



**Program Assessment
2017-2018**

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**Program Assessment Introduction
2017-2018**

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.

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

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

The Assessment Committee continues to use a rating rubric, with scoring the findings, analysis of data, and action or recommendations at yearend. The rubric continued utilizing a rating scale of 0 - No Evidence, 1 – Emerged, 2 – Developed, and 3 –Achieved. The outcomes, measure tools, and measurement goals, are not rated. The rationale for this is that the Assessment Committee is approving outcomes, measurement tools, and expected goals at the beginning of each academic year. During the two-day reporting process faculty are required to complete a one-page summary of their findings along with action or recommendations they plan to implement in 2018-19 academic year. The Assessment Committee keeps minutes for the two-day reporting meetings, which include some committee discussion, recommended changes/updates for each program, and any committee motions (if necessary).

Below is a timeline of the Assessment Committee strategies for 2017-2018:

September/October:

- Review yearend program rubric results
- Send committee recommendations to individual programs
- Corrective action, with review of programs with a composite score of 1.50 or lower
- Review 2017-2018 program plans – require the both direct and indirect measures to be used
- Vote on new General Education standardized assessment tool for Associates level students, since the ACT CAAP will not be available

November/December:

- Approve 2016-17 End of the Year Assessment Summary Report
- Review 2017-2018 corrected program plans
- Approve new math assessment plan for integrated math curriculum
- Approve changes to the Environmental Science Master’s Assessment Plan
- Approve Electrical Certificate Assessment Plan

January-April

- Continue to encourage faculty to collect assessment data systematically, rather than waiting until the end of semester or academic year
- Continue to assist program faculty with more indirect measurements, mid-program measurements, and changing/designing rubrics as tools for assessment
- Continue to refine assessment process, assist new program faculty, approve any program outcomes changes
- Approve CSCI 101 General Education Assessment Plan changes

May:

- Final program assessment presentations
- It is continued recommendation that through the review process and use of the rubric, any programs that have a composite score or individual criteria scores below 1.75 will be required to refine their plan and submit it to the Assessment Committee in the fall 2019 for review.
- Programs that changed program outcomes over the last two years brought outcomes to the committee for formal approval before the 2018-2020 *SBC Bulletin* is printed and updated on the website

The 2017-2018 program Assessment Committee evaluation results are as follows:

DIVISION OF ARTS AND HUMANITIES

PROGRAM OUTCOMES FOR ASSOCIATE OF ARTS DEGREE IN GENERAL STUDIES:

1. The student will express ideas effectively through writing and speaking.
2. The student will demonstrate use of technology.
3. The student will develop their knowledge of various cultures with an emphasis on the Ochethi Sakowin culture.
4. The student will demonstrate sound critical thinking skills and reflective processing of information to enhance problem solving.

Measurement Styles	Findings (Actual Results)	Expected Results	Analysis of the Results	Recommended Action(s)	Strengths of Program Assessment	Opportunities for Program Assessment
2	2	2	2	2	Capstone course.	Hard to assess as students can take various courses.
3	2	3	3	3		
3	3	3	3	3		
3	3	2	3	2		
3	3	2	3	2		
3	3	2	2	3	Good	Continue monitoring and it will be good if you get some statistics from Math Department
2	2	2	2	2		Look at the assessment of how math is assessed.
2.71	2.57	2.29	2.57	2.43	Composite Average	2.51

PROGRAM OUTCOMES FOR BACHELOR OF SCIENCE DEGREE IN GENERAL STUDIES:

1. The student will create written and oral communication to meet professional standards.
2. The student will demonstrate advanced use of technology.
3. The student will demonstrate research skills by retrieving, evaluating, and using information appropriately.
4. The student will develop critical thinking skills and reflective processing of information to enhance problem solving.

No capstone enrollment for 2017-18

DIVISION OF BUSINESS

PROGRAM OUTCOMES FOR ASSOCIATE OF ARTS IN BUSINESS ADMINISTRATION:

1. The student will prepare and interpret various financial reports for a business.
2. The student will exhibit professional skills in written and verbal communication.
3. The student will demonstrate practical application of small business management principles including supervision, marketing, and business planning techniques.
4. The student will demonstrate knowledge of legal issues relating to business.
5. The student will display basic knowledge of global, national, local, and Native American tribal economic concepts.

Measurement Styles	Findings (Actual Results)	Expected Results	Analysis of the Results	Recommended Action(s)	Strengths of Program Assessment	Opportunities for Program Assessment
2	2	2	3	2		
2	1	1	1	1	There are several projects that students complete throughout their courses that could be used for assessment	There are several instruments used in one area that could be used in other areas of the assessment.
2	2	2	1	1		Just keep evolving the assessment plan, keep working with adjunct faculty.
1	2	2	2	2		Look at other courses where you can assess some of your program outcomes. You already noted that in your discussion though
3	2	2	2	3	Good presentation. Keep it up.	Some of materials that need to be under Action/Recommendation is included in the Analysis Section (E.g. "We will avoid having the project online"). Do editing and re-arrangements. Future survey to see if graduates who get into business are succeeding.
0	0	0	2	0		Break out analysis of data to what students learned and did not learn, rather than what the tool was rating.
2.00	1.80	1.80	1.83	1.80	Composite Average	1.80

PROGRAM OUTCOMES FOR BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION:

1. The student will demonstrate advanced level to communicate effectively in writing and orally.
2. The student will demonstrate advanced proficiency of integration of business concepts.
3. The student will apply advanced management theory and techniques to actual business situations.
4. The student will be able to evaluate an organization and provide strategic business recommendations.
5. The student will analyze the impact of global business issues.
6. The student will demonstrate proficiency of current computer information systems within the business environment.

