



2014-2015
Assessment Report

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Sitting Bull College Summary of Assessment Plan

Assessment of Student Learning

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

Sitting Bull College has an Assessment Committee that is composed of faculty members, Vice President of Academics, Academic Success Center Coordinator, Counselor, and Director of Institutional Research. The chair of the Assessment Committee is a faculty member.

The 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 2014-2015, the Assessment Committee continued to complete the yearend review through the use of an assessment program evaluation rubric. In addition, in 2014-2015 all programs were required to implement both direct and indirect measurement tools to their assessment plans. Faculty were provided examples of both direct and indirect measurement tools during a faculty meeting. 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 2015 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 2017.

2014-2015 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. COMPASS placement (pre) scores
 - b. 1st Year Freshman Advising
 - c. 1st Year Experience Course
 - d. Freshman Orientation Evaluation
 - e. Enrollment Trends

3. General Education Assessment
 - a. General Education Outcomes Assessment Plan
 - b. Post CAAP/COMPASS results
 - c. Course Evaluations
 - d. Completion Rates
4. Program Assessment
 - a. Graduation rates
 - b. Post CAAP/COMPASS results
 - c. 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.

2014-2015 Activities

- Regular 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 2014-2015 strategic plan.
- The year-end rubric was revised to assessment not only direct but indirect measures.
- Faculty was provided information on indirect and direct measurement tools. Each received A Faculty Guide to Creating Learning Outcomes, University of South Carolina, 2010.
- Yearend reporting on outcome results for programs and general education along with the College's Enrollment Management continued with using the revised rubric.
- The 2014-2015 final analysis of the Assessment Committee goal and activities were presented and approved by the SBC Board of Trustees.

2014-2015 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 iwíčuŋkičiyukčaŋpi 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 gain an understanding and appreciation for Native American cultures.

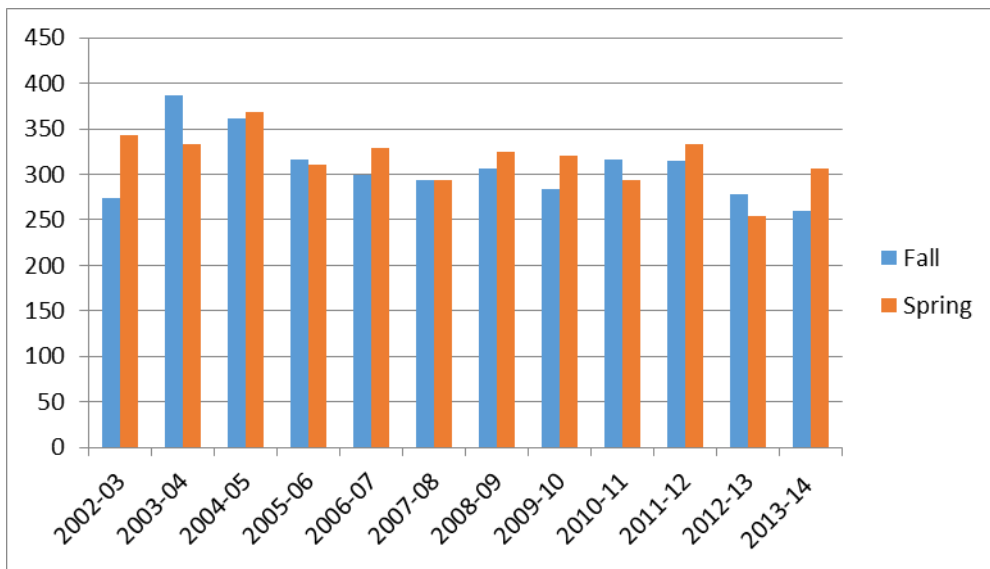
Institutional Wide Assessment 2014-2015

Enrollment Trends

The fall 2014 semester enroll of 260 was well below the ten year enrollment average of 310 for the fall semester. Official enrollment numbers are recorded at the end of the third week of each semester. In order to increase fall semester numbers, short-term courses were offered through the end of the fall semester. Spring 2015 semester enrollment did rebound to 306 and was close to the ten year spring average of 313. If enrollment trends remain the same for 2015-2016, a survey will be completed between the fall 2015 and spring 2016 semesters as a means of determining the reasoning of the increased enrollment for the spring semester.

The demographics show that the majority of our students are female (66%), Native American (88%), single (87.5%), with an average age of 29.5. The 2014-2015 student demographic statistics remain consistent with past years.

Semester	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Fall	258	289	274	387	362	316	299	293	307	284	316	315	278	260
Spring	275	295	343	333	369	310	329	294	325	320	294	333	254	306



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.

All GED and High School graduates are eligible if they enroll full-time the semester following their completion of their GED or High School graduation.

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 six academic years, program revenues have been calculated through the office of the Vice President of Academics. This has helped to establish the feasibility of current programs, especially programs funded through the College's general fund.

The following programs will were reviewed in 2014-2015: Environmental Science (Associate and Bachelor of Science), Business (Certificate in Entrepreneurship, Associate of Arts/Science in Business Administration, Bachelor of Science in Business Administration), Education (Associate of Science in Early Childhood Education and in Teacher Education, Bachelor of Science in Early Childhood Education, Elementary Education, Elementary Education/Special Education, and in Secondary Science Education) and Criminal Justice (Associate of Applied Science in Lay Advocate/Paralegal, Associate of Science in Criminal Justice).

The results of the review were as follows:

- Business (February 2015), Criminal Justice (March 2015), Education (April 2015), and Environmental Science (AS & BS) (April 2015) and were approved for continuation. The program recruitment plan requested by the committee (2014) for the Energy Technician Program was addressed by the program faculty in terms of a need to change the program to certificates similar to what TREND is doing. A feasibility study for new programs was requested. Tabled the Feasibility Study for Energy Certificates to August 2015. Energy Technician – needs to enhance the program, complete a recruitment plan by September 2014 and an enrollment and budget report prior to the next college bulletin in two years.
- The process for 2014-2015 showed that most programs are really looking at their work. The external reviewer continues to be a valuable asset for this work. In addition, after recommendation of program faculty, several areas of the handbook were identified as needing revision and will be looked at before the 2015-2016 program reviews are completed.

Persistence and Retention Rates

The following table indicates SBC persistence and retention rates over a fourteen 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.

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

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%

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%		

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. In addition in 2013-14, the Institutional Data Coordinator completed persistence and retention rates per degree program for the past three years. 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 2014-2015 with the following goals:

Enrollment Targets and Results

- To have increased new student enrollment by 50 per year.
 - 67 (46 for fall, 21 for spring) - Decrease of 22 students from 2013-2014
 - Fall 14-6 GED, 38 High School graduates, 2 unknown
 - Spring 15-11 GED and 10 High School graduates
 - 19 students right out of HS fall 2014, increase of six student from fall 2013
- To have increased fall to fall retention rates by 2% per year. Increase of 8.3% for overall student retention
 - Decrease of 8% for first-time degree seeking student retention
- To have increased fall to spring persistence rates by 2% per year.
 - Decrease of 2.6% for overall student persistence
 - Decrease of 8% for first time degree seeking student persistence
- To have increased graduation rates by 2% per year.
 - 2005-24% , 2006-17%, 2007-12%, 2008-9%

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, under Academics, Assessment. Eight to eleven Committee members evaluated the results with the results listed in the following table. 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

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Comments	Opportunities for Program Assessment
3	3	3	3	3	3	3		
3	2	3	3	3	2	2		
3	3	3	3	3	3	3	Very comprehensive plan	
3	3	2	3	3	2	2	Very comprehensive and organized	This should perhaps be presented earlier in the two days so we aren't so tired and can provide better feedback.
3	3	3	3	3	3	3		
3	3	3	3	3	3	3		System of gathering data is very effective.
			3	3	3	3		
			3	3	3	3		
			1	2	2	0		
			3	3	3	2		
3.00	2.83	2.83	2.80	2.90	2.70	2.40		
Composite Score								2.78

Attendance

Numerous faculty members during the yearend assessment reports have indicated that student attendance is the number one problem for students not mastering course material. The college has, for a number of years, recognized that attendance is an issue that must be addressed in order to improve retention and persistence. In the spring 2011 the college's Academic Excellence Learning Center hired an Attendance Counselor which resulted in the successful completion of nearly one-half of the students who were at risk of failing due to poor attendance. The grant that funded the Attendance Counselor position ended in the summer of 2012, but the college recognized the importance of the position and secured additional funding to retain the position. Below is a correlation for the spring 2012, 2013, 2014, 2015 semesters' attendance to grade point averages, which is shared with students:

Correlation of Grades to Attendance												
Spring 2012				Spring 2013			Spring 2014			Spring 15		
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	Average Attendance	Number of Students	Percent of Group
4.00	92%	42	12%	88%	42	16%	91%	52	16%	91%	53	18%
3.99-3.00	82%	107	31%	86%	77	29%	85%	85	26%	85%	69	23%
2.99-2.00	77%	63	18%	78%	51	19%	77%	40	12%	76%	60	20%
1.99-1.00	65%	44	13%	70%	18	7%	67%	34	10%	63%	36	12%
.99-.000	37%	91	26%	36%	82	30%	29%	113	35%	32%	82	27%

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 the student 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 2014 semester a total of 778 duplicated contacts were made; counselors checked the attendance on a weekly basis and contacted those students who had missed a class. They also contacted 100% of the students that faculty referred through early alert. There was a persistence rate of 61% for the students contracted, which was an increase of 3% from 2013. For the spring semester 2015 a total of 791 duplicated contracts were made.
Spring: 791 total contacts were made.

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.

Summary of Drop Slips		
Reason(s) used for Dropping	Fall 2014	Spring 2015
Daycare/babysitter difficulties	1	4
Disappointed with quality of instruction	1	
Dissatisfied with my grades	10	22

Employment time conflict with class schedule	8	3
Financial difficulties	3	3
Impersonal attitude of college faculty or staff		1
Inadequate study habits; lack of motivation	1	
Medical difficulties	3	7
Other	12	13
Personal - would rather not state reason	4	8
Transportation difficulties	1	2
Work related problems	1	1

Number of Drop Slips Completed		
	Total Drop Slips	Number that were Totally Withdrawals
Fall 2014	44	20
Spring 2015	60	14

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 116 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 2015 survey are as follows:

STRENGTHS AND CHALLENGES

STRENGTHS

Financial aid counselors are helpful.

