

# Assessment Committee Strategic Planning Report

Date of review: 6/22/2017

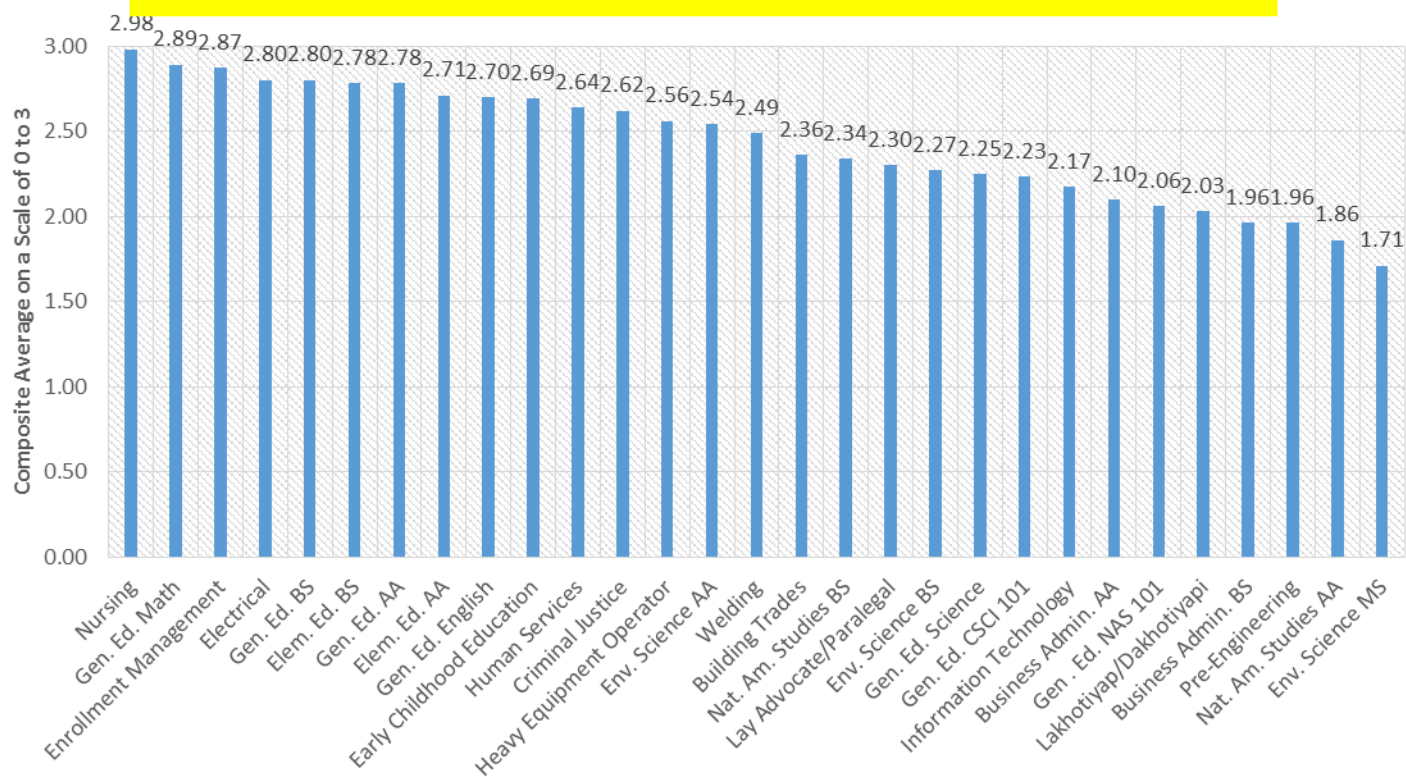
**FUNCTION:** Review, report and make recommendations concerning student learning and institutional effectiveness for continual quality improvement for all our stakeholders.

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

**GOAL 1:** To review academic & student support data that demonstrates institutional effectiveness through 2025.

<i>Objective A</i>	Annually review program assessment data which supports the continued improvement for student learning.
Measurement Tool (who, what, when, how)	The Assessment Committee in 2016-2017 will review program assessment data with the appropriate faculty in the spring of each year after completion of all spring semester classes.
Measurement Goal	100% of all required programs will be reviewed for approval and/or recommended changes by the assessment committee.
Findings/Results	<p>The assessment committee rated all degree program assessment plans on five (5) different criteria using a four (4) point Likert scale (0 – low and 3-highest). Assessment committee members are also allowed to add comments to any of the five criteria (Opportunities).</p> <p>Two programs did not report end of year assessment results. (CDL and Water Treatment certificates taught by adjunct faculty). The following programs completed and presented program assessment for the first time at SBC: Heavy Equipment Operator Certificate and the Masters in Environmental Science. Three programs with first year faculty that completed and did an excellent job on the their program assessment were in the Business Administration AA and BS program, the Electrical Certificate and Welding Certificate.</p>
Data Analysis	The following table indicates the composite scores for SBC programs of study.

