



**GENERAL EDUCATION
ASSESSMENT
2017-2018**

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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.

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

<i>Humanities or Social & 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. Students will learn to explore and appreciate the development and interaction of elements of multiple cultures.	Anyone (1) courses selected from: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology- 3 cr. Students will learn to explore and appreciate the development and interaction of elements of multiple cultures.	Not applicable	Varies by program – 3 cr. -15 cr. Students will learn to explore and appreciate the development and interaction of elements of multiple cultures.
<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. Students will learn to explore and experiment with different forms of health/physical education.	Any two (2) one-hour course or any one (1) two-hour course - 2 cr. Students will learn to explore and experiment with different forms of health/physical education.	Any two (2) one-hour course or any one (1) two-hour course - 2 cr. Students will learn to explore and experiment with different forms of health/physical education.	Any two (2) one-hour course or any one (1) two-hour course - 2 cr. Students will learn to explore and experiment with different forms of health/physical education.
<i>Laboratory Science Institutional Outcome (1, 3)</i> <i>Essential Learning Outcome (1, 2)</i>	Any two (2) science course - 8 cr. Students will learn to explore sciences and how it interacts with themselves, their communities, and the universe.	Any one (1) science course - 4 cr. Students will learn to explore sciences and how it interacts with themselves, their communities, and the universe.	Not applicable	Varies by program - 8cr. -12 cr. Students will learn to explore sciences and how it interacts with themselves, their communities, and the universe.
<i>Computer Applications Institutional Outcome (3)</i> <i>Essential Learning Outcome (2, 4)</i>	CSCI 100 Introduction to Computer Application – 3 cr. Students will learn to become computer literate.	CSCI 101 Introduction to Computer Application – 3 cr. Students will learn to become computer literate.	CSCI 101 Introduction to Computer Application – 3 cr. Students will learn to become computer literate.	CSCI 101 Introduction to Computer Application – 3 cr. Students will learn to become computer literate.
<i>Total Credit Hours Required</i>	41 credits	34 credits	23 credits	40 – 57 credits

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

Several methods of assessment are currently in place are the assessment of general education coursework. The current course that being assessment as a method to insure that students are achieving general education outcomes are: English I/II, speech, math, science, student success, culture/history, and introduction to computers outcomes. In addition, critical thinking is assessed use a standardized exam, Collegiate Assessment of Academic Proficiency (CAAP). 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 is commonly an area of concern reported through program assessment, particularly using APA documentation style and writing with conciseness. Completion rates for the developmental coursework continue to remain a concern, but with efforts such as linking of developmental coursework (which began in the fall of 2014) with English I, the completion rates went up higher as indicated by the chart below. In addition, completion rates for English 110 and 120 are provided.

English Completion Statistics Fall 07 through Spring 18

ENGL 099	Attempted	Percentage Satisfactory Completion	Percentage Unsatisfactory Completion
Fall 07	18	44%	45%
Spring 08	15	47%	40%
Fall 08	8	25%	50%
Spring 09	19	26%	42%
Fall 09	17	41%	47%
Spring 10	20	10%	70%
Fall 10	31	29%	52%
Spring 11	15	27%	60%
Fall 11	35	31%	43%
Spring 12	25	28%	32%
Fall 12	29	21%	62%
Spring 13	13	23%	69%
Fall 14	21	48%	43%
Spring 15	8	88%	12%
Fall 15	23	30%	57%
Spring 16	14	50%	36%
Fall 16	25	60%	28%
Spring 17	11	55%	36%
Fall 17	21	75%	25%
Spring 18	11	29%	71%