Campus item 3 – I use MySBC site to access coursework, grades, and access my degree plan.

The quality of instruction I receive in most of my classes is excellent.

My academic advisor is knowledgeable about the transfer requirements of other schools.

Campus item 9 – Upon graduation I feel I will be adequately prepared to enter the workforce or to transfer to another institution.

Campus item 10 – I am encouraged to practice work ethics and skills at SBC that will teach me how to function independently and cooperatively in settings other than College.

My academic advisor is approachable.

On the whole, the campus is well-maintained.

Campus item 2 – I am kept informed regarding financial aid opportunities and college events through my Sitting Bull College email.

Campus item 7 – I use the MySBC sit to access the SBC Alerts.

Nearly all of the faculty are knowledgeable in their fields.

I am able to register for classes I need with few conflicts.

It is an enjoyable experience to be a student on this campus.

Library resources and services are adequate.

Faculty care about me as an individual.

Computer labs are adequate and accessible.

Campus item 5 – Course work at this college is culturally relevant.

CHALLENGES

The campus is safe and secure for all students.

Financial aid awards are announced to students in time to be helpful in college planning.

Adequate financial aid is available for most students.

There is a good variety of courses provided on this campus.

The personnel involved in registration are helpful.

Security staff respond quickly in emergencies.

Faculty are fair and unbiased in their treatment of individual students.

Library staff are helpful and approachable. -

My academic advisor is concerned about my success as an individual.

Students are notified early in the term if they are doing poorly in a class.

My academic advisor helps me set goals to work toward.

Internships or practical experiences are provided in my degree/certificate program.

Security staff are helpful.

BENCHMARKS

HIGHER SATISFACTION VS. NATIONAL COMMUNITY COLLEGES

Financial aid counselors are helpful.

LOWER SATISFACTION VS. NATIONAL COMMUNITY COLLEGES

The campus is safe and secure for all students.

There is a good variety of courses provided on this campus.

On the whole, the campus is well-maintained.

I am able to experience intellectual growth here.

Security staff respond quickly in emergencies.

Nearly all of the faculty are knowledgeable in their fields.

It is an enjoyable experience to be a student on this campus.

Library resources and services are adequate.

Faculty are fair and unbiased in their treatment of individual students.
 Program requirements are clear and reasonable.
 Library staff are helpful and approachable.
 There are convenient ways of paying my school bill.
 This institution has a good reputation within the community.

HIGHER IMPORTANCE VS. NATIONAL COMMUNITY COLLEGES

Financial aid counselors are helpful.

In addition, the Noel-Levitz survey rates the student satisfaction level with their experience at Sitting Bull College. Below is a summary of the 116 students' satisfaction level of Sitting Bull College compared to National Community Colleges.

	Sitting Bull College - SSI	National Community Colleges
So far, how has your college experience met your expectations?	5.35	4.86
1=Much worse than expected	0%	1%
2=Quite a bit worse than I expected	0%	1%
3=Worse than I expected	0%	6%
4=About what I expected	23%	34%
5=Better than I expected	38%	25%
6=Quite a bit better than I expected	16%	13%
7=Much better than expected	21%	16%
Rate your overall satisfaction with your experience here thus far.	5.75	5.51
1=Not satisfied at all	0%	1%
2=Not very satisfied	0%	2%
3=Somewhat dissatisfied	1%	5%
4=Neutral	13%	10%
5=Somewhat satisfied	15%	16%
6=Satisfied	47%	40%
7=Very satisfied	22%	22%
All in all, if you had to do it over, would you enroll here again?	6.06	5.74
1=Definitely not	0%	2%
2=Probably not	0%	4%
3=Maybe not	0%	3%
4=I don't know	6%	8%
5=Maybe yes	15%	10%
6=Probably yes	38%	30%
7=Definitely yes	38%	40%

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 2014 and spring 2015 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	6.0
Registrar - Level of Satisfaction	Average	5.6
Financial Aid - Importance of this service to me	Average	6.8
Financial Aid - Level of Satisfaction	Average	6.1
TRIO – Importance of this service to me	Average	4.6
TRIO - Level of satisfaction	Average	4.2
Counselors - Importance of this service to me	Average	5.7
Counselors - Level of satisfaction	Average	5.5
Tutoring - Importance of this service to me	Average	5.3
Tutoring - Level of satisfaction	Average	5.4
My Advisor(s) – Importance of this service to me	Average	6.7
My Advisor(s) - Level of satisfaction	Average	6.3
Instructors - Importance of this service to me	Average	6.8
Instructors - Level of satisfaction	Average	6.5
Student Organizations - Importance of this service to me	Average	5.0
Student Organizations – Level of satisfaction	Average	5.5
MySBC Gradebook - Importance of this service to me	Average	6.8
MySBC Gradebook - Level of satisfaction	Average	6.3
Business Office - Importance of this service to me	Average	5.6
Business Office - Level of satisfaction	Average	5.5
Bookstore - Importance of this service to me	Average	6.0
Bookstore - Level of satisfaction	Average	6.0
Kampus Kids Daycare - Importance of this service to me	Average	5.4
Kampus Kids Daycare - Level of satisfaction	Average	5.2
Campus Housing - Importance of this service to me	Average	5.7
Campus Housing - Level of satisfaction	Average	5.6
Library – Importance of this service to me	Average	6.0
Library - Level of Satisfaction	Average	6.2
Campus Security - Level of importance to me	Average	5.9
Campus Security - Level of satisfaction	Average	6.0
Transportation - Importance of this service to me	Average	5.5

Transportation - Level of satisfaction

Average 5.2

How satisfied are you with the overall quality of the education provided by Sitting Bull College - Average – 6.4

Graduate Survey on Satisfaction of Four Student Outcomes

In the fall 2013 after review of the College’s vision and mission, the Board of Trustees revised the institutional student outcomes from seven to four. 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 results of 33 of the spring 2015 graduates. 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.

	2013-2014	2014-2015
Average	4.1	3.7

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

	2013-2014	2014-2015
Average	4.1	3.8

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

	2013-2014	2014-2015
Average	4	3.8

Outcome Four - Students will gain an understanding and appreciation for Native American cultures.

	2013-2014	2014-2015
Average	4	5

The complete results of all surveys with their comments can be found on Sitting Bull College’s website at 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. The 2007 IPED's data indicate 2005-24%, 2006-17%, 2007-12%, and 2008-9%. 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

Due to a change in personnel, no employer survey was completed for the 2014 graduates. The Career and Technical Education Counselor will be completing the employer survey for the 2014 and 2015 graduates in the fall of 2015.

Alumni Satisfaction Survey

The last alumni survey was completed in the fall 2012 and the results are listed in the 2012-2013 Assessment Report.

Pre-entry and Freshmen Assessment 2014-2015

COMPASS Placement (pre) Scores

All new and transfer students are pre-tested using the COMPASS and graduate are then posted test using the same test. The college began using the COMPASS test in the fall 2005. Previous to this the college used the Test of Adult Basic Education (TABE). COMPASS provides a score out of 100%.

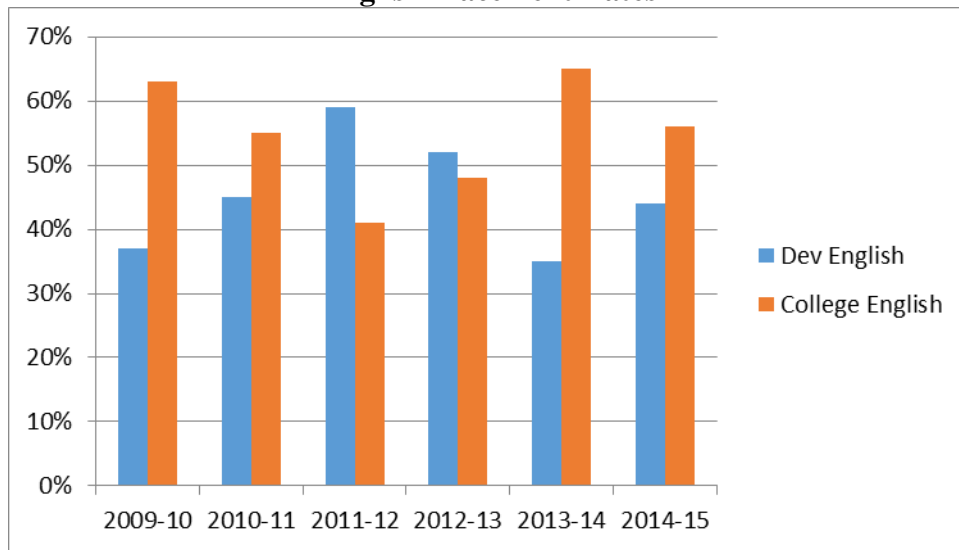
The COMPASS is used to complete an analysis of English, reading, and math skills for incoming freshman and transfer students. Base-line scores are pre-determined for placement of students in English and math courses. The baseline scores were reviewed and revised periodically based on other ND State Colleges. The table below indicates the scores for 2014-2015.