## Composite Average for End of Year Program Assessment 2016-2017

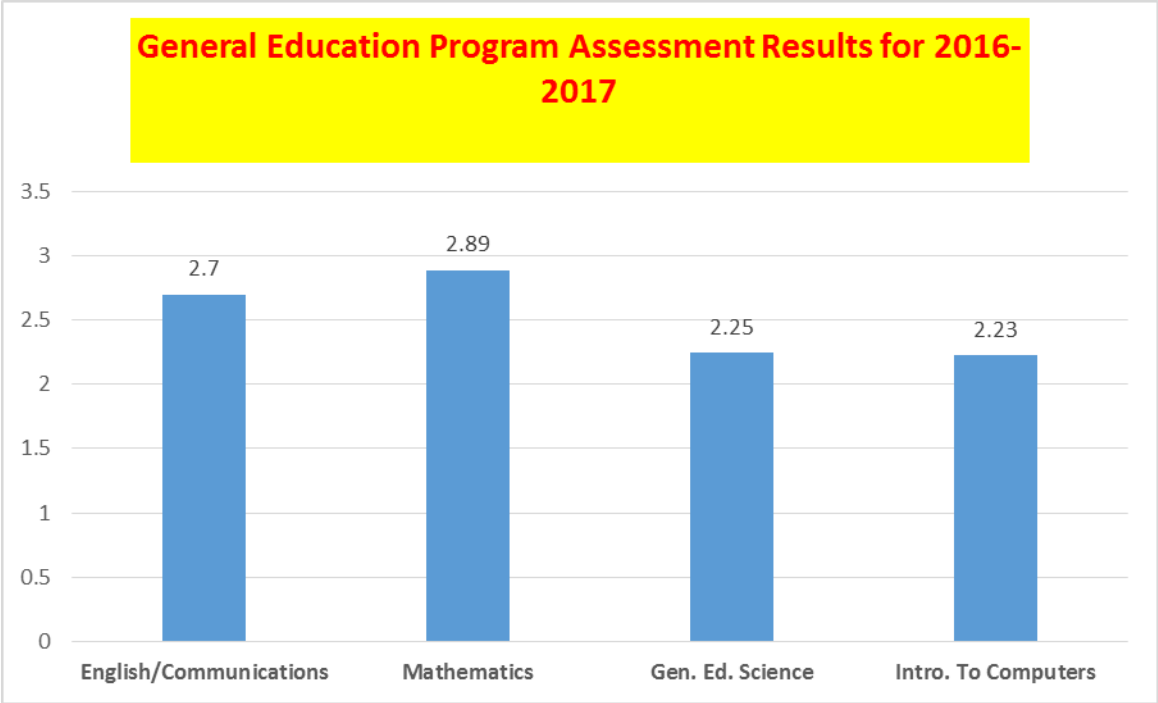


The top scoring program assessment of student learning continues to be Nursing with a 2.98. The Masters in Environmental Science program rated below a 1.75 last year and will be required by the Assessment Committee to revamp the program assessment plan. This is the first year this program has reported to the Assessment committee and like any new program assessment plan, their will and should be expected modifications to the plan which lead to a more valid and reliable assessment plan. All but one program that reported exceed the minimum score of 1.75.

Action/  
Recommendation

Continue process of assisting programs in the development of measureable program outcomes in the fall semester. The Assessment Committee will review ALL programs to make sure the Assessment Plan for that program is assessing the Program Outcomes as listed in the SBC bulletin. The committee will also make sure all