Measurement Styles	Findings (Actual Results)	Expected Results	Analysis of the Results	Recommended Action(s)	Strengths of Program Assessment	Opportunities for Program Assessment
2	1	1	1	1		The program needs to review other programs analysis of data. Too much of the current analysis is just an explanation of the process and not analyzing the data.
2	2	2	1	1	Faculty is committed to improving the program (Associate level and Bachelors).	It has to be very challenging to work with so many adjunct. In Analysis, identify areas of strengths, weaknesses and why, if possible.
2	2	2	2	1		Only a few of your program outcomes have recommendations or actions, some are located in analysis of data. On a few of your program outcomes they are only being assessed in one course, outcome 2 and 3.
3	2	2	1	1	Using multiple measures is a good thing. :)	incorporate analysis to help drive your action/recommendation
2	2	2	1	2	Good presentation. Keep it up.	Have a comprehensive analysis. "good grasp" need to be replaced with actual score e.g. above 3 . Correct the error on the average calculation. Rubric (1-5) is mixed with % is confusing. Complete the Action/ recommendation sections
2.20	1.80	1.80	1.20	1.20	Composite Average	1.64

PROGRAM OUTCOMES FOR ASSOCIATE OF SCIENCE DEGREE IN INFORMATION TECHNOLOGY:

1. The student will comprehend and resolve common desktop computer and network issues.
2. The student will practice communication, problem solving and decision-making skills through the use of appropriate technology.
3. The student will identify, design, and develop appropriate technology solutions (in web, desktop network, and or database applications)
4. The student will configure and administer database servers to support contemporary business environments.
5. The student will plan and implement a technical solution for networking in a small business environment.
6. The student will design and develop software solutions for various use environments by employing appropriate problem solving strategies.
7. The student will investigate issues and/or solve problems using current topics in computing as well as application of industry trends.

Measurement Styles	Findings (Actual Results)	Expected Results	Analysis of the Results	Recommended Action(s)	Strengths of Program Assessment	Opportunities for Program Assessment
1	2	1	1	1		You have the opportunity to put your stamp on the program assessment for IT.
2	2	2	2	2		Keep working to make your program assessment stronger. You have some good ideas on what you want to do. Keep plugging away!
2	2	1	1	2	Good start	Continue working on it; re-arranging program outcomes
2	2	2	2	2		
1	1	1	1	1	It is good that the new instructor acknowledges the need to revise the program outcomes.	The new instructor has some good idea for curriculum changes and use of computer simulation software.
2	2	2	2	2	There is room for a lot of growth in this program. Pursue the certifications for the students. Having the certification available to complete in the final but not part of the grade is a great opportunity for assessment.	
1.67	1.83	1.50	1.50	1.67	Composite Average	1.63

DIVISION OF CONSTRUCTION TECHNOLOGY

PROGRAM OUTCOMES FOR ASSOCIATE IN BUILDING TRADES

1. The student will prepare building site according to building plan.
2. The student will demonstrate the proper use of hand and power tools.
3. The student will estimate amount of material needed to complete building project.
4. The student will be able to layout and construct exterior wall sections and roofing according to a building plan.
5. The student will be able to install interior walls and ceilings, doors and trim, and cabinets and special built-ins according to building plan.

Measurement Styles	Findings (Actual Results)	Expected Results	Analysis of the Results	Recommended Action(s)	Strengths of Program Assessment	Opportunities for Program Assessment
2	3	2	2	2		
2	2	2	2	2		
3	3	2	2	2	Faculty utilize the NCCER standard exams which are reliable and valid instruments.	Do students get a chance to identify which learning strategies they prefer?
2	2	2	2	3	Good	Good. There is need to break down the statistics to indicate the lowest and the highest scores.
3	2	3	1	1	The ability to use competency based/hands on assessment	Expand on recommendation. Break self-assessment down for self-evaluation for fall and spring.
3	2	3	2	2		
2	2	2	2	3	Hands-on contact with students	Changes in certificates for 17-18 may be better for students
2.43	2.29	2.29	1.86	2.14	Composite Average	2.20

PROGRAM OUTCOMES FOR CERTIFICATE IN COMMERCIAL DRIVERS LICENSE (CDL):

1. The students will gain a working knowledge of a tractor trailer and basic skill driving.
2. The students will gain a working knowledge of standard safety practices set by the Occupational Safety and Health Administration.
3. The students will understand an overview of all North or South Dakota Department of Transportation Regulations.

Measurement Styles	Findings (Actual Results)	Expected Results	Analysis of the Results	Recommended Action(s)	Strengths of Program Assessment	Opportunities for Program Assessment
3	3	3	3	3	Program is doing well!	
3	2	2	2	2	The ability to have competency based/hands on assessment.	Eliminate outcome 4 on career fair.
2	3	2	2	2	good assessment and analysis	
3	3	3	3	3	It was helpful how you explained what would be best in regards to the fee issue between ND and SD. It was helpful that you explained what the students have to accomplish to pass the permit exam and the driving exam.	Consider having the fees reflect each respective state's testing fees.

3	3	3	2	2	Faculty is very dedicated. Students this year had more success on getting the permit compared to prior years.	
2	2	2	2	2		
2	2	2	2	2	Good	Be more keen on the student driving licenses at the registration time
2.57	2.57	2.43	2.29	2.29	Composite Average	2.43

PROGRAM OUTCOMES FOR CERTIFICATE IN ELECTRICAL:

1. The student will be able to lay out the electrical system in new residential and light commercial installations according to the National Electrical Code Guidelines.
2. The student will be able to identify the materials needed to complete project.
3. The student will be able to complete the rough-in stage of residential wiring using romex cable, light commercial wiring and using conduit in accordance with the National Electrical Code Guidelines.
4. The student will be able to complete the trim-out of new residential and light commercial projects including installing outlets, switches, light fixtures, smoke detectors, service panels, and meters.

Measurement Styles	Findings (Actual Results)	Expected Results	Analysis of the Results	Recommended Action(s)	Strengths of Program Assessment	Opportunities for Program Assessment
1	2	2	1	2		
3	2	2	1	1	The ability to used competency based/hands-on assessment	Recommendations were more of an analysis versus what action will be taken next year for changes.
2	2	3	1	3	Hands-on learning. Instructor knows students well.	Gage which skills students learned well and what skills need more teaching for the following year.
2	2	2	3	1	Pretty good data shown	Not much for recommendations, looks more like what you did with the students
3	2	2	2	2	Faculty is very knowledgeable. Students must show that they can identify symbols and know the codes.	Can you identify what areas students may be weak in and what areas are strengths. Move actions/recommendations to analysis and then what might be some actions to help students learning and mastering skills.
1	2	2	1	2	Fair.	It can be summarized and re-arranged. Most of the work on the recommendation column should be in the actual finding/analysis columns.
2.00	2.00	2.17	1.50	1.83	Composite Average	1.90

PROGRAM OUTCOMES FOR CERTIFICATE IN HEAVY EQUIPMENT OPERATOR:

1. Attain the technical skills and knowledge necessary to earn credentials from NCCER in Heavy Equipment Operations
2. Use critical thinking to describe basic mechanical operations and implement maintenance procedures, and to demonstrate knowledge of laws, regulations and safety requirements of the profession.
3. Demonstrate familiarity with the realities of employment in the heavy equipment industry.