COMPASS SCORES 2014-2015

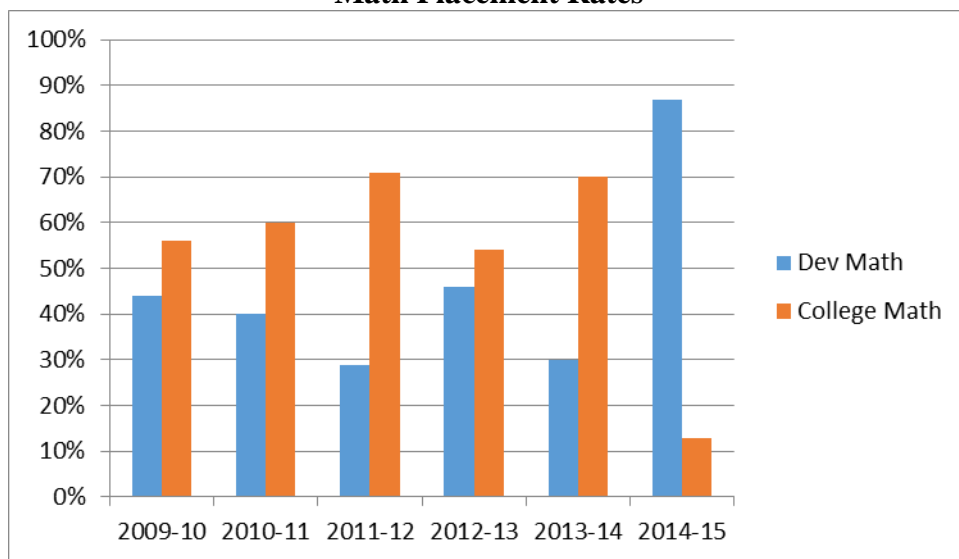
College Prep. Math & English	Male	Female	Total Fall & Spring	Total Percentage
Underprepared, Math (Compass) (Math 099/Math 101)	34/79 43%	35/79 44%	69/79	87%
Underprepared, English (Compass) (College Writing Prep. 099)	20/79 25%	17/79 22%	37/79	44%

The following tables indicate the placement rates for both math and English over a six year period. As indicated by the graphics, placement rates vary year by year, which indicates the need to further breakdown the demographics of SBC entering population of students. In addition, there was a drastic increase in the number testing into developmental math courses. The only real rational is that SBC is required for grant purposes to test all students including students that are enrolled in construction certificate programs these programs require students to complete a trades math course.

English Placement Rates



Math Placement Rates



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

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 Academics 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.

The goal of the new student orientation is for 100% participation of new and transferring students. For the fall 2014 semester 36 or 40% attended the formal orientation session. Overall rating for importance 4.2 Financial Aid information ranked the highest at 4.9 and Lunch with Advisor ranked lowest at 3.6. The overall rating for usefulness 4.3: Financial Aid information ranked the highest at 4.9 and Lunch with Advisor ranked lowest at 3.8 For the spring 2015 semester 46 or 56% attended. Overall rating for importance 4.3 Financial Aid information ranked the highest at 4.3 and Lunch with Advisor ranked lowest at 3.4. Overall rating for usefulness 4.0: all areas ranked equally at 4.0.

On the Noel Levitz student satisfaction survey that was administered in the spring semester to 116 students indicated on a 7 point scale a 5.96 level of importance for orientation and 5.26 level of satisfaction.

SBC did not meet their objective in the number of new and transfer students that attended orientation. When students were asked why they did not attend Orientation, many students said that they could not go all day due to babysitter issues or work problems. Orientation will continue to be an ongoing topic in the FYLE class. Faculty need to stress the importance of attending orientation to all first time freshman or transfer students. In an effort to ensure that we reach a larger majority of new and transfer student for orientation, SBC will implement the following: during registration, the Student Services will provides an orientation agenda to new and transfer students and stresses the importance of attending.

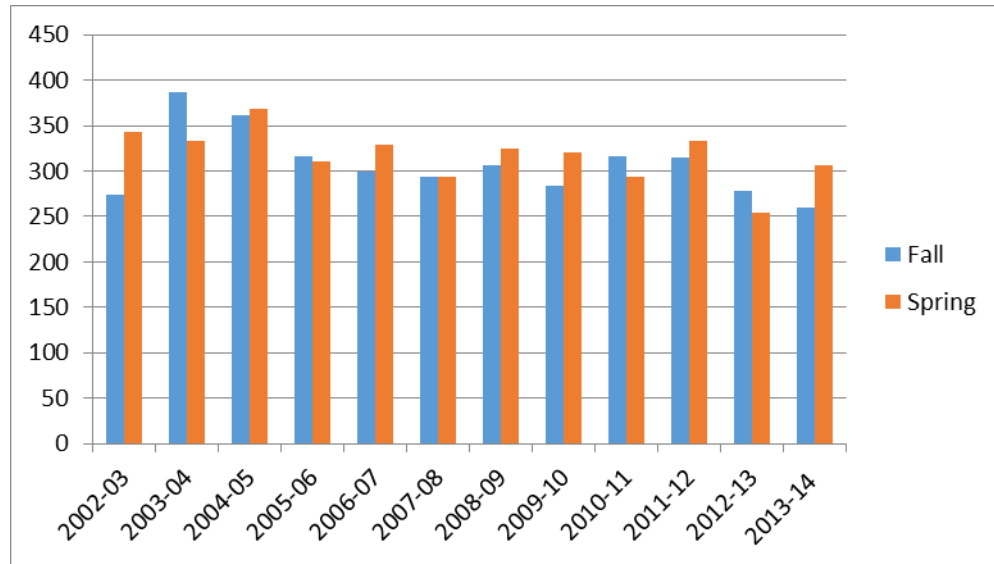
In addition, orientation topics will be an ongoing topic in the FYLE course to ensure that students receive important information. Emphasis to attend orientation needs to be stressed by all instructors of first-time freshman. A special orientation continues to be held for the construction technology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

PSYC 100 First Year Learning Experience

SBC requires all new students to complete a First Year Learning Experience Course. 100% of all new and transfer students were enrolled in the course both fall and spring semester. During the fall 2014 semester 68 students were enrolled in the course with a, 57% pass rate. This was a 12% increase in the completion rate over the fall 2013 semester. During the spring 2015 semester 33 students enrolled with a 57% pas rate. This was a 10% increase in the completion rate over the spring 2014 semester. There was a 61% persistence rate between the fall 2013 and spring 2014 semester students enrolled in the PSYC 100 First Year Learning Experience Course, this was a decrease of 3% from the prior 2012-2103 year. The hands on approach will continue to be utilized by the instructors.

Enrollment Trends

Enrollment trends for students since the fall of 2002 are shown in the following table:



SBC's enrollment for 2014-2015 declined from previous year in the fall, but in the spring increased from the previous semester.

In 2014-2015 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:

9/29/2014	Dupree School Visit	4
9/30/2014	Mobridge School Visit	3
10/1/2014	Eagle Butte College Fair	132
10/1/2014	Tiospay Topa School Visit	5
10/8/2014	Standing Rock School Visit/Degree Presentation	35
10/23/2014	Standing Rock School Fair	102
11/24/2014	Parent Night	10
1/29/2015	Solen Basketball Game Double Header	9
2/3/2015	Standing Rock Girls Basketball Game	15
2/3/2015	College Experience Welding	12
2/10/2015	College Experience Nursing	6
2/10/2015	Standing Rock Boys Basketball Game	30
2/12/2015	College Experience Welding	6
2/17/2015	Wakpala Basketball Game Double Header	15
2/20/2015	McLaughlin Basketball Game Double Header	19
3/12/2015	College Application Assistance	14
Total		417

Schools Visits Mobridge Site Coordinator additional 12

Grand Total 429 (Duplicated)

October through March the Career and Technical Education Counselor had contact with 210 local middle and high school students. The Career and Technical Education Counselor had contact with 100% of middle and high school counselors in our area promoting SBC.

The total outreach for 2014-2015 increased from 2013-2014 contracts of 402.

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)</i> <i>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)</i> <i>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)</i> <i>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)</i> <i>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)</i> <i>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) 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) 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) 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) 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.

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.

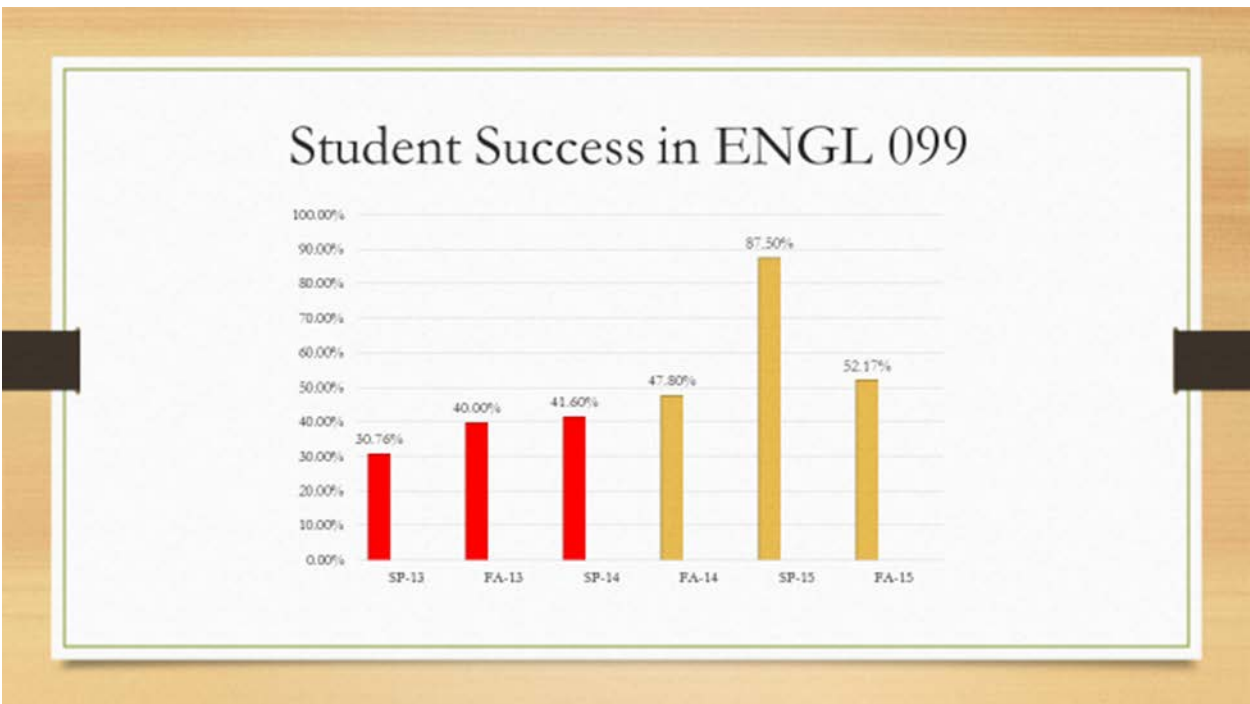
English

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.