	programs have addressed the WHO, WHAT, WHEN, and HOW questions regarding the assessment.
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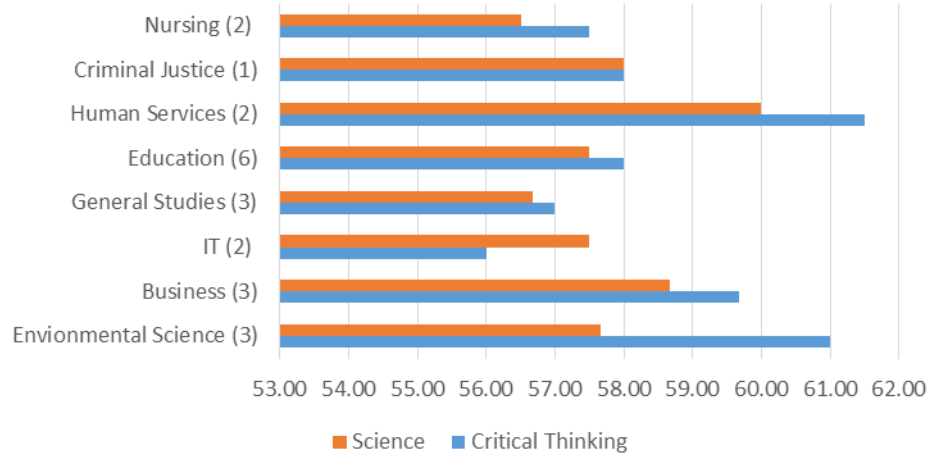
<i>Objective B</i>	Annually review essential learning outcomes (general education) data which supports the continued improvement for student learning.										
Measurement Tool (who, what, when, how)	The Assessment Committee in 2016-2017 will review essential learning outcomes (general education) with the appropriate faculty in the spring of each year after completion of all spring semester classes.										
Measurement Goal	Review of CAAP post scores, in addition to English, Speech, Math, Science and Computers with each area meeting an established minimum requirement.										
Findings/Results	<p>The assessment committee rated all general education program assessment plans on five (5) different criteria using a four (4) point Likert scale (0 – low and 3-highest). Assessment committee members are also allowed to add comments to any of the seven criteria. All general education learning outcomes were presented by the appropriate general education faculty.</p>  <table border="1"> <caption>General Education Program Assessment Results for 2016-2017</caption> <thead> <tr> <th>Subject</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>English/Communications</td> <td>2.7</td> </tr> <tr> <td>Mathematics</td> <td>2.89</td> </tr> <tr> <td>Gen. Ed. Science</td> <td>2.25</td> </tr> <tr> <td>Intro. To Computers</td> <td>2.23</td> </tr> </tbody> </table>	Subject	Score	English/Communications	2.7	Mathematics	2.89	Gen. Ed. Science	2.25	Intro. To Computers	2.23
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This Academic Year the areas of Science and Critical Thinking were assessed on CAAP. The results from the CAAP in the areas of Reading, Writing and Mathematics were reviewed and the results for most students were very positive.

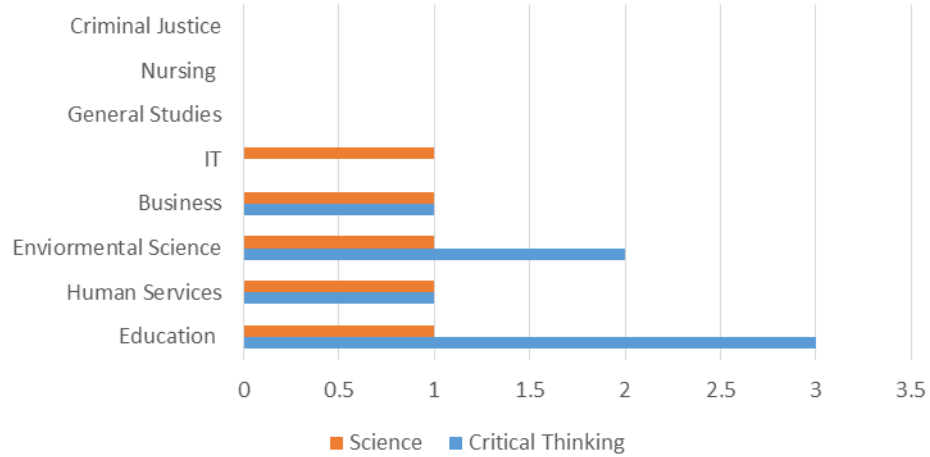
<b>2016-17</b>	<b>Critical Thinking</b>	<b>Science</b>
<b>All Student Average = 22</b>	58.59	57.73
<b>SBC # Students Scoring Honors</b>	7	5