Program not offered in 2017-18.**PROGRAM OUTCOMES FOR CERTIFICATE IN WELDING:**

1. The student will understand the theory behind the various welding processes.
2. The student will be able to demonstrate their ability to perform welds utilizing the SMAW, FCAW, and FMAW processes.
3. The student will be able to perform proper welds in the following positions: 1G-Flat, 2G-Horizontal, and 3G-Vertical.
4. The student will demonstrate knowledge of OSHA standards for welding safety practices.

Measurement Styles	Findings (Actual Results)	Expected Results	Analysis of the Results	Recommended Action(s)	Strengths of Program Assessment	Opportunities for Program Assessment
3	3	2	2	3		
2	3	3	3	3	Overall good assessment of program	
3	2	2	3	1	Good. Good verbal presentation	May combine outcome number 2 and 3
2	2	2	2	2	The ability to use competency based/hands on assessment.	Would like to see more analysis of the data. Are students achieving the pass rate right away or are they retaking tests?
2	2	2	3	3		
3	3	3	3	3		
2.50	2.50	2.33	2.67	2.50	Composite Average	2.50

PROGRAM OUTCOMES FOR CERTIFICATE IN OIL DRILLING:

1. The students will become certified Firemen and will understand how to handle a fire occurrence on an oil rig.
2. The students will have field training to introduce them to the oil rig equipment and learning the specialized skills that they will need to be entry level oil rig workers.
3. The students will become certified in all safety requirements to begin work on the oil rigs immediately after graduation.

Program not offered in 2017-18.**PROGRAM OUTCOMES FOR CERTIFICATE IN HOME ENERGY AUDIT:**

1. Efficiently and properly use equipment to conduct building pressure analysis.
2. Recognize Safety and Health Hazards and be able to properly identify the correct procedure for containing environmental hazards.
3. Identify and apply discipline-specific practices that contribute to the local and global community through social responsibility, renewable energy, economic commitment and environmental stewardship.

Program not offered in 2017-18.**PROGRAM OUTCOMES FOR CERTIFICATE IN WATER TREATMENT TECHNICIAN:**

1. The student will be able to identify sources of fresh water and explain the process of water collection. They will be able to list methods for storing raw water and protecting water quality.
2. The student will learn the principles of safety, health, and environment as an individual and as a team member within a water treatment facility. They will be able to explain water treatment plant safety and health rules and procedures.
3. The student will gain knowledge required to safely operate water treatment plant equipment. These skills will also directly translate into work practices that are environmentally sound.

Program not offered in 2017-18

DIVISION OF EDUCATION

PROGRAM OUTCOMES FOR EDUCATION PROGRAMS:

1. The candidate will demonstrate discipline content knowledge, pedagogical and professional knowledge, and skills/dispositions needed to educate all learners through field and practicum experiences.
2. The candidate will demonstrate and use formal and informal assessment strategies to evaluate and ensure the continuous development of the diverse learner.
3. The candidate will be a reflective thinker who continually evaluates the effects of his/her choices and actions on others and who seeks opportunities to serve the community and grow professionally.
4. The candidate will demonstrate knowledge and sensitivity of global cultures/ethnicities, and an awareness of diverse learning styles, with a focus on Ocheti Sakowin culture and language.
5. The candidate will demonstrate the ability to integrate tools of instructional and assistive technology into teaching and professional practice.

PROGRAM OUTCOMES ASSOCIATE OF SCIENCE IN EARLY CHILDHOOD EDUCATION

Measurement Styles	Findings (Actual Results)	Expected Results	Analysis of the Results	Recommended Action(s)	Strengths of Program Assessment	Opportunities for Program Assessment
3	2	3	2	3	The program has a number of different assessment tools.	Possibility of internship supervisor completing disposition checklist.
3	3	3	3	3		
3	2	3	3	3		
2	2	2	2	3	Good recommended actions, Derek	
3	3	3	2	3	Good	Good; Continue with the trend
3	3	3	3	3		
2.83	2.50	2.83	2.50	3.00	Composite Average	2.73

Early Childhood Education – Bachelor
No enrollment for 2017-18

PROGRAM OUTCOMES ASSOCIATE OF SCIENCE TEACHER EDUCATION

Measurement Styles	Findings (Actual Results)	Expected Results	Analysis of the Results	Recommended Action(s)	Strengths of Program Assessment	Opportunities for Program Assessment
3	3	3	2	2	Nice assessment plan.	
3	3	3	3	3		
3	3	3	3	3		
3	2	2	2	3	Good. Having different colors for different years (2016 and 2017) is good. It is impressive to know that you are emphasizing on the diversity.	Good. Continue with trend.
2	3	3	2	2	Showing improvement from past years.	Possible identification of areas of weakness for PRAXIS.
2	3	2	2	2		
2.67	2.83	2.67	2.33	2.50	Composite Average	2.60

PROGRAM OUTCOMES BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION

Measurement Styles	Findings (Actual Results)	Expected Results	Analysis of the Results	Recommended Action(s)	Strengths of Program Assessment	Opportunities for Program Assessment
2	2	2	2	3		Reconfigure the portfolio assessment
3	3	3	3	3	Don't forget to revamp your rubrics to the newer standards!	
3	3	3	2	2	All faculty in the dept. very involved.	
3	2	2	2	3	Good layout and incorporating diversity	You may change the study sessions you have on Friday to other school days to possibly increase the attendance.
2	3	3	2	2	Use of various assessment tools.	Increase in diversity opportunities for students.
3	3	3	3	3		
3	3	3	3	3		
2.71	2.71	2.71	2.43	2.71	Composite Average	2.66

Secondary Science Education – Bachelor
No enrollment for 2017-18

PROGRAM OUTCOMES FOR MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION:

1. The candidate will demonstrate advanced knowledge, skills, and dispositions.
2. The candidate will understand, develop, and apply research and research methods through effective communication relevant to the advanced field of study using effective communication through writing.
3. The candidate will demonstrate a deepened understanding of the study of the role of schools in society and the development of positive-relationship partnerships with families and the larger community through effective communication and the implementation of programs, services, events, and/or best practices.
4. The candidate will demonstrate a deepened understanding and apply advanced teaching strategies and models of teaching relevant to the advanced field of study, in order to meet the needs of students.
5. The candidate will demonstrate various methods of integrating current, appropriate instructional technologies.
6. The candidate will demonstrate practicum performance via a field experience that shows evidence of the potential impact on P-12 student learning using varied assessments.