ENGL 110	Attempted	Percentage Satisfactory Completion	Percentage Unsatisfactory Completion
Fall 07	58	59%	27%
Spring 08	49	45%	39%
Fall 08	51	53%	31%
Spring 09	44	50%	32%
Fall 09	45	53%	31%
Spring 10	45	40%	44%
Fall 10	55	53%	35%
Spring 11	49	45%	27%
Fall 11	47	60%	28%
Spring 12	56	57%	32%
Fall 12	51	45%	47%
Spring 13	38	58%	37%
Fall 13	48	54%	35%
Spring 14	42	45%	50%
Fall 14	85	52%	40%
Spring 15	28	54%	46%
Fall 15	70	39%	54%
Spring 16	48	25%	63%
Fall 16	79	42%	44%
Spring 17	49	49%	49%
Fall 17	78	45%	55%
Spring 18	54	45%	55%
ENGL 120	Attempted	Percentage Satisfactory Completion	Percentage Unsatisfactory Completion
Fall 07	22	64%	31%
Spring 08	35	66%	20%
Fall 08	32	63%	18%
Spring 09	47	43%	31%
Fall 09	30	47%	43%
Spring 10	46	50%	46%
Fall 10	21	43%	29%
Spring 11	40	48%	40%
Fall 11	29	52%	31%
Spring 12	44	59%	36%
Fall 12	19	32%	42%
Spring 13	38	55%	32%

Fall 13	26	54%	38%
Spring 14	50	48%	36%
Fall 14	21	57%	43%
Spring 15	60	53%	35%
Fall 15	15	27%	60%
Spring 16	44	57%	30%
Fall 16	22	36%	23%
Spring 17	46	57%	35%
Fall 17	34	42%	58%
Spring 18	58	54%	46%

English Assessment of Student Learning:

English 099 & 110 students were asked to write an on-demand essay 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 write 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, 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 2017:

Although many experts agree that it is best for teachers to encourage intrinsic motivation in students, some argue that motivation can be “jump started” by adding external rewards such as stickers, candy, prizes, or even money. Those who support incorporating external rewards in their classrooms believe they have many benefits, such as encouraging students to listen, apply themselves, and behave appropriately. Others argue that rewards devalue learning and counteract the development of self-discipline and intrinsic motivation. They argue that tangible rewards only produce short-term changes and only work if students want them.

In your opinion, is it a good idea for teachers to use external rewards in the classroom? 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 2018:

The Children's Internet Protection Act (CIPA) requires all school libraries receiving certain federal funds to install and use blocking software to prevent students from viewing material considered "harmful to minors." However, some studies conclude that blocking software in schools damages educational opportunities for students, both by blocking access to web pages that are directly related to the state-mandated curriculums and by restricting broader inquiries of both students and teachers. In your view, should the schools block access to certain Internet websites?

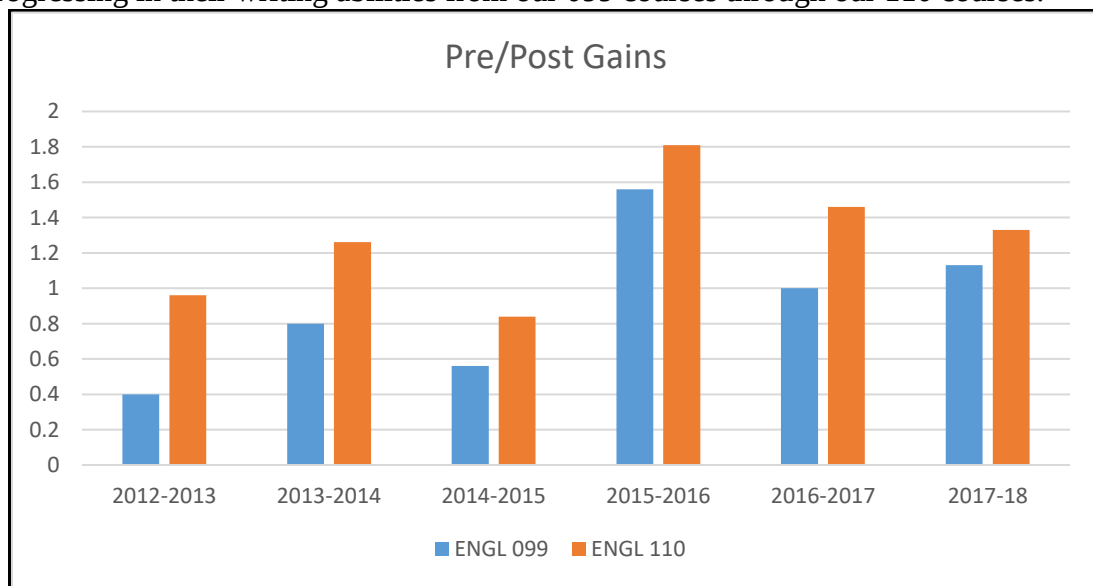
In your essay, take a position on this question. You may write about either one of the two points of view given or you may present a different point of view on this question. Use specific reasons and examples to support your position.