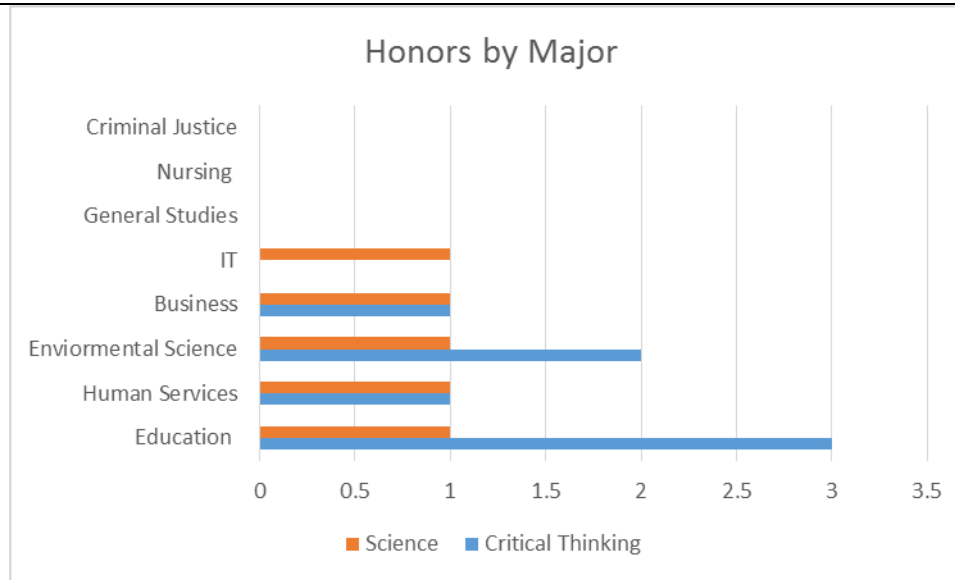
	<b>Critical Thinking Averages</b>	<b>Science Averages</b>
<b>2014-15 (N= 22)</b>	58.81	57.42
<b>2016-17 (N= 22)</b>	58.59	57.73

### Scores by Major



### Honors by Major





### Native American Studies Tribal Knowledge Test Data 2016-17

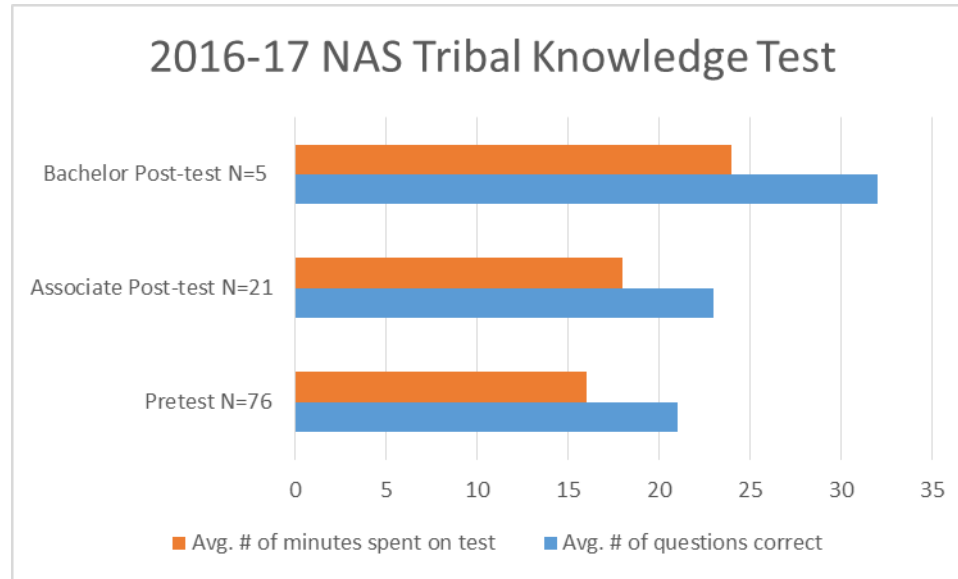
The Native American Tribal Knowledge Test assesses Sitting Bull College students' Native language, culture, and history skills. Data collected measures SBC's General Education Essential Learning Outcome #1: *Students will gain knowledge of human cultures and the physical and natural world* and SBC's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

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

Data below indicates there was an increase in the number of correct questions for associate and bachelor students as compared with first-time freshman entering Sitting Bull College.