Measurement Styles	Findings (Actual Results)	Expected Results	Analysis of the Results	Recommended Action(s)	Strengths of Program Assessment	Opportunities for Program Assessment
2	2	2	2	2		Baseline year for assessment as not all outcomes have been addressed
2	2	2	2	2		
2	1	1	1	1	New program and assessment tools have been developed.	Program is in its first year and data is not available for all areas.
3	2	2	2	2		
3	2	2	2	0	Good	More work to be done on the Recommendations
3	2	2	2	2	Good job for first time!	
2.5	1.83	1.83	1.83	1.5	Composite Average	1.90

DIVISION OF ENGINEERING

PROGRAM OUTCOMES FOR ASSOCIATE OF ARTS IN PRE-ENGINEERING

1. The student will apply knowledge of Chemistry, Physics, mathematics through Calculus II, and introductory engineering to the analysis of engineering problems.
2. The student will conduct experiments and analyze and interpret data.
3. The student will design a system, component, or process to meet desired needs within realistic constraints at a level typical of a beginning 3rd year undergraduate in an ABET (Accreditation Board for Engineering and Technology, Inc.) accredited engineering program.
4. The student will function on teams having a diversity of educational, occupational, and cultural backgrounds.
5. The student will identify, formulate, and solve engineering problems at a level typical of a beginning 3rd year undergraduate in an ABET accredited engineering program.

Measurement Styles	Findings (Actual Results)	Expected Results	Analysis of the Results	Recommended Action(s)	Strengths of Program Assessment	Opportunities for Program Assessment
1	1	1	1	1		
2	1	1	1	1		It is hard to assess, because of the lack of students.
0	1	1	1	3		
3	2	2	2	2	Good presentation with diagrams	Measurement goal need to be in rubric or percent (One or another).
1	1	1	1	1		
2	1	2	2	3		You did fine with little or no results to assess. Plan looks good to me.
3	0	0	0	0		Do not give up hope. I think this program can evolve.
1.71	1.00	1.14	1.14	1.57	Composite Average	1.31

DIVISION OF MATH AND SCIENCE

PROGRAM OUTCOMES FOR ASSOCIATE OF SCIENCE IN ENVIRONMENTAL SCIENCE:

The student will describe and show competency in the following issues associated with environmental science:

1. The proper use of environmental sampling equipment and current technology in the classroom and in the field according to accepted "Standard Methods";
2. The ability to conduct field sampling and monitoring of air, water, soil, and biomass using appropriate sampling equipment according to accepted "Standard Methods";
3. The ability to conduct an environmental site assessment;
4. The ability to describe, orally and in writing, the similarities and differences between traditional and modern views of the Earth;
5. The ability to demonstrate an understanding of methodology in science research;
6. The ability to describe biological, chemical, and physical influences on environmental media;
7. The ability to describe transport mechanisms for contaminants as they travel through various environmental media; and
8. The demonstration of general knowledge of environmental issues and develops an understanding of environmental impacts resulting from human activities

Measurement Styles	Findings (Actual Results)	Expected Results	Analysis of the Results	Recommended Action(s)	Strengths of Program Assessment	Opportunities for Program Assessment
2	2	3	3	2		
2	2	2	2	2	Students do conduct research at the 2 year level	Might be a good opportunity for students to do a self-evaluation on the project proposal
3	3	3	3	2		
3	3	2	2	2	The assessment plan has shown a great deal of growth and lots of forethought into the assessment plan.	
3	3	3	3	3	The analysis is scientific. This is important for the integrity of the program.	NA
3	3	2	2	2	Good	More Labs and Motivation. Need for more coordination. May be one person to present both AS and BS programs.
1	2	2	2	2	Improvement from past years	Hard to relate findings with each of the program outcomes.
2.14	2.57	2.43	2.43	2.14	Composite Average	2.34

PROGRAM OUTCOMES FOR BACHELOR OF SCIENCE IN ENVIORNMENTAL SCIENCE:

The student will describe and show competency in the following issues associated with environmental science:

1. The proper use of environmental sampling equipment and current technology in the classroom and in the field according to accepted "Standard Methods";
2. The ability to design and conduct a field or laboratory study using appropriate sampling equipment and techniques according to accepted "Standard Methods";
3. The ability to describe the similarities and differences between traditional and modern views of the Earth;
4. The ability to describe biological, chemical, and physical influences on environmental media, including human health effects;
5. The ability to describe transport mechanisms for contaminants as they travel through various environmental media;
6. The ability to develop a professional research proposal and demonstrate the various steps of the scientific method in the design;
7. The ability to develop and present a professional research presentation and answer questions in an appropriate manner;
8. The ability to produce a final report of a research project that effectively provides a general narrative of the student's research;
9. The skill to integrate GPS/GIS technology into presentations; and
10. The competency of developing a wildlife conservation and management plan applicable to the needs of the Standing Rock Sioux Reservation and/or the Cheyenne River Sioux Reservation.

Measurement Styles	Findings (Actual Results)	Expected Results	Analysis of the Results	Recommended Action(s)	Strengths of Program Assessment	Opportunities for Program Assessment
2	2	2	2	2	Better than past years, but still need more indirect measures.	
3	3	3	2	3		
3	3	3	3		You have done an excellent job explaining the results and why the results are what they are. I believe this is a strong assessment of your program because you measure several variables. Your mention of what is needed for student success is critical.	NA
3	2	2	2	2	Plan has shown much growth from years ago.	Could students in the capstone courses be required to come up with a calendar to layout the milestones for writing the proposals and research projects.
3	2	3	3	2	Good	Summary of the data needed. Put in the prior recommendations in the recommendation column.
2	3	2	2	2	Good variety in assessing outcomes in several courses throughout the program	
2	2	3	2	3		
2	2	2	3	3		
2.50	2.38	2.50	2.38	2.43	Composite Average	2.44

PROGRAM OUTCOMES FOR MASTER OF SCIENCE IN ENVIORNMENTAL SCIENCE:

The student will show competency and mastery in the following skill sets associated with environmental sciences:

1. The student will develop scientific critical thinking skills.
2. The student will demonstrate the ability to articulate knowledge of environmental science, methodologies, and policy both in writing and orally.
3. The student will synthesize a cogent research thesis inclusive of appropriate statistical analysis.
4. The student will demonstrate an understanding of Native Science as it relates to the Lakota/Dakota culture, while maintaining the balance with and the integrity of Western Science.