RESULTS

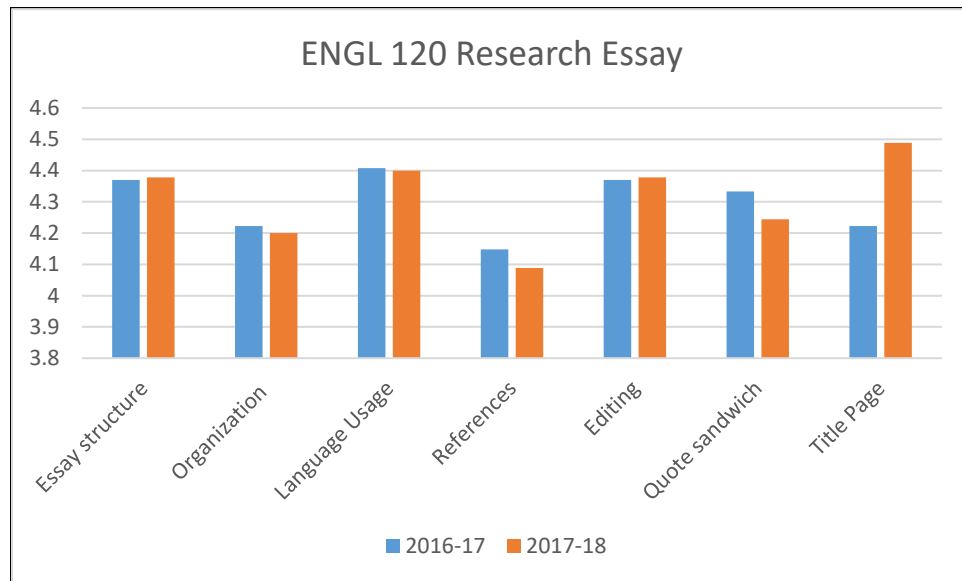
FA-17 Course	PRE	POST	# OF STUDENTS
ENGL 099	2.14	3.64	7
ENGL 110	2.84	3.77	23

SP-18 Course	PRE	POST	# OF STUDENTS
ENGL 099	2.5	3.25	2
ENGL 110	2.45	4.05	10

Overall, students gained 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.



ENGL 120 students are asked to write a research essay at the end of the semester, which is rated by the faculty of record on a five point rubric. Forty-five students completed the assessment in 2017-18. They scored lower on references (4.08) and highest on the title page (4.48). Below is a comparison from 2016-17 to this year.



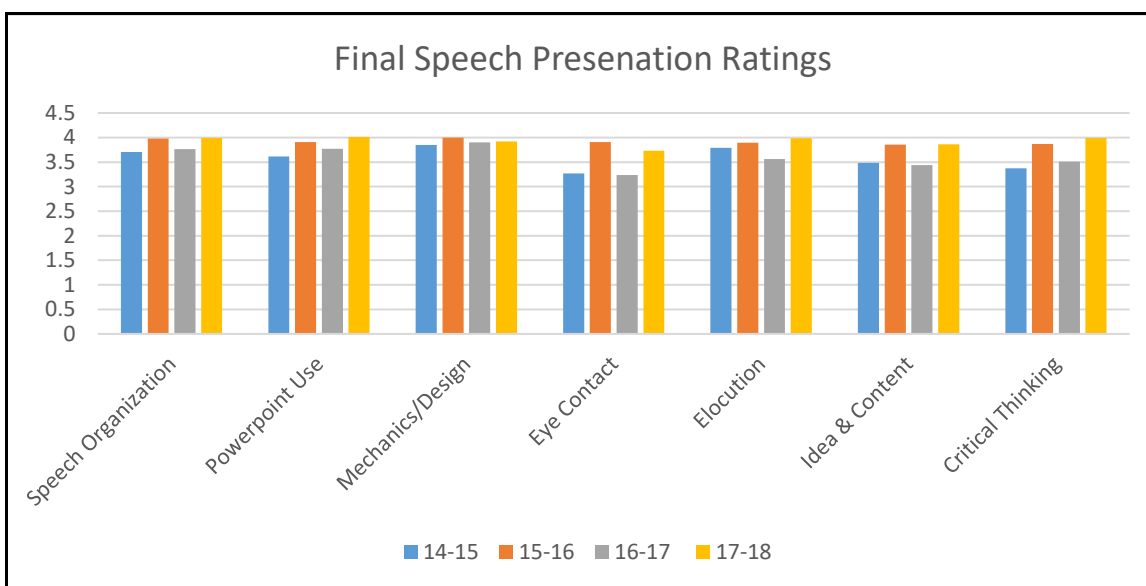
ACTIONS

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.