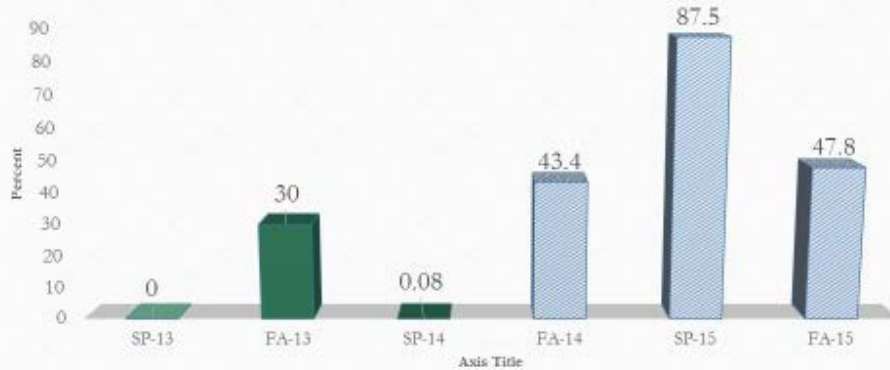
In an effort improve retention rates and completion rates for developmental English rates, Sitting Bull College in the fall of 2014 implemented a linking of the Developmental English course with regular college level English course.

- 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.



SUCCESS OF ENGL 099 STUDENTS IN ENGL 110 (D OR HIGHER)



Lessons Learned

- Student engagement is essential to learning & retention
- Scaffold writing strategies
 - Student motivation increases with essay prompt identity
- Collaboration among faculty can be used as professional development
 - Faculty personalities may be a factor!
- Assessment of student learning = data driven decisions

English Statistics
Fall 07 through Spring 15

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 13	20	35%	55%
Spring 14	24	25%	63%
Fall 14	21	48%	43%
Spring 15	8	88%	12%

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%

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%

**ENGLISH DEPARTMENT COURSE ASSESSMENTS
2014-2015**

DISCUSSION:

All sections English (099, 110, & 120) 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.

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 2013:

In some colleges, students are required to complete a certain number of community service hours prior to graduation. Some people think community service is a good requirement because they think students will benefit from this experience. Other people think colleges should not require community service because students will resent the requirement and, as a result, will not benefit from the experience. In your opinion, should colleges require students to complete a certain number of hours of community service?

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 2014:

While some schools offer art and music courses to their students, these courses are not always mandatory. Some teachers, students, and parents think that schools should emphasize traditional academic subjects like math and science, as those skills will help the students more in the future when they join the workforce. Others feel that requiring all students to take classes in music or the visual arts would teach equally valuable skills that the students may not learn otherwise, and would also help them do better in traditional academic subject areas. In your opinion, should art or music classes be mandatory for all high school students?

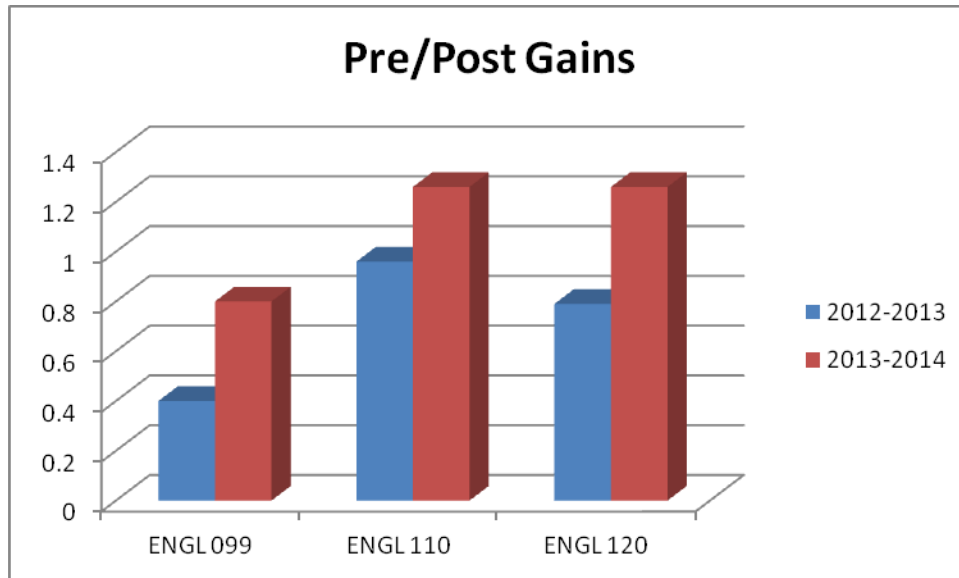
In your essay, take a position on this question. You may write about either one of the two points of view given, or you may present a different point of view on this question. Use specific reasons and examples to support your position.

RESULTS

fa-13 Course	PRE	POST	# OF STUDENTS
99	2.0	2.4	5
110	2.41	3.05	22
120	3.08	3.42	12

sp-14 Course	PRE	POST	# OF STUDENTS
99	1.2	2.4	5
110	1.82	3.88	17
120	2.18	3.95	22

Overall, students gained an average of almost a point to over a point from pre-test to post-test. This does meet the measurement goal for two of the courses, and the department felt this gain was noteworthy. In addition, we were able to see that students are progressing in their writing abilities from our 099 courses through our 120 courses.



This chart indicates the disparity in pretest averages for all students vs. those who complete the post test. Although it appears that the students who do not persist through the semester may have lower writing skills, it has been decided that we will only rate the students who complete both the pre/post assessment.

All Student Data	Students	FA-13 PRE	Students	SP-14 PRE
All Pretests	70	2.10	72	1.83
Students Completing Both	39	2.56	44	1.93

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. In the next batch of assessment, we will try to make decisions on the post assessments what students need for writing strategies (counterarguments, etc.)

Speech Statistics Fall 07 through Spring 15

Speech	Attempted	Percentage Satisfactory Completion	Percentage Unsatisfactory Completion
Fall 07	43	61%	30%
Spring 08	35	57%	26%
Fall 08	35	51%	35%
Spring 09	36	47%	23%
Fall 09	36	61%	14%
Spring 10	35	37%	46%

Fall 10	29	48%	52%
Spring 11	53	62%	38%
Fall 11	31	45%	55%
Spring 12	40	63%	37%
Fall 12	22	55%	36%
Spring 13	30	67%	20%
Fall 13	8	88%	12%
Spring 14	27	59%	35%
Fall 14	11	64%	36%
Spring 15	31	58%	39%

Self-assessment Survey

*Total raters: 22 pre-assessments and 16 post-assessments

*5=All of the time; 4=Most of the time; 3=Some of the time; 2=Rarely; 1=Never

*Goal: To have 75% of students rate themselves at a 4 or 5 in the post-assessment

*Yellow=did not meet goal of 75%

*Green=did achieve goal of 75%

1. I am comfortable standing in front of the class and speaking.

- a. Pre: 5 of 22 rated at 4 or above (23%)
- b. Post: 9 of 16 rated at 4 or above (56%)

2. I have a good idea how to write and deliver a speech.

- a. Pre: 3 of 22 rated at 4 or above (14%)
- b. Post: 13 of 16 rated at 4 or above (81%)

3. I feel I have had enough experience to talk in front of a group of people.

- a. Pre: 4 of 22 rated at 4 or above (18%)
- b. Post: 13 of 16 rated at 4 or above (81%)

4. I am comfortable preparing outlines and organizing my thoughts around the outline.

- a. Pre: 4 of 22 rated at 4 or above (18%)
- b. Post: 9 of 16 rated at 4 or above (56%)

5. I think I can easily design a PowerPoint presentation.

- a. Pre: 7 of 22 rated at 4 or above (32%)
- b. Post: 14 of 16 rated at 4 or above (88%)

6. I am comfortable presenting a topic using a PowerPoint presentation.

- a. Pre: 5 of 22 rated at 4 or above (23%)
- b. Post: 8 of 16 rated at 4 or above (50%)

7. I listen carefully to what other people say and realize the importance of listening skills.

- a. Pre: 18 of 22 rated at 4 or above (86%)
- b. Post: 16 of 16 rated at 4 or above (100%)

8. I think I can clearly state my thoughts, feelings, and ideas to others in a classroom setting.

- a. Pre: 2 of 22 rated at a 4 or above (10%)

b. Post: 11 of 16 rated at 4 or above (69%)

9. I am able to use various modes of communication to make myself understood.

a. Pre: 2 of 22 rated at a 4 or above (10%)

b. Post: 8 of 16 rated at a 4 or above (50%)

10. I understand the importance of being able to speak, listen, and communicate in the workplace.

a. Pre: 19 of 22 rated at a 4 or above (86%)

b. Post: 16 of 16 rated at a 4 or above (100%)

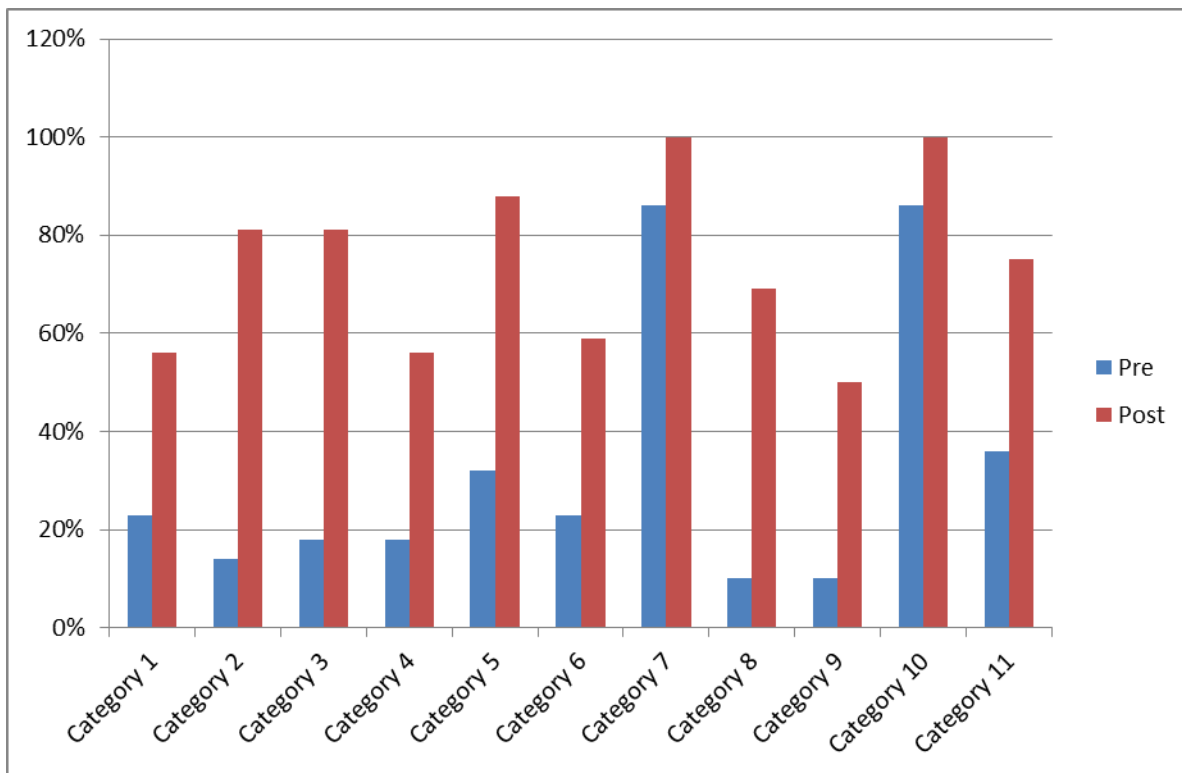
11. I am comfortable participating in group activities.

