and the rest. There is no need of partially including BIOL 150 in ENS assessment and also reported in GenED.
3	2	2	2		Weekly follow-up with research students.
2.57	2.43	2.00	1.57		
		Composite Average	2.14		

#### Environmental Science – Bachelor

Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Strengths of Program Assessment	Opportunities for Program Assessment
3	3	2	3	Thorough	Continue forward.
3	3	2	3		
2	3	3	3		
2	2	3	3	Good. Layout and presentation was professional.	Recruitment plan need to be in place to increase the number.
2	2	1	1		It would be great, if some of the assessment was broken down by oral and written, as students are required to present their research.
3	2	3	2	You have done a lot of work updating outcomes, and collecting and analyzing the data.	
2.50	2.50	2.33	2.50		
		Composite Average	2.46		

#### General Studies - Associate

Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Strengths of Program Assessment	Opportunities for Program Assessment
2	2	2	3	Good lay out incorporating cultural questions on Lakota language and history. Service learning projects is cool.	Work on figures and statistics correctly
3	3	2	3	The results, analysis, and recommendations are written thoroughly.	Your recommendations are feasible and reasonable. I see why you are debating the internship/service hours.
3	3	3	1	Service learning is good. Excellent place to stress workplace professionalism.	Native American Culture General Knowledge Post-Test needs to be reviewed and possibly rewritten by NS faculty. Review Service Learning: Is 5 hours enough? Is 1 credit course enough? Do as a practicum course, 45 hours vs 15 hours.
3	2	2	3	Good job showing years of recommendations.	
3	3	2	3		

2.80	2.60	2.20	2.60		
		Composite Average	2.55		

#### General Studies – Bachelor

Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Strengths of Program Assessment	Opportunities for Program Assessment
3	3	3	3	The analysis and recommendations are more than thorough.	NA
3	2	2	2		
2	2	3	3	Good lay out and forward plan	Need to have variety of choices (Research Topics)
3	3	3	1		Rework or rethink self evaluation. Look at new assessment as being informed weeks before end isn't working.
3	2	3	3		
2.80	2.40	2.80	2.40		
		Composite Average	2.60		

#### Human Services - Associate

Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Strengths of Program Assessment	Opportunities for Program Assessment
3	2	2	1		Add internship competencies.
2	2	3	2	Good use of course projects to meet program outcomes.	
3	3	2	2	You have done a lot of data collection and analysis, as usual. Good job.	
3	2	1	1	The numbers are excellent! You do a great job presenting the findings.	The analysis portion could use a bit more explanation.
3	2	3	2	assignments supported skills needed in other courses (research papers/ critical thinking skills)	N/A
2	2	2	2	The general lay out is good.	Change your outcome numbering e.g. 1 a1, 1a2, 1 a3 instead of having all as 1a . It is confusing. The program assessment summery
3	2	1	2		
2.71	2.14	2.00	1.71		
		Composite Average	2.14		

Information Technology – Associate – No report – Instructor moved positions within the College

#### Lay Advocate/Paralegal – Associate

Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Strengths of Program Assessment	Opportunities for Program Assessment
3	2	2	1		
2	2	2	1		
3	3	3	2	Deep Analysis	
2	2	2	2	Fair but need to change the program what is in the bulletin	Number of students is encouraging. Having new courses as you propose is a good idea.
2.67	2.50	2.17	1.50		

		Composite Average	2.21		
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#### Native American Studies - Associate

Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Strengths of Program Assessment	Opportunities for Program Assessment
2	1	2	1		
2	1	1	0		Write more specific results in the analysis area. The responses were a bit broad.
2	2	3	1		Loss of data impacted assessment for this year due to upcoming changes from the Language & Culture Institute.
2	2	1	1		Assessment is improving.
2	3	3	2		
2	2	2	2	Having guest speakers and then assess the students is a very good idea. Having elders in class is very cool.	Have more projects and have students practice and discuss throughout their life.
2.00	1.83	2.00	1.17		
		Composite Average	1.75		

#### Native American Studies - Bachelor

Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Strengths of Program Assessment	Opportunities for Program Assessment
2	1	1	1		Make sure to complete the analysis for your final report
2	1	1	0	The analysis was thorough and easy to comprehend.	Ensure all analysis sections are completed for each measurement.
3	2	2	1		
2	2	1	1		Assessment is improving.
3	3	2	2		
1	2	2	2	Pairing weak and strong students is very good. Oral and visual assessment is cool too and I recommend a continuation of this. The report layout is good.	Let students continue practicing talking and writing in the Native language. Complete your last column for outcome #2.
2.17	1.83	1.50	1.17		
		Composite Average	1.67		

#### Nursing - Associate

Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Strengths of Program Assessment	Opportunities for Program Assessment
3	3	3	2	There are several areas with thorough explanations of the outcomes and what will be changed going forward.	NA
2	2	2	3	Good layout	Incorporating cultural aspect. Tutoring in microbiology is advisable for some students
2	2	2	1		
3	3	3	1	Very good. Thorough.	Finish development of rubrics.

3	3	2	2	Excellent assessment tools.	Hopefully the program will be fully staffed for 2019-2020, so that assessment tools that were to be implement in 2018-2019 will be completed.
2	1	2	3		
2.50	2.33	2.33	2.00		
		Composite Average	2.29		

#### Pre-Engineering – Associate

Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Strengths of Program Assessment	Opportunities for Program Assessment
2	1	2	0	The proposed recommendations are feasible and realistic.	NA
2	2	1	1		Plan is improving.
3	3	3	1	Good analysis	Ensure follow through with recommended actions.
2	1	2	1		
2	2	2	2	Good job.	I am glad you are thinking outside the box in looking forward.
2	2	2	1	Allowing students to choose mini project topics of their interest is good.	Add more cultural component.
2.17	1.83	2.00	1.00		
		Composite Average	1.75		

Welding – Certificate– No Report – Faculty left position at the end of fall semester

**Summary** - Faculty continue to become more exceptive of the assessment process and are continue to use the data to make program changes.

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

#### Strategy for 2019-2020:

September:

- Review yearend program rubric results

October

- Corrective action, with review of programs with a composite score of 1.50 or lower
- Review 2019-2020 program plans – require the both direct and indirect measures to be used

November:

- Review 2019-2020 corrected program plans

January-April

- Continue to refine assessment process

May:

- Final program assessment presentations