Speech

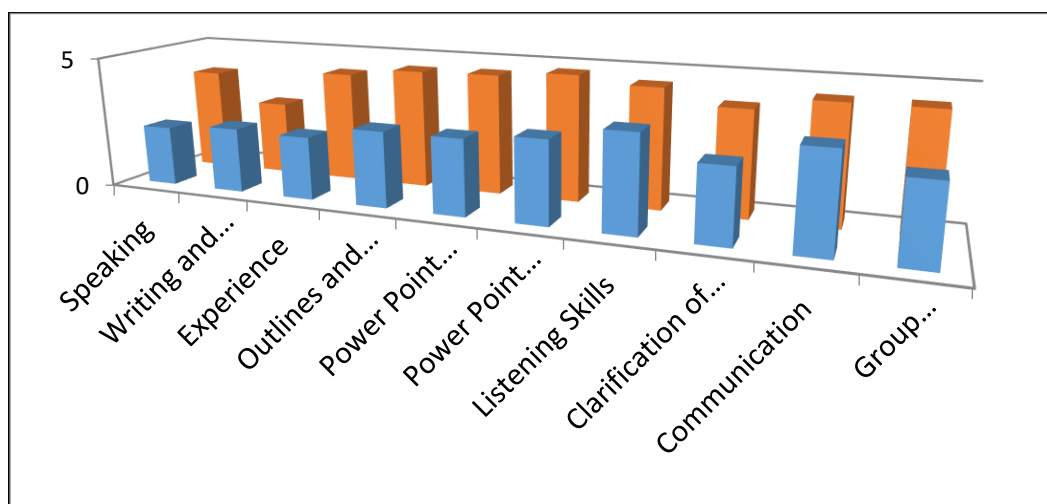
Speech assessment outside of regular course assessment is assessed using two different methods. The first method is using pre and post comfort level survey (indirect assessment) that students complete at the beginning and end of the course using a scale of 0 to 5 less to more comfortable.

The second assessment method (direct assessment) is rating of a final persuasive speech that each student presents to three faculty members. Each speech is rated on a 5 point speech rubric. The information collected from the two methods provides the speech faculty with assessment to student learning to plan teaching strategies for the following year. The results of both methods are showing below in graph form.



Speech Survey Data 17-18

Twenty-seven speech students answered the pre/post speech comfort survey during the 2017-18 year. On a 5 point Likert scale, the pre-survey average was 2.86 and the post-survey average score was 4.20, for an average gain of 1.34.



Math

Sitting Bull College has four levels of math. The math department implemented a new math model in the fall of 2017, which requires students to show mastery of skills and concepts based on proficient exams. The curriculum also required students to complete projects by applying math to real world problems and use cooperative learning strategies.

Statistics

23 out of 27 students completed Math 099 in one semester of which 17 students enrolled in Math 099 also completed the Performance Evaluations equivalent to Math 101 completion. 19 out of 24 students completed Math 101 in one semester of which 14 students the Performance Evaluations equivalent to Math 102. 43 of 47 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).

Recommended Actions

Continue the use of the IPADS in class and for homework. Also continue using the Open Stax textbooks which are free to download. Continue using the DESMOS website (both the calculator and the graphing utility. It was interesting to see how the Math 099 and Math 101 students mixed with the Math 102 and 103 students.

The tables below indicate the satisfactory completion rates for students in all math courses.