a. Pre: 8 of 22 rated at a 4 or above (36%)

b. Post: 12 of 16 rated at a 4 or above (75%)

Actions: The instructor will add more practice with presenting PowerPoints and effectively creating and using outlines.

Speech Assessment Graph



MATH

Sitting Bull College has four levels of math. Degree requirements vary from Math 102 Intermediate Algebra to Math 103 College Algebra. Assessment is completed for Math 102 and 103 through embedded questions on the final exam. The pre-entry level freshman data indicates that 29.76% 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.

Math Statistics Fall 07 through Spring 15

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%

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%

		Percentage Satisfactory Completion	Percentage Unsatisfactory Completion
MATH 102	Attempted		
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%	39%
Spring 15	28	61%	25%

		Percentage Satisfactory Completion	Percentage Unsatisfactory Completion
MATH 103	Attempted		
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	17	71%	24%
Spring 15	32	78%	22%

MATH 102 INTERMEDIATE ALGEBRA

Statistics

A total of 44 students completed the Math 102 Intermediate Algebra. 28 of the 44 students that completed the course showed the knowledge level of competency in the application and use of critical thinking skills. 33 out of 44 students exhibited the level of competency in mathematical principles.

Review

A majority of 1st year students are enrolled in Math 102 Intermediate Algebra (based on the COMPASS scores). General arithmetic skills and knowledge, more specifically math vocabulary, is lacking. If students are attending daily and completing assigned work, their progression is considerable.

MATH 103 COLLEGE ALGEBRA

Statistics

A total of 35 students completed the semester(s) in the Math 103 College Algebra class during the 2014-2015 school year. 30 out of 35 students scored 3 (on a 5 point rubric) or higher on the critical thinking skills area. 29 out of 35 students scored 3 (on a 5 point rubric) or higher on the Mathematical Principles.

Review

Students that do not show academic progress continue with poor attendance. There may be multiple factors that contribute to this. If they have poor math skills and or knowledge, it may contribute to some math anxiety. Many students have not had any exposure to advanced algebra and the use of calculators along with some upper level science in chemistry and/or physics. These same students that do not have the confidence seem to be less likely to seek out help from the math coach and/or tutors. They very same students do not really understand what they do not know and thus how important it is to learn and master so that they can learn and understand more specific application in their major area of study.

Actions taken to improve and/or enhance students learning in the Math 102 and Math 103:

1. Continue to direct students to utilize the KHAN Academy website for tutoring.
2. Take advantage of the math coach and tutors.
3. Have students work on assignments every day before they leave class.
4. Possibly give extra credit points for students working with our math coach and/or tutors.

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.

SCIENCE

Full-time science faculty members approved the proposed use of assessment questions that were revised in the fall 2013. It is expected that a review of this assessment tool will be done annually.

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 2014-2015 academic year. Responses to questions were scored by individual faculty and collated for this report.

Findings:

- During fall 2014 and spring 2015, 73 students were sampled (43 in the fall and 30 in the spring).
- Three science faculty members scored students in their classes on a five-point rubric.
- Courses sampled: BIOL 150, BIOL 202, BIOL 220, CHEM 116, ENS 113, PHYS 102, SOIL 210
- Overall, 69 of 73 students scored a 3 or above for the first competency question, and 69 of 73 students scored a 3 or above for the second competency question.
- The average mean score for the academic year was 3.96 for the first competency question, and 3.11 for the second competency question.
- 4 students in the either did not take the final exam, or dropped out of college. Also, some students skipped and did not respond to questions.

Recommended Actions:

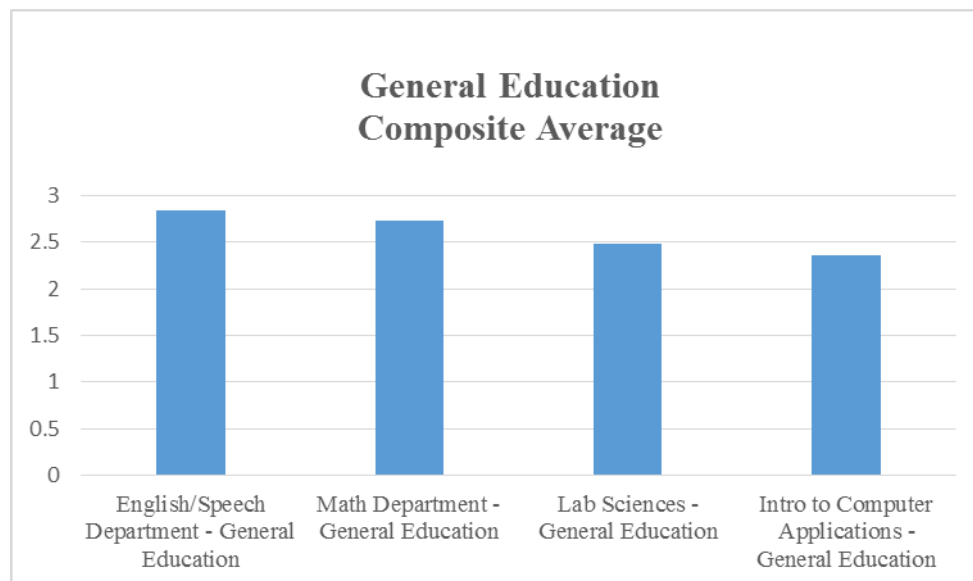
- There was increase in scores mainly due to students taking the evaluation and very few skipping questions. The results are above the 3.0 measurement goal expectation.
- The assessment this year was conducted during the Final Exam period of each semester.
- Need to review assessment questions and testing format to make sure it fits our changing student backgrounds.
- Continue to cover the scientific method at every possible level in science courses
- Cover the scientific method preferably at the beginning of the course so students can see its application as the course progresses
- Create lab experiences where students design their own investigation using advanced terminology, and encouraging them to present their results.

- Continue providing applied case studies or service projects which identify impact on local environment on Standing Rock and how natural process can be used to reduce these incidents.
- Re-emphasize applied and statistical interpretation of results.
- Continue field activities that demonstrate connectedness of the local environment.
- All general laboratory science courses (and their enrolled students) have to be encouraged to take the assessment to provide a more accurate picture and statistic.

In 2014-2015, SBC Assessment Committee continued to use the rubric implemented for scoring yearend reports for general education and program plans, but revised the rubric to relate to the requirements of the yearend plan. Therefore, ratings were completed for measuring the outcomes, measurement tools, measurement goal, findings, analysis of results, and recommendations actions. The rubric continued utilizing a rating scale of 0 - No Evidence, 1 – Emerged, 2 – Developed, and 3 –Achieved. Each program presented their assessment plan along with their End of Year Report to the Assessment Committee. An average score was compiled for each area along with a composite score and passed along to the individual departments along with comments.

Any programs that have an individual and/or composite score below 1.50 will be required to refine their plan and submit it to the Assessment Committee in September, 2015. During the October 2014 meeting, the Assessment Committee will ask those programs (that have an individual and/or composite lower than 1.50) to come and present their plan and the committee will be allowed to offer any suggestions or comments.

The 2014-2015 general education core Assessment Committee evaluation results are as follows:



Computers – General Education

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Comments	Opportunities for Program Assessment
3	3	3	3	1	2	0	Analysis needs to be more in depth. Emails and MySBC skills are sporadic in our students. Please consider adding a measurement tool to address this.	Compile all instructors for presentation. Thank you.
2	2	2	2	2	2	1		Shouldn't this class go the over use of email. No assessment is completed on the student's ability to use email.
3	3	3	3	2	2	3		Analysis of the data was limited. The actions and recommendation section had some analysis of the data in it.
3	3	3						
3	3	3						
3	3	3	3	2	1	0	Create an additional outcome that assesses students on how to use email, MYSBC, etc.	Is it possible to have students complete a project demonstrating knowledge/mastery of skills?
			3	2	3	3		
			1	1	2	1		
			3	2	3	3		Timely reporting so that all data is available for review.
			2	2	2	2		
2.83	2.83	2.83	2.50	1.75	2.13	1.63		
Composite Score								2.36

English/Speech – General Education

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Comments	Opportunities for Program Assessment
3	3	3	3	2	2	2	Some of your analysis is	Suggest you look at the measurement goal

							actually in the recommendation column such as the discussion on why you are limiting the number of papers you assess.	for outcome 1 to clarify this.
3	3	2	2	3	2	3		
3	3	3	3	2	3	2		
3	3	3	3	3	3	3		
3	3	3	3	3	3	3		
3	3	3	3	2	2	3		
3	3	3	3	3	3	3		
3	3	3	3	3	3	2	Dept. faculty are all fully engaged in the assessment of the English courses.	Good work.
			3	3	3	3	Your evaluation seems quite complete.	
			3	3	3	3		Graphs - nice visuals!
3.00	3.00	2.88	2.90	2.70	2.70	2.70		
Composite Score							2.84	