Measurement Styles	Findings (Actual Results)	Expected Results	Analysis of the Results	Recommended Action(s)	Strengths of Program Assessment	Opportunities for Program Assessment
2	2	2	2	2	Better than last year.	
1	2	2	2	2		
2	2	2	2	2		
2	2	3	2	2		
3	2	3	3	3	Good	Very good. Continue doing the same, but presentation time needs to be managed well through a summarized presentation.
3	3	2	2	2	Very difficult to really assess a PROGRAM with data only from one student.	
3	3	3	2	3	A direction was provided for the Master's program. It is easy to see it is challenging go obtain numbers when one student is enrolled.	
2.29	2.29	2.43	2.14	2.29	Composite Average	2.29

DIVISION OF NATIVE AMERICAN STUDIES

PROGRAM OUTCOMES FOR CERTIFICATE/ASSOCIATE OF SCIENCE DEGREE IN LAKHOTIYAPI/DAKHOTIYAPI:

1. The student will demonstrate a knowledge base of the Ochethi Sakowin Language using best practices in the following areas:
 - a) language acquisition; b) field methods; c) practical applications; and d) teaching techniques

PROGRAM OUTCOMES FOR ASSOCIATE OF ARTS DEGREE IN NATIVE AMERICAN STUDIES:

1. The student will demonstrate proficiency in the Ochethi Sakowin language:
 - a) Orally; b) Reading; and c) Writing
2. The student will demonstrate an awareness of Ochethi Sakowin culture and the importance of cultural activities and their role in Ochethi Sakowin society.
3. The student will demonstrate knowledge of the traditional values of Ochethi Sakowin society.

PROGRAM OUTCOMES FOR BACHELOR OF ARTS DEGREE IN NATIVE AMERICAN STUDIES:

The Bachelor of Arts in Native American Studies will facilitate the achievement of Sitting Bull College's overall mission to build intellectual capital and promote economic and social development by preparing students to be community-centered leaders. Upon completion of the program:

1. Students will read, write, understand, and speak the Ochethi Sakowin language proficiently both in and outside the classroom.
2. Students will identify the challenges that Native people face today through effective oral and written communication.
3. Students will demonstrate knowledge of Ochethi Sakowin history, institutions, values, by applying such teachings in personal, public and academic situations.

Programs did not present in May 2018; asked for a summer extension to report in September 2018.

DIVISION OF NURSING

PROGRAM OUTCOMES FOR ASSOCIATE OF SCIENCE DEGREE IN PRACTICAL NURSING:

1. The student will practice holistic, safe, technical nursing care in meeting the health care needs of individuals and families across the lifespan, regardless of cultural background.
2. The student will demonstrate technical level skill in critical thinking, communication, and therapeutic nursing interventions.
3. The student will utilize the nursing process to give culturally focused care.
4. The student will demonstrate effective promotion of wellness and balance across the lifespan and transitions of living in the present world with individuals, vulnerable populations, and various other professionals in a variety of settings such as community health care agencies, outpatient settings, and long-term care settings.
5. The student will practice within the ethical and legal guidelines of the Nurse Practices Act.
6. The student will demonstrate leadership skills consistent with the role of a practical nurse in collaboration with registered nurses, advanced practice registered nurses, or licensed practitioners.

Measurement Styles	Findings (Actual Results)	Expected Results	Analysis of the Results	Recommended Action(s)	Strengths of Program Assessment	Opportunities for Program Assessment
3	3	3	3	3	The program does a great job of uses a number of assessment tools.	The program plan should be used as an example for excellent assessment.
3	3	3	3	2		
3	3	3	3	2	One of our best program assessment plans.	
3	3	3	3	3		
3	2	3	3	3	Keep up the great work!!!!	
3	2	2	3	3	The report is well organized and the presentation is well done. Continue with the trend.	Put more effort on Community Health Classes to increase the performance. This is one of the "huge" problem in our Standing Rock Community. This remains important since we encourage our students to serve in the community to positively change lives here.
3	2	3	2	2		
3.00	2.57	2.86	2.86	2.57	Composite Average	2.77

DIVISION OF SOCIAL AND BEHAVIORAL SCIENCE

PROGRAM OUTCOMES FOR CERTIFICATE AND ASSOCIATE OF SCIENCE IN COMMUNITY HEALTH WORKER:

1. The students will access current & reliable research-based health information from the internet as a “life-long” skill.
2. The student will present health-related information to others in “one-on-one” settings, as well as in small group settings, & large group settings
3. The student will attend to “health literacy”, that is, prepare and present health information in a way that is respectful of the “learner”, for example, students will be able to effectively adapt health information so it can be understood by an elder, a colleague, a Tribal leader, a child, people with advanced reading levels, and people who have limited reading levels.
4. The student will adapt general health related information to include its direct application to the American Indian cultural context
5. The student will document reliably in written and electronic health records
6. The student will communicate effectively and respectfully
7. The student will assess different communication styles and adapt their communication style as necessary to meet the needs of potential clients in the community

Program not offered in 2017-18.

PROGRAM OUTCOMES FOR ASSOCIATE OF APPLIED SCIENCE DEGREE IN LAY ADVOCATE/PARALEGAL:

1. The student will demonstrate knowledge of the Constitutional and legal foundations of American law.
2. The student will demonstrate an understanding of the powers and limitations of Indian law based on federal law and legal precedent.
3. The student will demonstrate a foundational understanding of civil and criminal law sufficient to obtain entry-level employment as a paralegal or to represent Tribal constituents as a lay advocate in Tribal courts.