Math Completion Statistics Fall 07 through Spring 18

MATH 099	Attempted	Percentage Satisfactory Completion	Percentage Unsatisfactory Completion
Fall 07	30	33%	54%
Spring 08	19	47%	48%
Fall 08	4	25%	50%
Spring 09	14	57%	36%
Fall 09	18	61%	28%
Spring 10	19	32%	47%
Fall 10	16	44%	25%
Spring 11	13	50%	31%
Fall 11	12	33%	42%
Spring 12	11	36%	36%
Fall 12	11	36%	55%
Spring 13	5	0%	80%

Fall 13	5	60%	20%
Spring 14	8	25%	50%
Fall 14	7	71%	14%
Spring 15	3	67%	33%
Fall 15	9	56%	44%
Spring 16	6	33%	50%
Fall 16	22	41%	45%
Spring 17	6	33%	67%
Fall 17	13	27%	73%
Spring 18	13	67%	33%
MATH 101	Attempted	Percentage Satisfactory Completion	Percentage Unsatisfactory Completion
Fall 07	28	36%	32%
Spring 08	28	39%	50%
Fall 08	30	53%	24%
Spring 09	24	50%	29%
Fall 09	23	35%	43%
Spring 10	23	35%	57%
Fall 10	17	53%	29%
Spring 11	12	58%	33%
Fall 11	18	39%	50%
Spring 12	24	50%	29%
Fall 12	22	27%	41%
Spring 13	16	69%	25%
Fall 13	24	46%	42%
Spring 14	19	26%	63%
Fall 14	17	47%	47%
Spring 15	7	71%	29%
Fall 15	22	18%	77%
Spring 16	16	38%	44%
Fall 16	27	56%	26%
Spring 17	27	81%	11%
Fall 17	35	72%	28%
Spring 18	19	76%	24%

MATH 102	Attempted	Percentage Satisfactory Completion	Percentage Unsatisfactory Completion
Fall 07	41	22%	46%
Spring 08	30	40%	37%
Sum 08	11	55%	36%
Fall 08	44	55%	27%
Spring 09	25	36%	24%
Fall 09	33	58%	24%
Spring 10	39	56%	3%
Fall 10	49	53%	33%
Spring 11	34	56%	35%
Fall 11	61	51%	39%
Spring 12	57	44%	42%
Fall 12	52	38%	50%
Spring 13	48	52%	40%
Fall 13	36	47%	42%
Spring 14	63	56%	33%
Fall 14	57	54%	37%
Spring 15	28	61%	25%
Fall 15	37	59%	27%
Spring 16	25	40%	40%
Fall 16	31	84%	10%
Spring 17	29	55%	34%
Fall 17	49	93%	7%
Spring 18	42	66%	34%
MATH 103	Attempted	Percentage Satisfactory Completion	Percentage Unsatisfactory Completion
Fall 07	17	41%	30%
Spring 08	36	50%	28%
Sum 08	6	100%	0%
Fall 08	8	38%	12%
Spring 09	34	41%	24%
Fall 09	10	70%	20%
Spring 10	26	58%	35%
Fall 10	15	87%	13%
Spring 11	39	72%	21%
Fall 11	23	52%	43%
Spring 12	33	67%	30%

Fall 12	22	45%	41%
Spring 13	21	81%	10%
Fall 13	14	71%	29%
Spring 14	18	72%	11%
Fall 14	16	75%	25%
Spring 15	32	78%	22%
Fall 15	14	100%	0%
Spring 16	24	50%	38%
Fall 16	9	78%	11%
Spring 17	27	70%	26%
Fall 17	14	83%	17%
Spring 18	53	81%	19%

Science

Full-time science faculty members approved the proposed use of assessment questions that were revised in the fall 2015. All students who completed the Final Exam in lab science courses provided responses to two embedded questions for assessment of science learning outcomes during the 2017-2018 academic year. Responses to questions were scored by individual faculty and collated for this report.

Findings:

- During fall 2017 and spring 2018, 82 students were sampled (44 in the fall and 38 in the spring).
- Science faculty members scored students in their classes on a five-point rubric.
- Courses sampled: BIOL 150 (Fall/Spring), BIOL 202, BIOL 220, BIOL 230, CHEM 115/221, CHEM 116, ENS 113, and SOIL 210
- Overall, 58 of 82 students scored a 3 or above for the first competency question, and 56 of 82 students scored a 3 or above for the second competency question. This is an increase from last year's numbers.
- The average mean score for the academic year was 3.45 (**last year: 3.56**) for the first competency question, and 3.36 (**last year: 3.61**) for the second competency question. Both of these scores show a drop from last year, although the scores exceed outcome expectations.
- 49 students in the courses either did not answer all the questions, or did not answer any question, or did not take the final exam.