Math - General Education

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Comments	Opportunities for Program Assessment
3	3	3	2	3	2	2	Good Job. Nice Indirect.	
3	2	3	2	2	2	2		
3	3	3	3	3	3	3	Provides students with resources for additional math assistance	
2	3	3	3	2	2	3		
3	3	3						
3	3	3	3	2	3	3		
3	2	3	3	2	2	1		
3	3	3						

3	3	3	3	3	3	3	Strong recommended actions	Continue use of Khan academy
			3	3	3	3	Looks like you have put a great deal of time and thought into the assessment of the math courses.	
			3	3	3	3		
2.89	2.78	3.00	2.78	2.56	2.56	2.56		
Composite Score								2.73

Science – General Studies

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Comments	Opportunities for Program Assessment
3	3	3	3	3	3	3	Good data analysis	
2	2	2	2	2	2	1		All faculty that teach a general science course need to provide information for assessment. This has been a continuous problem that needs to be addressed by the department. Therefore, with not all science faculty not contributing, the assessment is incomplete and hard to rate.
3	1	3	3	2	3	0	Good analysis of the findings. Specific. Very good discussion and recommendations in the summary report.	
2	3	3	3	3	2	2	Faculty changing up teaching practices can be an effective way to monitor assessment results.	
3	3	3	3	3	3	3	Teaching	What type of

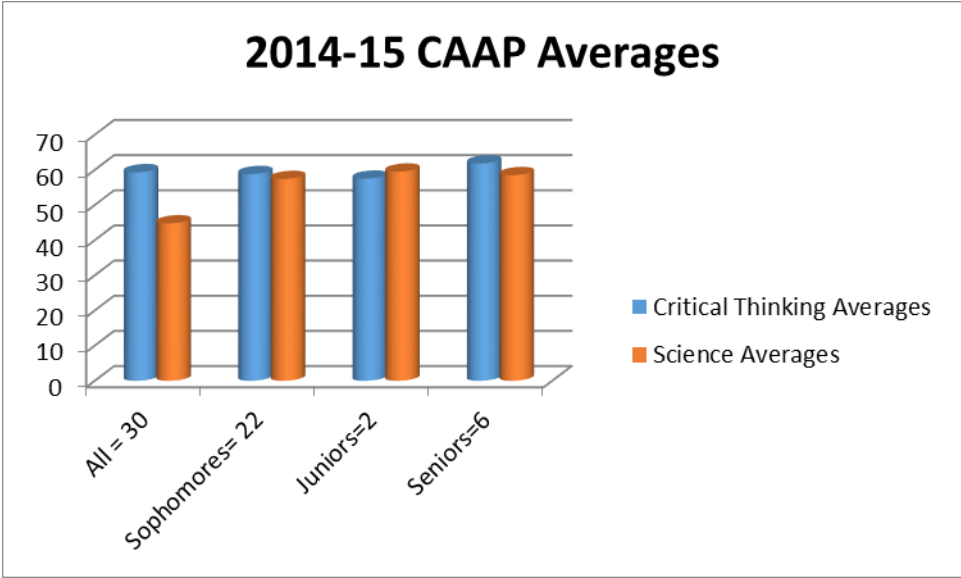
							approach varied within class; more exposure to scientific processes documents through other activities.	indirect measures are made about reaching outcomes? Are the two identified outcomes "enough" to measure what we want students to get out of general science? Should there be an outcome related to content other than scientific methodology?
3	3	3	3	2	2	1	The number of students included in the data is a great improvement from past years.	
			3	2	2	2	Simplicity	
			3	3	2	1		Did not see any connections to last year's recommendations
2.67	2.50	2.83	2.88	2.50	2.38	1.63		
Composite Score								2.48

In addition, Sitting Bull College administers the ACT CAAP (Collegiate Assessment of Academic Proficiency) 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 2014-15 were assessed in Critical Thinking and Science. SBC students graduating in 2015-16 will be assessed in Reading/Writing & Mathematics.

CAAP Exam 2014-2015 Results
The Collegiate Assessment of Academic Proficiency
FA-14=9
SP-15=21
2014-15=30

	Critical Thinking Averages	Critical Thinking Range	Science Averages	Science Range
All = 30	59.33	52-70	44.79	52-64
Sophomores= 22	58.81	52-70	57.42	52-64
Juniors=2	57.5	57-58	59.5	59-60
Seniors=6	61.83	56-68	58.5	56-62

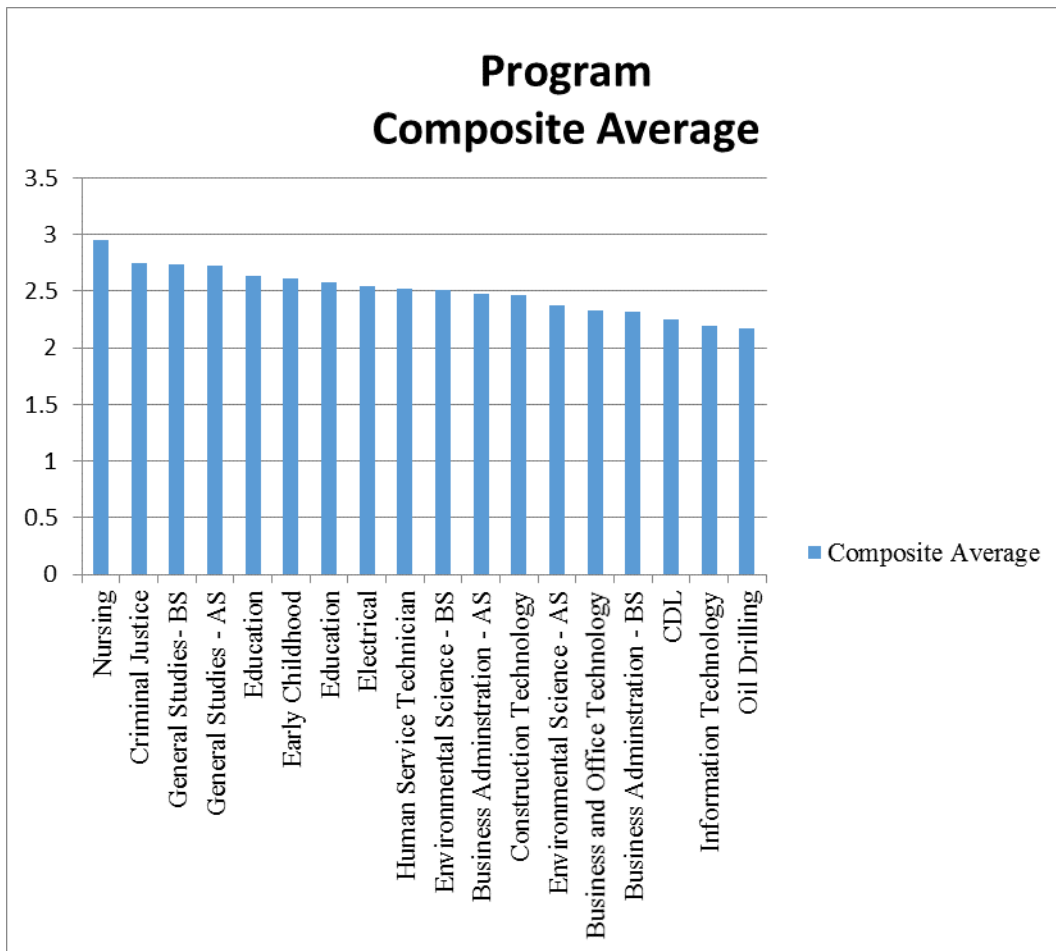


Honors: (attained achievement level at or above the national mean)
 Critical Thinking & Science – 6 students
 Critical Thinking – 4 students
 Science – 3 students

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 2014-2015 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 2014-2015 program Assessment Committee evaluation results are as follows:



Business Administration – Associate

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Comments	Opportunities for Program Assessment
3	2	3						
3	3	3						
3	2	3	3	2	3	2	Use of the visitor center for global marketing. The center gets several foreign visitors per year.	Need to involve adjunct faculty in legal environment of business in the assessment process.
3	3	3	2	3	2	1	Faculty recognizes the need to change measurement tools and rubrics to better assess outcomes.	
3	2	3	3	2	3	1	Good recommendations actions after analysis of the data.	
2	3	3	2	2	2	0	You looked at the overall assessment process of taking the outcomes, measuring them, analyzing the results and then recommending actions.	On objective 2 there is no discussion of the presentation piece of the assessment. You identified the need to revisit the tie in of the outcomes to the program and to the measurements .
2	1	2	3	3	3	3	Good work!!!	
			3	3	3	3	Jeff brings a lot of knowledge to the process	Nice job of recognizing that there are limitations to the current plan.
2.71	2.29	2.86	2.67	2.50	2.67	1.67		
Composite Score								2.48

Business Administration – Bachelor

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Comments	Opportunities for Program Assessment
			2	3	3	3	Awareness of areas needed to be addressed; plan of action for addressing data collection voids	Separation of outcomes for clarity of data collection
3	2	3						
3	3	2						
3	2	2	2	2	2	2	Good job on looking at action and recommendation.	The involvement of adjunct is critical to the assessment process for the business program.
3	3	3	2	2	2	1	Faculty recognizes the need to improve the overall assessment plan and get adjunct faculty to assist in gathering data.	Break out the outcomes and then report findings for each sub-outcome. With the number of adjunct faculty, it is difficult to get consist reliable and valid data. They need to know what the assessment plan is looking for and the rubrics being used.
3	3	2	3	3	2	2	Good recommendations for improvement from last year. Missing some data for some objectives.	
2	2	2						Suggest revisiting your outcomes.
3	2	3	3	3	3	2	Identify that need different or more tools to capture what trying to measure.	While MySBC is useful as a tool what true business software is being used?