2016-17		Avg. # of questions correct	Avg. # of minutes spent on test
<b>Pre-test</b>	<b>N=76</b>	<b>21</b>	<b>16</b>

<b>Associate Post-test</b>	<b>N=21</b>	<b>23</b>	<b>18</b>
<b>Bachelor Post-test</b>	<b>N=5</b>	<b>32</b>	<b>24</b>



**Pre-test: FA-16 PSYC 100: First Year Learning N=52**

<b>Student ID #</b>	<b># of questions correct</b>	<b>Time spent</b>
13403	20	10
12681	21	10
1252	24	21
12624	19	12
13412	22	18
810	28	33
11561	26	26
13419	15	13
12679	37	15
13521	18	14

13519	19	12
9861	25	9
1929	29	10
13399	28	9
12908	12	9
13509	27	18
10165	33	13
13523	24	14
9376	17	14
13442	21	10
13202	9	12
13446	21	15
13499	25	12
12255	25	14
13247	16	21
13511	25	9
11576	19	12
12666	7	19
13269	20	14
13297	38	13
13324	16	11
13199	18	11
13467	15	10
13488	23	13
9972	22	15
11605	25	13
1636	23	18
13235	19	19
13470	17	20
957	37	28
10015	27	24
13545	23	13
13277	22	16
11827	15	8



13466	33	13
11597	25	32
13096	17	Not indicated
13007	15	Not indicated
13495	11	Not indicated
13250	16	Not indicated
13306	20	Not indicated
13184	17	Not indicated
<b>AVERAGE</b>	<b>21 correct</b>	<b>15 minutes</b>

**Post test: FA-16      SOC 120: Transitions: Graduation & Beyond    N=11**

<b>Student ID #</b>	<b># of questions correct</b>	<b>Time spent</b>
11985	37	10 minutes
12401	19	7 minutes
11979	22	25 minutes
2517	24	16 minutes
2928	20	10 minutes
11327	36	35 minutes
12609	27	48 minutes
11919	31	19 minutes
10473	24	11 minutes
10836	29	14 minutes
12027	32	33 minutes
<b>AVG.</b>	<b>27 questions correct</b>	<b>21 minutes</b>

**Pre-test: SP-17      PSYC 100: First Year Learning      N=24**

<b>Student ID #</b>	<b># of questions correct</b>	<b>Time spent</b>
12543	29	23
10229	19	9
9968	22	11
13514	21	14

12839	12	10
13523	29	26
11035	28	18
12657	24	10
13742	30	25
13743	17	7
11901	19	15
13468	30	19
2139	16	10
13709	23	43
13404	27	64
13739	44	125
13680	22	Not indicated
13692	17	Not indicated
13716	18	Not indicated
13717	19	Not indicated
13604	15	Not indicated
12402	26	Not indicated
2352	18	11
2280	17	11
9796	22	14
Average	23 questions*	25 minutes*
Adjusted Average	21	18

**\*one student had 44 questions right and spent two hours and five minutes on the pre-test. This score will be omitted from the findings, since the student may have looked up the answers.**

**Post test: SP-17      SOC 120: Transitions: Graduation & Beyond N=10**

<b>Student ID #</b>	<b># of questions correct</b>	<b>Time spent</b>
13421	19	25 minutes
2525	26	15 minutes
11322	28	15 minutes
9961	18	10 minutes

12480	14	10 minutes
11073	8	10 minutes
11607	13	12 minutes
1369	14	14 minutes
11148	14	14 minutes
12049	37	33 minutes
<b>AVG.</b>	<b>19 questions correct</b>	<b>16 minutes</b>

**Post test: SP-17 Bachelor Students GRAD requirements on MySBC N=5**

Student ID #	# of questions correct	Time spent
2376	27	26
2017	35	23
11302	32	21
2745	31	28
412	38	25
<b>AVG.</b>	<b>32 questions correct</b>	<b>24 minutes</b>

**Questions most marked correct:**

Sitting Bull College is named after a great Očhéthi Šakówiŋ leader whose Očhéthi Šakówiŋ name is: Wótakuye (kinship) is a primary social institution of Očhéthi Šakówiŋ culture and society because it was \_\_\_\_\_. In the Očhéthi Šakówiŋ language, the expression *mitákuye oyás'íŋ*, which is used to close a prayer, translates as \_\_\_\_\_ in English.

**Questions most difficult:**

In the Očhethi Šakówiŋ language, the name *Dakǰóta/Lakǰóta* means \_\_\_\_\_?  
 Match each of the following Očhéthi Šakówiŋ leaders with their description.  
 What are the seven political divisions of the Očhéthi Šakówiŋ?