Recommended Actions:

- Last year's recommendation to review the scientific method more than once in every course is still being implemented as a solution.
- Other recommendations like organizing more mini labs would help with students' comprehension of the scientific method. these are currently being implemented especially in Biology lab courses
- Implementation of the assessment tool earlier than the final exam period may be an effective way of capturing more students

Introduction to Computers

Previously, instructors would use a portion of the students' final exam in Microsoft Word, PowerPoint, and Excel as a means of assessing student computer skills. However, since there were several faculty and adjunct teaching the course, the Assessment Committee felt there was disconnect among instructors on how to assess student learning in this course. Therefore, the Assessment Committee recommended in 2017 that an indirect measure be added and that all sections be assessed using the same instrument.

In 2017-18, a checklist was developed and all instructors had a chance to work with the new checklist. At the time of the 2018 Assessment Report, the checklist was being revised and protocol set up as to when and how the course assessment will take place for a more unified and reliable assessment strategy.

Faculty teaching this course will meet in fall 2018 to discuss adding iPad material, MySBC lessons, APA formatting lessons, and thematic cohort units to all courses.

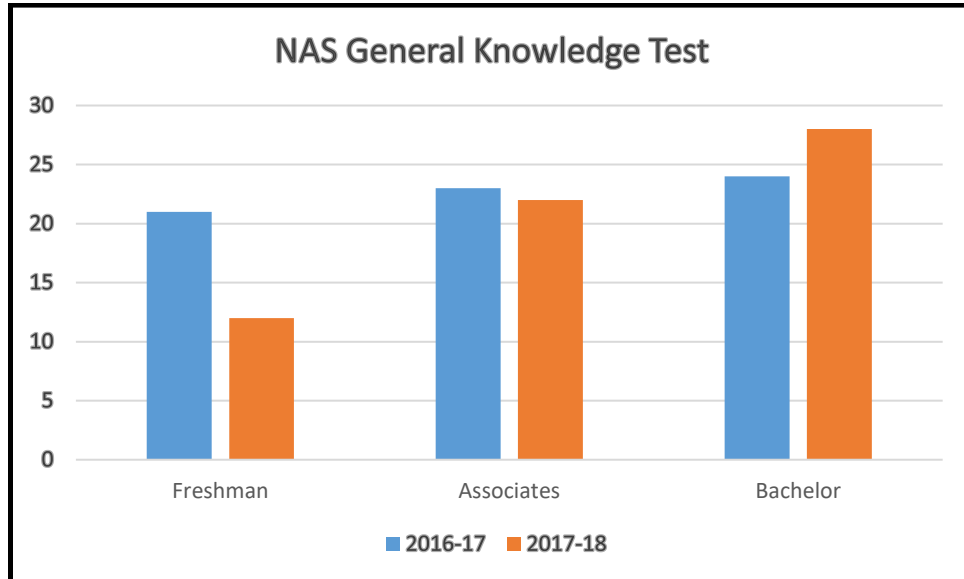
Native American Studies Tribal Knowledge Test

The Native American Tribal Knowledge Test assesses Sitting Bull College students' Native language, culture, and history skills. Data collected measures SBC's General Education Essential Learning Outcome #1: *Students will gain knowledge of human cultures and the physical and natural world* and SBC's Student Institutional Outcome #4: *Students will demonstrate knowledge of past, present, and future Native American cultures.*

The test was re-vamped in FA-16 by the Native American Studies faculty and includes 47 multiple choice and matching questions. The test is delivered online through the Learning Management System MySBC. First-time freshman take the pre-test in the *PSYC 100: First Year Learning Experience* course and the post-test is given to sophomores completing their associate degree in the *SOC 120: Transitions: Graduation & Beyond* course. In addition, bachelor students take the post-test before graduating using the graduate class on MySBC.

Data below indicates there was an increase in the number of correct questions for associate and bachelor students as compared with first-time freshman entering Sitting Bull College. The tables indicate two years of assessment data. Please note that in 2017-18, the number of freshman taking the exam was reduced due to an instructor leaving during spring semester, and the assessment results not recorded for her courses.