2	1	2	1	2	2	1	Outcomes should still be broke out by various measurement tools; range and averages are there too.	
2.75	2.25	2.38	2.17	2.50	2.33	1.83		
Composite Score								2.32

Business and Office Technology - Associate

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Comments	Opportunities for Program Assessment
3	3	3	1	1	1	1		
3	3	3	3	3	3	3		
2	2	2	2	1	2	1	Too much of the program assessment relies on course assessment and not the program outcomes.	
3	2	3	1	1	1	0	Please tie your assessment of the program outcomes in such a way that they are not course dependent. Perhaps a project that does assessment but is done in several places. Remember you are assessing your program and not your course outcomes. How do you expect a graduate of your program to perform and how would you measure that. Then find the tools and where and when to assess.	There are some gaps in what was presented and written.

3	2	3	3	2	2	1		Were there any weaknesses in the analysis of the data?
3	3	3	3	3	2	2	Need to highlight last year's recommendations so we can see if you are implementing these	
3	3	3	3	3	3	3		
2	3	1					No evidence of how recommended actions have been incorporated.	
3	2	3	2	2	2	0		Could some type of final project be implemented so that students show demonstration of appropriate skills?
			3	3	3	3		
			3	2	3	2		
2.78	2.56	2.67	2.40	2.10	2.20	1.60		
Composite Score								2.33

CDL – Certificate

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Comments	Opportunities for Program Assessment
3	3	3	3	3	3	3	Clarification of outcome 1 findings to report who passed skills test but did not achieve cdL. Consideration of a job skills outcome to legitimize requirements for job fairs, job seeking, and interviewing.	Reflective and analytical.
3	2	3	2	2	2	0		
3	3	3	3	3	3	3	Opportunity for growth and expanding the program,	Great program, much needed

							offering the bus driving in the summer is a great idea	
3	2	3	2	2	3	2		
3	1	3	1	3	2	0	Some of your discussion carries over to the recommendations column.	Your work shows. This assessment plan is improving.
2	3	2	1	2	2	2		The findings you report do not have averages, highs or lows, there is a range. You discussed more recommendations that you will do next year, you should write them in your plan
2	2	2	2	3	2	2	Follow students well	
2	3	3	3	3	3	3		
1	1	2	2	2	2	1		
2	2	2	2	2	2	0	Faculty are recognizing the need to change as the program grows.	Assessment plan is on the right track for a new program and with adjunct faculty.
			2	2	2	2		
2.40	2.20	2.60	2.10	2.50	2.40	1.60		
Composite Score								2.26

Construction Technology - Associate

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Comments	Opportunities for Program Assessment
3	3	3	3	2	1	1	Identification of student skill levels effected by TREND requirement. Strategize instructional differences and how to address content delivery consistency.	Reflective analysis of what is working for your students and what is not.

3	3	3	3	3	3	3	NCCER Standardized tests plus for program.	It might be helpful to do more comparison from year to year.
3	2	3	3	2	1	2	On the student's self evaluation you could separate each portion and associate the numbers with it. Also on the skills, what were the skills that the students struggled with most? Were these the same skills as in the past? Some of this was apparent in your presentation.	Are there some other things that you could do this next year to assist this particular group? This could be included in the recommendations for the year.
3	3	2	3	2	1	0	Findings matched the measurement	There was very little analysis of the data in the document. You talked about some analysis that you could put in the document. End of year review did not provide any recommendations on the end of year report either.
3	2	3	3	1	2	1	Perhaps strengthen the recommendations.	What will you now do with the information that you have? Do you need to put some of that information into your recommendation (such as coordinating with other instructor on information taught).
3	3	3	3	3	3	2	Program is able to meet the needs of industry to graduate skilled	Actions and recommendations could be looked at and improved upon.

							students	
2	2	2	3	2	1	2		
3	3	3	3	3	2	2		
3	3	3	3	2	2	2	Consist assessment from year to year using the same assessment tools.	
			3	3	3	2		
2.89	2.67	2.78	3.00	2.30	1.90	1.70		
Composite Score								2.46

Criminal Justice – Associate

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Comments	Opportunities for Program Assessment
3	3	3						
3	3	3	3	3	3	3	Reflective and thoughtful revamp of evaluation tools which considered professional organizational information, students, and feedback from assessment committee. 6 graduates :) is awesome. In depth analysis of data which indicates candid evaluation of program outcomes. Very in depth indirect measures to support direct measures. Extensive statistical analysis of data.	Suggested to use the information about forensics within Indian Law as teachable moment to reinforce the importance of forensic science across ALL fields of law rather than only sections of law.
3	2	3	2	3	3	2	Changes to the assessment process are showing very positive	It must feel good to see some empirical data to validate your

							results within the program.	instruction.
3	2	3	3	3	2	3	Excellent analysis of program findings.	Good changes.
3	2	2	2	2	2	2	Your revisions appear to be giving you something that you can use to improve the program. Your work this year shows. Thank you!	Continue to develop your measurement tools and the results.
3	3	3	3	3	3	3	This plan has been greatly strengthened by incorporating the new changes.	Very nicely done, impressive.
3	3	3	3	3	3	3	Easy to follow and understand. I like how he took the recommendation to shorten his tests.	
3	2	2	3	3	2	3	Great job of analysis. Improvement over previous year's assessment.	
			3	3	3	2		
			3	3	3	3	You like the changes you have made in your assessment methods.	Revamped most of the assessment methods.
			3	3	2	3		
3.00	2.50	2.75	2.80	2.90	2.60	2.70		
Composite Score								2.75

Early Childhood – Associates

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Comments	Opportunities for Program Assessment
3	3	3	3	3	3	3		Is it important to include a self-assessment as some type of indirect measure?
3	3	2	3	2	2	2	I do think the Core Academic Skills test should be moved into the Bachelor's program. That way it is part of an incoming student assessment.	
3	3	2	3	3	3	2	Possibility of testing site a good idea	
3	2	2	3	2	2	0	Look at specifically what technology those settings would use.	Much easier to look at education this way. Thanks.
3	3	3	3	3	3	3	This program wants to keep improving and keep current with educational methods to ensure the students are ready to teach in today's schools	
3	3	2	3	3	2	1	Breaking down outcomes to get specific data is good.	
3	3	3	3	3	2	2	A strength is the different methods and tools for assessing.	
3.00	3.00	3.00	3.00	3.00	3.00	3.00		
Composite Score								2.61

2.71 2.4

Education – Associate

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Comments	Opportunities for Program Assessment
3	3	3	2	3	2	1	Measurement goals are somewhat confusing	
3	3	3						
3	3	3	2	3	2	3	The strength are the various methods of assessment of student learning.	
3	3	3	3	3	3	3		
3	3	3	3	2	2	2		
3	2	2	3	2	2	0		
3	3	3						
3	3	3	3	3	2	0	Getting students to use the Learning Express to prepare to take the Praxis Test is a must.	
			3	3	3	2	Well evaluated - and willing to change methods to reach some of the goals.	I think some of the goals were set high and might be more realistic if lowered somewhat.
			2	2	2	2		
			3	3	3	2		
3.00	2.88	2.88	2.67	2.67	2.33	1.67		2.58
Composite Score								

Electrical – Certificate

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Comments	Opportunities for Program Assessment
3	3	3	2	3	2	1	Union visits to share with students' opportunities . Two students interviewing with union is awesome.	Strategies to increase attendance. Possible to track skill confidence once "on the job"
3	3	3	3	3	3	3		
3	3	3	2	2	2	2		
3	3	3	2	2	3	2	Good discussion in	Your data and analysis are

							both your presentation and in the recommendations column.	inconsistent and even missing in places. Data should be an average, the range, and the number of students tested. Not sure what you meant by a low average of and a high average of
3	3	3	3	3	3	3	Good analysis of data and actions	
3	3	3	3	3	3	3	#2 Nice to see this introduced as a group project giving the students the flavor of that experience.	You've identified that you need to rethink the outcomes to be more reflective of the actual job duties. What can be done to improve attendance is the million dollar question.
3	2	2	2	1	1	0	Program strives to meet the needs of the industry to ensure the students are employable upon graduation	The instructor provides opportunities for the students outside of our area
			2	3	2	2		This being your second year at SBC, it is very evident that you have grasped how to do assessment and the importance of it.
			3	3	3	3	You have implemented changes in your assessment process.	
			3	3	3	3		
3.00	2.86	2.86	2.50	2.60	2.50	2.20		
Composite Score								2.54

Energy Technician – Associate – No Report – Adjunct Faculty

Environmental Science - Associate

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Comments	Opportunities for Program Assessment
3	2	3	2	2	2	0		It is good to see assessment at various times as students' progress through the degree (not just assessing a course)
3	3	3	3	3	3	2	Would it be possible to show what were last year's from the previous year?	Do you need to include the data for non-degree students?
3	2	3	3	3	3	3		
1	2	3	2	2	2	0	Difficult to read table as results are not matched directly (visually) to the outcome. (Even something as simple as adding an empty line between each part of the outcome)	Since you are assessing the program, perhaps leave out the results of the non-major students. Thank you.
3	2	3						
3	3	3						
3	2	2	2	1	2	2	The information that was done on the comparison on the one page summary would have been good data to include on the assessment plan. It shows a clearer picture in the areas of strength and weaknesses.	Analysis is hard to follow with findings. In addition, it seems that only selected courses have been assessed, so not a real good picture of the program.
1	2	2	3	2	3	3	I like that you will devise an additional mid-program	There was a concern that BIOL 150 may not meet course

							assessment rubric.	outcomes
			2	2	3	2	Outcomes are articulated well	
			3	3	3	2	Inclusion of evaluative data shows thought processes involved in identifying program strengths, and determining what works and what doesn't. Great improvement of assessment materials presented and evaluated as part of thoughtful/reflective analysis of program success.	Using data from BIOL 150 and Chem 115: which data will specifically be needed to support the outcomes of ENS at AS level? What types of experiences are expected to have been presented to students within these courses to assist/support ENS?
			3	2	2	2		The analysis of the data is over a paper that the students wrote but there are three different findings. Should there be more analysis of those findings?
2.50	2.25	2.75	2.56	2.22	2.56	1.78		
Composite Score								2.37