Data Analysis

The results presented by general education faculty show that students are showing gains as expected. General Education faculty are making changes to their assessment plan to better measure their expected outcomes which is part of the overall assessment process and purpose annually. Of the 28 students that took the CAAP, six (6) students scored high enough to receive honors. Eight (8) of the 28 received honors in Reading and 14 of the 28

	<p>received honors in Writing.(2015-2016) *Note: The data for the NAS Assessment is from the Fall 2016 (Pre-test) to Spring 2017 (Post test for graduates). It is not statistically appropriate to compare these scores as they are NOT paired (meaning if you are going to assess gains, you need to compare each individual students pre-test to THEIR Post test). Being that this was the first year of the NAS assessment, we will in the future be able to compare if students knowledge of the Očhethi Šakówiŋ language and culture has increased and if that increase is statistically significant.</p> <p>A note that should be mentioned is that there is a very significant correlation in the time the students took to take the final test and the number of questions they answered correctly.</p>
Action/ Recommendation	The cumulative results from the Spring Assessment will be forwarded to the appropriate faculty to review and make changes for 2017-2018 based on the results and recommendations from the Assessment committee. Of the eight (8) criteria that is required on the assessment plan, only the last five (5) will be rated unless a program makes changes to any of the first three (3) criteria. If changes are made by a program on the first three criteria, they will present their respective changes to the assessment committee in the fall of 2017.

<i>Objective C</i>	Annually review Student Support Services data including the enrollment management plan which supports the continued improvement of student learning.
Measurement Tool (who, what, when, how)	The Assessment Committee in 2016-2017 will review Student Support Services assessment data through the results of the exit interview administered in SOC 100 each semester along with data submitted on the Enrollment Management Plan.
Measurement Goal	100% review of all data collected that relates to Student Support Services including the enrollment management plan.
Findings/Results	All data related to the Student Support Services and the Enrollment Management Plan were reviewed by the Assessment Committee, using the same scoring rubric as used for programs and essential learning outcomes. The Enrollment Management plan scored 2.87, third highest of all assessment plans.
Data Analysis	Retention and Persistence data shows just a slight drop, but efforts being implemented to work with first time students are showing a positive trend. Recruitment and Outreach efforts surpassed the goal of number of potential students' contacts. Staff in the student support services has very aggressively pursued students with attendance issues which also shows positive trends but continues to be an area needing improvement. First year students, based on the ACCUPLACER results, still continue to tend to have low scores in English and Mathematics, thus the need for the remedial courses.
Action/ Recommendation	Student Support Services along with faculty and staff need to continue to gather data and review the data on a regular basis to make decisions on whether or not specific efforts to improve/assist in reaching outcome goals is truly making a difference. This data will be made available to all faculty, staff, and students as it is posted on the

	<p>SBC website. In the fall of 2017, all incoming students will take the ACCUPLACER test. In the area of mathematics, ALL incoming students scored very poorly in mathematics with almost all having a recommendation for placement in Foundations of Mathematics. The Curriculum Committee approved a major change to the Mathematics curriculum which will not place a student in a particular mathematics course, rather a Pass/Fail math course which will require students to demonstrate a MASTERY of 37 different learning objectives. If a student shows sufficient progress they will get a PASS grade, but if they have not completed all 37 performance objectives, they will continue with their learning and acquiring skills and knowledge each successive semester until they have met all 37 performance objectives.</p>
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<i>Objective D</i>	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.
Measurement Tool (who, what, when, how)	The Assessment Committee in 2016-2017 will meet monthly during the academic year to review or identify any data needed to assist in recommending programmatic or policy changes.
Measurement Goal	A systematic plan of data collection and minutes from monthly meetings.
Findings/Results	The Assessment committee met five times throughout the academic year. A systematic plan is in place to collect data which includes who, how, and when the data is to be collected. Minutes for all monthly meetings as well as minutes for the end of year assessment reporting are posted on the Shared File folder for all faculty and staff to review.
Data Analysis	It is evident that committee members understand the necessity for the assessment process which has evolved over a number of years by many dedicated faculty. Other faculty members that have had some consternation over the assessment process are starting to make changes to their program assessment so that they can determine if changes are needed in their program. The committee membership has been very stable as most committee members have served for 5 or more years. A couple of new faculty have been added as members which has brought some new thoughts and direction to the committee.
Action/Recommendation	Continue with the process that has evolved and continue to work with faculty and staff and making necessary changes so that the academic programs and student support services continue to improve and grow. The Assessment Committee needs(must) meet in September to review all program OUTCOMES to make sure they are the same as what we have printed in the Bulletin. Assessment chair or committee designee should meet with any new faculty in the first two months of the fall to make sure they are aware of the Assessment process and if that faculty member has a desire to changed their assessment plan, they need to present to the Assessment Committee in the FALL of 2017.