Measurement Styles	Findings (Actual Results)	Expected Results	Analysis of the Results	Recommended Action(s)	Strengths of Program Assessment	Opportunities for Program Assessment
3	2	3	3	3	Wayne is dedicated to researching what students know and don't know	Direct assessment tool is still a concern. Why are students doing so well one semester and not another? This assessment may not demonstrate learning that occurred. Multiple choice tests are not constructive to demonstrate understanding of critical thinking. This is why most standardized normed exams are going to different methodologies.
3	3	3	3	3	The data provided is more than thorough.	
2	3	3	2	2		
2	2	2	2	2	Good progress	Summarize your data
2	3	2	3	2		
3	2	3	3	3	It is obvious that a lot of thought is put into the assessment plan. Nice to see input from adjunct instructors.	
2	3	3	3	2	The addition of indirect measures.	With the limited number of students, it maybe more helpful to determine if meeting outcomes to think about an additional assessment tool.
2.43	2.57	2.71	2.71	2.43	Composite Average	2.57

PROGRAM OUTCOMES FOR ASSOCIATE OF SCIENCE DEGREE IN CRIMINAL JUSTICE:

1. The student will demonstrate a working knowledge of the Constitutional and legal foundations of American law.
2. The student will demonstrate an understanding of the powers and limitations of Indian law based on federal law and legal precedent.
3. The student will demonstrate a basic understanding of the various theories of deviant behavior and society's responses to such behavior.

Measurement Styles	Findings (Actual Results)	Expected Results	Analysis of the Results	Recommended Action(s)	Strengths of Program Assessment	Opportunities for Program Assessment
2	3	3	3	3		One-paged paper - grades "given" are a focus of the conversation. Most assessment should separate learning assessment from grading.
2	3	3	2	2	Good detail in assessment program	
3	3	3	3	2	Nice to see the evolution of the assessment plan. Good Job!	
3	2	2	2	3	Continue with the trend	Summarize your data analysis section
3	3	3	2	2		
2	3	3	3	2	Adding of indirect measures.	The same test instrument has been used for a number of years. This year was a new group taking the test, but as they progress through they may get tired of taking the same test over each semester.
2.50	2.83	2.83	2.50	2.33	Composite Average	2.60

PROGRAM OUTCOMES FOR ASSOCIATE OF SCIENCE DEGREE IN HUMAN SERVICES TECHNICIAN:

1. The student will demonstrate the ability to effectively communicate with clients and other professionals verbally and in writing.
2. The student will demonstrate knowledge of social and human service delivery systems and their role within the local and regional community:
 - a) Role Identification
 - b) Agency Planning, Budgeting, Management
 - c) Legal and Ethical
3. The student will apply systematic procedure to identify problems, provide therapeutic supportive and preventive services.

Measurement Styles	Findings (Actual Results)	Expected Results	Analysis of the Results	Recommended Action(s)	Strengths of Program Assessment	Opportunities for Program Assessment
2	3	2	2	2		You have that students need to score a 75% on a checklist that you evaluate in a few different areas for evaluation. You discussed how important writing was in these areas but it seems that a checklist would not reflect how important writing is to these assessments. Maybe a checklist is not the right term?
3	3	3	3	3		
3	3	3	3	3	Program has made improvements over the years of adding more measurement tools for each outcome.	
3	2	2	2	1	Good. Presentation was good too but Time Poorly Managed.	The Recommendation Column need to be filled. Fill in that recommendation that you report that was not changed. You may add Assessing Professionalism. Presentation exceeded the located time. Try summarizing the presentation.
3	3	3	2	2	Good direct and indirect measurements.	
3	3	3		3	It is healthy that you have self-assessment components of your program that assist the student in determining if they are the right fit for the human services program.	Keep up the great work!
3	2	2	2	2	Program is using several methods of assessment.	On ranges of scores, it would be good to note what areas are the weakest and which were the strongest areas.
2.86	2.71	2.57	2.00	2.29	Composite Average	2.49

PROGRAM OUTCOMES FOR BACHELOR OF SCIENCE DEGREE IN SOCIAL WORK:

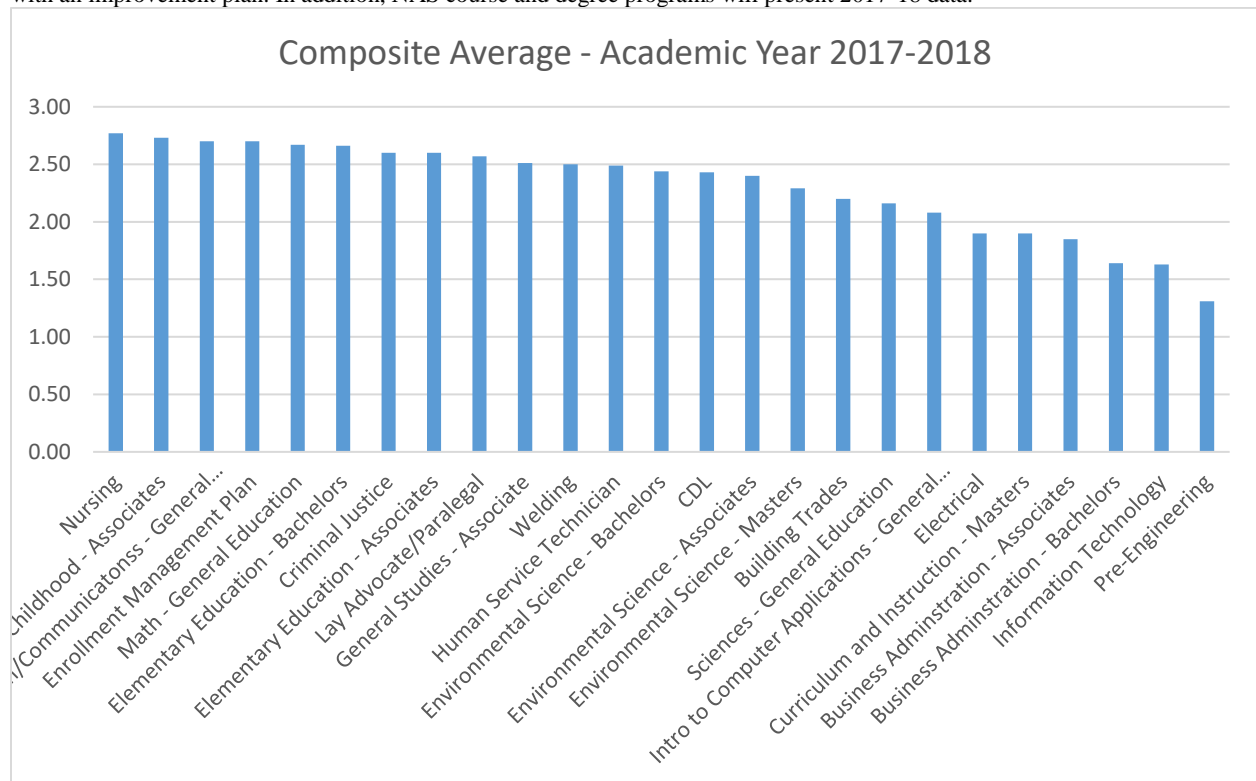
1. The student will display professional and ethical demeanor throughout their program of study by putting into practice professional and ethical behavior learned in the program.
2. The student will demonstrate knowledge and sensitivity of global cultures/ethnicities and an awareness of diverse engagement with a focus on the Lakota/Dakota culture.
3. The student will participate in positive social change and social justice practices throughout the program of study.
4. The student will engage in evidence based practice methods of study throughout the program and internship opportunity.
5. Students will engage in policy practice through policy reviews and analysis.
6. The student will demonstrate a variety of engagement methods when working with individuals, families, groups, organizations and communities.
7. Students will demonstrate their ability to assess individuals, families, groups, organizations and communities.
8. The student will utilize a variety of intervention strategies when working with individuals, families, groups, organizations and communities.
9. Students will demonstrate a variety of evaluation methods to utilize while working with individuals, families, groups, organizations and communities.