Environmental Science – Bachelor

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Comments	Opportunities for Program Assessment
3	3	3	2	2	2	2		
3	3	3	3	3	3	3	Large documentation of outcome breakdown and what was done to collect evidence of what is done to support students in meeting the outcomes; Direct measurement data to support evidence of "how" students are	Nice to see data collected in a meaningful, informative, thoughtful manner to meet outcomes.

							meeting the program outcomes; significant efforts to report out data collected out of milestone courses which takes steps to collect data throughout program rather than just at end; Rubrics for data collection within milestone course offered created, implemented, and data collected from student performance; continuation of student project as capstone; good implementation of projects which are located within Standing Rock and very culturally relevant.	
3	3	3	2	2	2	2	Findings are provided for overall, but should be broken down into areas that they achieved the highest in and those that they did not achieve. This would assist the department on pinpointing areas in which greater emphasis should be completed.	
3	2	3	2	2	2	2	Good to see that program assessment is not based on just the final research project.	
3	3	3	3	3	2	3		
3	3	3	2	3	2	2		Analysis of the data could have been expanded to explain strengths and weaknesses Like the separation out of the new recommendations and the idea of developing additional assessment tools which could be specific to a portion of the outcome. Thank you. However, overall the assessment of the program is not cohesive. Missing data from several classes

2	2	3	1	1	2	0	Have improved the results/recommendations to correlate to the analysis. Unsure what the previous recommendations were that you are continuing to work on. The analysis of the program does not come across, rather it is an analysis of individual courses. Program members should meet together as well to look at the overall program. Continued work regarding the recommendations of the assessment committee	Like the separation out of the new recommendations and the idea of developing additional assessment tools which could be specific to a portion of the outcome. Thank you. However, overall the assessment of the program is not cohesive.
3	3	3	2	2	2	3	Continued work regarding the recommendations of the assessment committee	Missing data from several classes
3	3	3						
			3	3	2	3	Instructors are using clear inquiry methodology to teach in the sciences	
2.89	2.78	3.00	2.22	2.33	2.11	2.22		
Composite Score								2.51

General Studies - Associate

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Comments	Opportunities for Program Assessment
3	3	3					Assessment plan does not align with bulletin, renumber objectives (two #3),	
3	2	3						
3	3	3	3	3	3	3	I feel the capstone course helps students evaluate their academic career and how they want to procedure	I think this course is a wonderful opportunity to capture data from our graduates
3	3	3					Outcomes do not match the bulletin	
3	3	3	3	3	3	2		
3	3	3	2	2	2	2		
3	3	3	3	3	3	3	Expression of goals directly	Provision of tools for coaches to

							through use of rubrics, and reporting of actual results. Recommendations were detailed explicitly for how/what was done to meet recommendations.	better support students with written papers. any possible inclusion of writing and speaking components which may be present in general science courses? Rubrics to share for speeches and/or lab write ups?
3	3	3	3	2	3	2	As stated, there needs to be a couple of face to face meetings with each student.	
3	3	3	3	2	3	2	Use of rubric is a strength of the program assessment	
3	3	3	3	2	2	2	Your results are very easy to read, especially at the end of the day. Your analysis does tell us what the strong areas and the weak areas are. Good job.	
3	3	3	3	3	3	3	Expand the opportunities to capture student data.	
3	3	3						
3	2	3	3	2	2	2		
3.00	2.85	3.00	2.89	2.44	2.67	2.33		
Composite Score								2.74

General Studies – Bachelor

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Comments	Opportunities for Program Assessment
3	3	3	2	2	3	2		
3	3	3	3	3	3	3		
3	3	3	3	2	3	2		The capstone is allowing to gather the gen.

								ed. data that we have lacked in prior years. Good JOB!
3	3	3	2	3	2	2	Use of rubrics for assessment is a strength for the program.	
2	2	3	3	3	2	3		
3	3	3	3	3	3	3	Good self - review and indication of where improvements can be made	
3	3	3					The outcomes need to be the same on the program assessment as in the SBC catalog. The outcomes are not numbered correctly.	
3	2	3	3	3	2	2	Nicely done. Your assessment is a good model for us.	
			3	3	3	3	Perhaps it might be necessary to meet with them even more than two times in the semester.	
			3	2	3	2		
			2	2	3	3		
Composite Score								2.73

Human Services - Associate

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Comments	Opportunities for Program Assessment
3	3	3	2	2	1	1	Simplicity	Could be more detailed in relation to explanation of data and analysis
3	3	3	3	3	3	3	Indirect measurement narrative was informative and provided a good summary of what	Continued development and implementation of the professionalis m self-assessment.

							information was gathered and how it will be used to adjust program components.	
3	2	3	3	2	2	2	The strength would be the increase in the number of course work in which the mastery has taken place.	Would like to see some type of capstone, which measures everything at the end and not just at the end of coursework.
3	3	3	3	2	1	2	Even though there were no graduates, you still have data from other milestone assessment.	Recommendation for indirect will show a correlation between high rating of professionalism and success in the program and for future career.
3	2	3	3	2	1	1	It is very easy to read your report and to see what is recommended from last year and what is new to this year. Thanks.	Consider including measurements at milestone spots in the program to identify if students are on track. Would provide an opportunity for data especially if no graduates. Check with Tim if this is something to include for the college reporting.
2	3	3	2	2	1	1	I like your ideas with using your indirect measurement as an accountability measurement, too.	It would be a good idea to capture ethics in the degree plan in other places, since it is so important. In your analysis of data, it would be nice to see what areas students excelled, and even if they met the goal, where were they weakest? That is good information to

								track.
3	3	3	3	2	2	2		There was only one change in the recommended actions but you talked about several
3	3	3	3	3	3	3		
			3	3	3	3		
2.88	2.75	3.00	2.78	2.33	1.89	2.00		
Composite Score								2.52

Information Technology – Associate

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Comments	Opportunities for Program Assessment
3	2	3	2	1	2	1		
3	3	3	3	3	3	3	A+ exam doing well	Is it important to include a course rotation as part of the assessment protocol for outcomes?
3	2	3	2	1	1	2		Too much of the program outcomes are only measured through one course. So that make is a course objective not a program objective. Self-ratings are all course assessments again not program.
2	2	2	3	1	1	0	You have some good discussion in both your analysis and recommendations columns. You hve the opportunity to look at ways to look at the program overall and include some specific measurements that are not course dependent but could be	Can you also measure some of these in a capstone format? While a course might be specifically focused on content for an outcome, the assessment should not be of the course but rather of the student's use of the information as they progress to their degree. Analysis and

							time dependent such as at the completion of 20 hours of IT core courses or something like this.	recommendations are incomplete.
2	2	2	3	2	2	2		Analysis of data showed weaknesses, what are some of your strengths? you said it was overall a good year. You discussed some recommendations that you included from last year but none were written down.
2	2	2	2	1	2	0	Reword outcomes - understand is not measureable - maybe change to demonstrate. Outcome 2C - Goal is student to score 3 of 5 but findings range from 0 to 15. Same with outcome 3C.	
3	3	3	3	3	3	3	Program makes every effort to meet the needs of our students and area.	
2	3	3						Renumber outcomes and possibly reduce the number
			1	1	2	2		
			2	2	3	2		
			2	2	2	2	You have obviously spent much in trying to motivate some of your students. It seems 80% of our time is spent on 20 % of	

							students (who are usually failing)	
2.50	2.38	2.63	2.30	1.70	2.10	1.70		
Composite Score								2.19

Lay Advocate/Paralegal – Associate – No Report – No Students

Native American Studies - Associate

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Comments	Opportunities for Program Assessment
3	3	3						
2	3	3	No findings program assessment is being revamped				Number 1 does not list an "Outcome"	
3	3	3						
2	1	1						
2	2	3					Outcome 1 (new) is actually a measurement tool. What are you trying to accomplish with the interview?	
3	3	3					Clearer after revision	
2	2	3						
2	2	2					Working knowledge can also be hard to define,	
2	2	2					One on values and one on ruling structures (government)	
3	2	2						
2	2	2					Break out written and oral into two categories.	
2.42	2.33	2.50						
Composite Score								

Nursing - Associate

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Comments	Opportunities for Program Assessment
3	3	2	3	2	3	2	Exemplary	
3	3	3	3	3	3	3		
3	3	3	3	3	3	3	Use of multiple tools is a strength of the program assessment.	
3	3	3						
3	3	3	3	3	3	3	Multiple measurement tools	Nice, strong assessment plan
3	3	3	3	3	3	3	Good report	
3	3	3	3	3	3	3	Although it was long it was very easy to follow	Upon completion our nursing students are well prepared to enter the nursing field.
3	3	3						
3	3	3	3	3	3	3	Diverse tools for assessment. Student progress is assessed at many checkpoints throughout the program.	Upon completion our nursing students are well prepared to enter the nursing field.
			3	3	3	3	Nice Job!	
3.00	3.00	3.00	3.00	3.00	3.00	3.00		
Composite Score								2.95

2.88 3.

Pre-Engineering – Associate – No Report – No Faculty Member

Oil Drilling - Certificate

Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)	Results of Last Year's Recommended Actions	Comments	Opportunities for Program Assessment
3	3	2	3	2	3	2	Exemplary	
3	3	3	3	3	3	3		
3	3	3	3	3	3	3	Use of multiple tools a strengths of the program assessment.	
3	3	3						
3	3	3	3	3	3	3	Multiple measurement tools	Nice, strong assessment plan.

3	3	3	3	3	3	3		Good report
3	3	3	3	3	3	3	Although it was long it was very easy to follow	Upon completion our nursing students are well prepared to enter the nursing field.
3	3	3						
3	3	3	3	3	3	3		
			3	3	3	3	Diverse tools for assessment. Student progress is assessed at many checkpoints throughout the program.	Probably SBC's most thorough assessment plan.
3	3	2	3	2	3	2		Nice job!
3.00	3.00	2.89	3.00	2.88	3.00	2.88		
Composite Score								2.33

Welding – Certificate– No Report – New Program – Faculty unaware

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 2015-2016:

September:

- Review yearend program rubric results

October

- Corrective action, with review of programs with a composite score of 1.50 or lower
- Review 2015-2016 program plans – require the both direct and indirect measures to be used

November:

- Review 2015-2016corrected program plans

January-April

- Continue to refine assessment process

May:

- Final program assessment presentations