2016-17		Avg. # of questions correct	Avg. # of minutes spent on test
Pre-test	N=76	21	16
Associate Post-test	N=21	23	18
Bachelor Post-test	N=5	32	24
2017-18		Avg. # of questions correct	Avg. # of minutes spent on test
Freshman Pre-test	N=41	12	19
Associate Post-test	N=23	22	26
Bachelor Post-test	N=3	28	40



Questions most marked correct:

Sitting Bull College is named after a great Očhéthi Šakówiŋ leader whose Očhéthi Šakówiŋ name is:

Wótakuye (kinship) is a primary social institution of Očhéthi Šakówiŋ culture and society because it was _____.

In the Očhéthi Šakówiŋ language, the expression *mitákuye oyás'ín*, which is used to close a prayer, translates as _____ in English.

Questions most difficult:

In the Očhethi Šakówiŋ language, the name *Dakǰóta/Lakǰóta* means _____?

Match each of the following Očhéthi Šakówiŋ leaders with their description.

What are the seven political divisions of the Očhéthi Šakówiŋ?

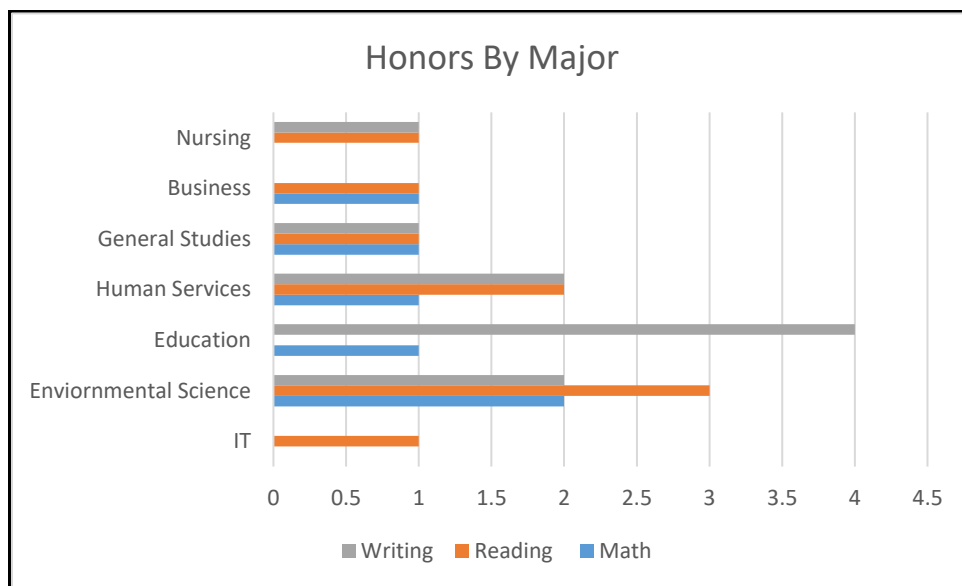
CAAP Exam

In addition, to the number of general education assessments that are completed, the College implemented the use of the CAAP (The Collegiate Assessment of Academic Proficiency test as another tool to measure student success in general education coursework. CAAP is a standardized assessment test conducted by the ACT. The test is given to students in the SOC 100 Transitions: College & Beyond course. This course is taken the final semester before student in the Associate degree programs graduate. Due to the length of the test, the Assessment Committee decided to rotate the test giving reading, writing, and Math one year and then critical thinking and science the next year. The CAAP exam sends students honor certificates for scoring above the national norm in each section. Reading, writing and math were assessed in 2017-2018 and the results are as follows:

CAAP Exam 2017-2018 Results The Collegiate Assessment of Academic Proficiency N=23

	Math Average	Reading Average	Writing Average
2015-16 (28)	52.81	57.68	3.39
2017-18 (23)	54.78	58.86	3.35

	Math Honors	Reading Honors	Writing Honors
2015-16 (28)	6	8	14
2017-18 (23)	7	9	11



General Education Assessment Ratings

The general education areas of English, math, science, introduction to computers and Native Languages are required to complete a program plan at the beginning of each academic year that is approved by the Assessment Committee. The plan includes the outcomes for each area as they relate to the general education outcomes of the College, measurement tools, and measurement goals. Findings, analysis of data and action or recommendations are completed at yearend.