Program approved by HLC May 2018; SBC will enter students Fall 2018.

OVERALL SCORES AND MEETING MINUTES

Assessment participation with adjunct faculty still continues to be an issue, although it has improved over the past five years. Several departments have been involving their adjunct faculty more than others. Trainings and videos assist adjunct in the use of the college’s learning management system, which allows them to post information on-line for students, take 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, along with different assessment strategies.

The graph below shows the Assessment Committee ratings for the 2017-18 Program Assessment Plan presentations for the year. Any program or general education course that scored below 1.75 will need to report to the Assessment Committee in Fall 2018 with an improvement plan. In addition, NAS course and degree programs will present 2017-18 data.



Assessment Committee Minutes from yearend reports are as follows:

May 7, 2018 Meeting Minutes

Agenda Item	Discussion	Recommendations/Actions
I. Call to Order		Meeting was called to order by Tim Kraehler, Committee Chair, at 9:02am
II. Assessment Presentations for the Day	The committee will follow the schedule as posted.	
III. Building Trades (9:00-9:25am)	Terry Brown Otter provided the committee with updated outcomes for the Building Trades Program. Outcome #1 needs to split up 'the demonstrate the proper use of hand and power tools' to 1. A & B.	<p>Since the program is moving to a one-year certificate, a couple of the outcomes should be revised.</p> <p>Motion: Motion by Koreen Ressler: #1 Outcome should be changed to "The student will demonstrate proper use of hand and power tools." #2 Outcome should be omitted. Seconded by Chris Fried. Motion carried.</p> <p>Would like to see range of score, not just averages. This allows for more discussion of what students learned and what needs to be the focus for teaching for the next year.</p> <p>Another strategy is to compare the instructor's ratings to the student ratings. Self-survey may need to be done each semester, due to the changes in the degree plan.</p> <p>Outcome #5: measurement goal is not written clearly. "Students will score a 4 or above on a scale of 5."</p>
IV. Electrical (technical difficulties with shared folder) (9:35-10:10am)	Bruce Greig Analysis of Data should be stronger rather than "students met expectations"	<p>Identify areas of strengths and weaknesses so that teaching strategies can be changed or reinforced for the next year.</p> <p>Example of analysis: Students were able to use trencher to lay wire for ag water for horses. However, when out in the lab, more work on residential wiring and examples need reinforcement.</p> <p>Outcome 4 B needs a measurement goal. Where do you want student to rate themselves? A point each time they take the self-assessment?</p> <p>Advisors need to make sure that students take the 103 Code Study course (even for part-time students).</p> <p>Motion: Renee Froelich made a motion to change all the outcomes in the shared file to be the outcomes written in the new SBC Bulletin for the 2018-2020 book. Michael Moore seconded the motion. Motion carried.</p>
V. CDL (10:15-10:30am)	Joe McMullen	<p>Outcome #3 should say "North or South Dakota Department of Transportation Regulations". (Tim made change)</p> <p>Motion: Glen Philbrick motioned to change outcome #3 to "...North or South Dakota Department of Transportation Regulations". Francis Onduso seconded the motion.</p> <p>Outcome #4 is not in the <i>SBC Bulletin</i>. Instructor will ask students to attend career fairs, but this will be removed from the assessment plan.</p>
VI. Welding	Joe McMullen	Outcomes do not match the current bulletin. Program

(10:30-11:00am)		<p>should bring these current outcomes to the Assessment Committee in the fall for approval.</p> <p>Motion: Motion made by Renee Froelich to change the <i>SBC Bulletin</i> to match the three outcomes (#2 was deleted) on the shared folder. Motion seconded by Glen Philbrick.</p> <p>Motion carried.</p> <p>If the program wants to add an advanced certificate program, it will need to go through curriculum committee. Assessment committee will need outcomes for that advancement certificate, too.</p>
VII. Human Services (11:00am – 11:40am)	Roxanne Howes	Program outcome #3 (B) did not have the analysis finished, although Roxanne was able to describe the analysis.
VIII. A.S. & B.S. Environmental Science (11:35-12:10)	A.S. – Daniel Buresh Rena Schmidt – Associate outcomes C & D;	<p>Associates competencies. The first outcome A) is looking at all students in the three courses, but did not break out ENS majors. This might need to be discussed as a program to see whether or not this clearly states what students know and do not know.</p> <p>AS Assessment C: Is there any other way to teach the method section?</p> <p>AS: Maybe add some sort of indirect student assessment to add perceptions of their own work as a voice to how the assessment is working.</p>
(12:12 – 12:35)	Mafany Monogh– Bachelor	<p>Bachelor in Environmental Science: I and J are not listed in the Bulletin as written.</p> <p>Motion: Koreen Ressler motions to approve the outcomes as listed in the shared folder. This was seconded by Glen Philbrick.</p> <p>Motion approved.</p>
IX. Science – General Studies (12:35-12:50pm)	Mafany Monogh	Ethnobotany science lab data was not given for this assessment. Instructor of record will be contacted to make sure data is sent.
X. M.S. Environmental Science (12:50-1:10pm)	Mafany Monogh: Measurements are not being collected as indicated	<p>Outcomes have been re-adjusted but not yet approved by assessment committee.</p> <p>One graduate post-evaluation and 3A & 4A were not completed. Program should make sure to submit final assessment results to the shared folder.</p> <p>Motion: Motion by Glen Philbrick to approve outcomes for the Master of Science in Environmental Science as presented on May 7, 2018. Seconded by Jean Cain.</p> <p>Motion carried.</p>
Lunch 1:15-1:40pm		
XI. Teacher Education & Early Childhood Education (1:40 – 2:40pm)	Chris Fried – Early Childhood Associates Linda Black Cloud – AA Teacher Ed Chris Fried – Bachelor Elementary Ed.	<p>In most of the plans, it was mentioned that the rubrics need to be aligned with the newer standards. As a department, make sure to look at these for the 2018-19 academic year.</p> <p>Motion: Jean Cain moved to approve the Master in Education Assessment Outcomes on the shared folder are the ones that need to be used for the new SBC Bulletin. Motion seconded by Francis Onduso.</p> <p>Motion carried.</p>
XII. AS & BS General Studies (2:45 – 3:00pm)	Renee Froelich	<p>Very little data for this program due to few students in the program.</p> <p>Motion: Glen Philbrick moved to change outcome #4 to for the AA:General Studies degree plan to the same</p>

		one that is on the shared file (critical thinking). Jean Cain seconded the motion. Motion carried.
XIII. Math Course outcomes (3:00 – 3:20pm)	Tim Krahler	Tim presented the new math structure and how the performance evaluations moved students through the coursework at a faster rate. New technology and Ipads with open source textbooks helped students see more content. Students also watched Kahn Academy and used cooperative learning. On the surface, it looks like course completion rates must be higher. The department should do a comparison from previous years.
XIV. Assessment Committee Discussion	All programs need to make sure that they are revisiting recommendations/actions from previous year. Education master's assessment plan was never formally approved.	
		Meeting adjourned at 3:22pm

May 8, 2018 Meeting Minutes

Agenda Item	Discussion	Recommendations/Actions
IX. Call to Order		Meeting was called to order by Tim Krahler, Committee Chair, at 8:35am
X. Assessment Presentations for the Day	The committee will follow the schedule with the change of Criminal Justice instead of math (math presented yesterday).	
XI. Information Technology 8:45-9:00am	Jodi Thunder Hawk She understands that many of her program assessments are tied too much to her courses. Maybe add an indirect assessment during the program. Also, do not forget about the internship. Jodi plans to add some sort of certification at the end of hardware I & networking I with a hands-on exam and then a certification exam.	Talking about adding cyber security, so Java may not be used. If another course is added, this needs to go through curriculum. Send updated outcomes to Tim K for assessment email approval.
IV. General Education: CSCI 101 Intro to Computers 9:00 – 9:15am	Therese Schmidt & Jodi Thunder Hawk Classes have changed the way they assess this class through a self-assessment and a check sheet. Three of the four instructors submitted information, so there is a more unified assessment plan.	The changes made will be advantageous for the college as a whole. Faculty will meet to discuss adding ipad material, MySBC, and APA formatting and thematic cohort units to all courses.
V. Criminal Justice 9:20 – 9:55am	Wayne Shelley AS Lay Advocate Advisory board discussed changing curriculum. Dr. Shelley will take some time to research and look at curricular exam. Some of the adjuncts were not giving the direct assessment.	Program may do some curricular adjustments. Keep in mind the publishing of <i>SBC Bulletin</i> dates for curricular changes.

Break 10:00-10:15	Associate in Criminal Justice Some students have commented on how important Indian Law has been in their education	
VI. Nursing 10:15-11:00am	D'Arlyn Bauer Still wants to work on a rubric for head to toe assessment Working on legal and ethical assessment rubric	Student enrollment is higher than clinical will allow for the faculty currently on staff at SBC
VII. General Education: ENGL 099, 110, 120; COMM 110 11:00-11:20am	Renee Froelich Department plans dropped ENGL 120 direct pre/post assessment, since it was not assessing the type of writing that was required.	Indirect measurement needs to be compiled for ENGL 110 & ENGL 120
VIII. Students Services: Enrollment Management Plan CAAP Test Results, Noel Levitz Survey, Graduate Survey, Employer Survey, Institution Outcomes Survey 11:20-12:05	Koreen Ressler: Enrollment Management Plan SBC App. New marketing tool has been utilized by students. Can we pre-record the radio program? Summer will pilot debit cards for student financial aid disbursements	NAS General Knowledge Test needs to be brought back to Assessment in the fall. (Renee Froelich will gather)
Lunch 12:05-12:24pm		
IX. Business Administration 12:25pm – 1:45pm	Glen Philbrick - Associates Accounting findings should be together – average of Accounting I; average of Accounting II, rather than individual students. Glen Philbrick – Bachelors Break out data a little more clearly	Try to have multiple measures from various classes for each outcome, so that it is more of a program assessment rather than course assessment. Add a more detail analysis of data. Where did students do well? What part of the rubric was an issue? Watch to see that rubrics have findings that are 1-5; check sheets are percentages. Do not mix the two. Assessment committee needs to look at measurement tools in the fall for BAD programs to approve and give suggestions.
X. Pre-Engineering 1:47-2:25pm	Josh Mattes	Did not have data; students are not progressing through program as planned.
XI. Social Work (2:30-3:15pm)	Tiffany Rienkie Presented the outcomes (aligned with national certification) for the BSW degree.	Motion: Motion to approve program outcomes by Glen Philbrick; seconded by Jean Cain. Motion approved.
XII. Final Thoughts and adjournment	Programs that did not present: <ul style="list-style-type: none"> • Native American Studies • LSI <ul style="list-style-type: none"> ✓ NAS program requests that program plans can be uploaded to the shared folder and approved by assessment committee. ✓ NAS General Knowledge Test results (pre/post) need to be presented by Renee Froelich 	Motion by Glen Philbrick, seconded by Jean Cain to adjourn meeting at 3:15pm YAHOO!