Program Outcomes	Measurement Tool (Who, what, how, when?)	Measurement Goal (expected results)	Findings (Actual results)	Analysis of Data (What students learned and what they didn't learn)	Action or Recommendation

At the end of the year, general education faculty are also required to complete a one-page summary of their area and report to the assessment committee. All general education assessment findings are located in SBC shared server. **Actual findings are not published due to low program numbers and possible violation of FERPA laws.**

The Assessment Committee continues to use a rating rubric, with scoring the findings, analysis of data, and action or recommendations at yearend. The rubric continued utilizing a rating scale of 0 - No Evidence, 1 – Emerged, 2 – Developed, and 3 –Achieved. The outcomes, measure tools, and measurement goals, are not rated. The rationale for this is that the Assessment Committee is approving outcomes, measurement tools, and expected goals at the beginning of each academic year. During the two day reporting process faculty are required to complete a one-page summary of their findings along with action or recommendations they plan to implement in 2017-18 academic year. On the next page are the Assessment Committee Ratings for the General Education presentations. Please note that Native American Studies – Department will report to the Assessment Committee FA-18.

English/Speech General Education Courses - Assessment Committee Ratings

Measurement Styles	Findings (Actual Results)	Expected Results	Analysis of the Results	Recommended Action(s)	Strengths of Program Assessment	Opportunities for Program Assessment
2	3	3	3	2		
3	2	3	3	3	Good organization both in writing the report and presentation. Comparison from year to year is very good. Continue that way.	On Speech Survey Data 17-18 section, show what the bar graphs mean.
2	3	2	3	3	Good reflection on results/good analysis	
3	3	3	2	2	The graphs in the one page summary, provides good information on comparison from previous years.	
3	3	3	3	1		
3	3	3	3	3	The charts a good visual for the committee.	
2.67	2.83	2.83	2.83	2.33	Composite Average	2.70

Math General Education Courses - Assessment Committee Ratings

Measurement Styles	Findings (Actual Results)	Expected Results	Analysis of the Results	Recommended Action(s)	Strengths of Program Assessment	Opportunities for Program Assessment
2	2	2	2	2	The movement of the math program to competency based education.	Students are able to progress through math faster.
3	3	3	3	3		make sure to track completion rates for classes from previous semesters
3	3	3	3	3		
2	3	2	3	2		
3	2	3	3	3	Developing the study cohort is very good.	Continue monitoring and tracking the student success in Maths
3	2	3	3	3		We need to incorporate this into other courses beginning with economics.
2.67	2.5	2.67	2.83	2.67	Composite Average	2.67

General Science General Education Courses - Assessment Committee Ratings

Measurement Styles	Findings (Actual Results)	Expected Results	Analysis of the Results	Recommended Action(s)	Strengths of Program Assessment	Opportunities for Program Assessment
3	2	2	3	2	Good	You missed to report BIOL 202 (Microbiology). Include it next time. Include Ethnobotany Results as well
1	2	3		2	General Science assessment can be completed in various courses.	Offer assessment questions for points on test to get students to answer the questions.
2	2	2	3	2		
1	2	2	2	2		
3	3	3	2	3		
2.00	2.20	2.40	2.00	2.20	Composite Average	2.16

Introduction to Computers Courses - Assessment Committee Ratings

Measurement Styles	Findings (Actual Results)	Expected Results	Analysis of the Results	Recommended Action(s)	Strengths of Program Assessment	Opportunities for Program Assessment
3	2	2	2	2	Good layout. Continue that way.	Need to coordinate with other faculty teaching the same course.
2	2	2	2	2	nice changes!	Program this year did not have an analysis
2	2	2	2	2	The development of the new assessment tool that allows both the faculty and the students to self-assess.	Several faculty are teaching the course. They will meet this summer to ensure they are teaching the units in the same sequence and will also be adding a unit on the use of the iPad.
3	2	2	3	2	Good improvements	Just the indirect
2	2	2	1	2		Glad to see other faculty involved and the new changes are good.
2.40	2.00	2.00	2.00	2.00	Composite Average	2.08

