

Assessment Committee Strategic Planning Report

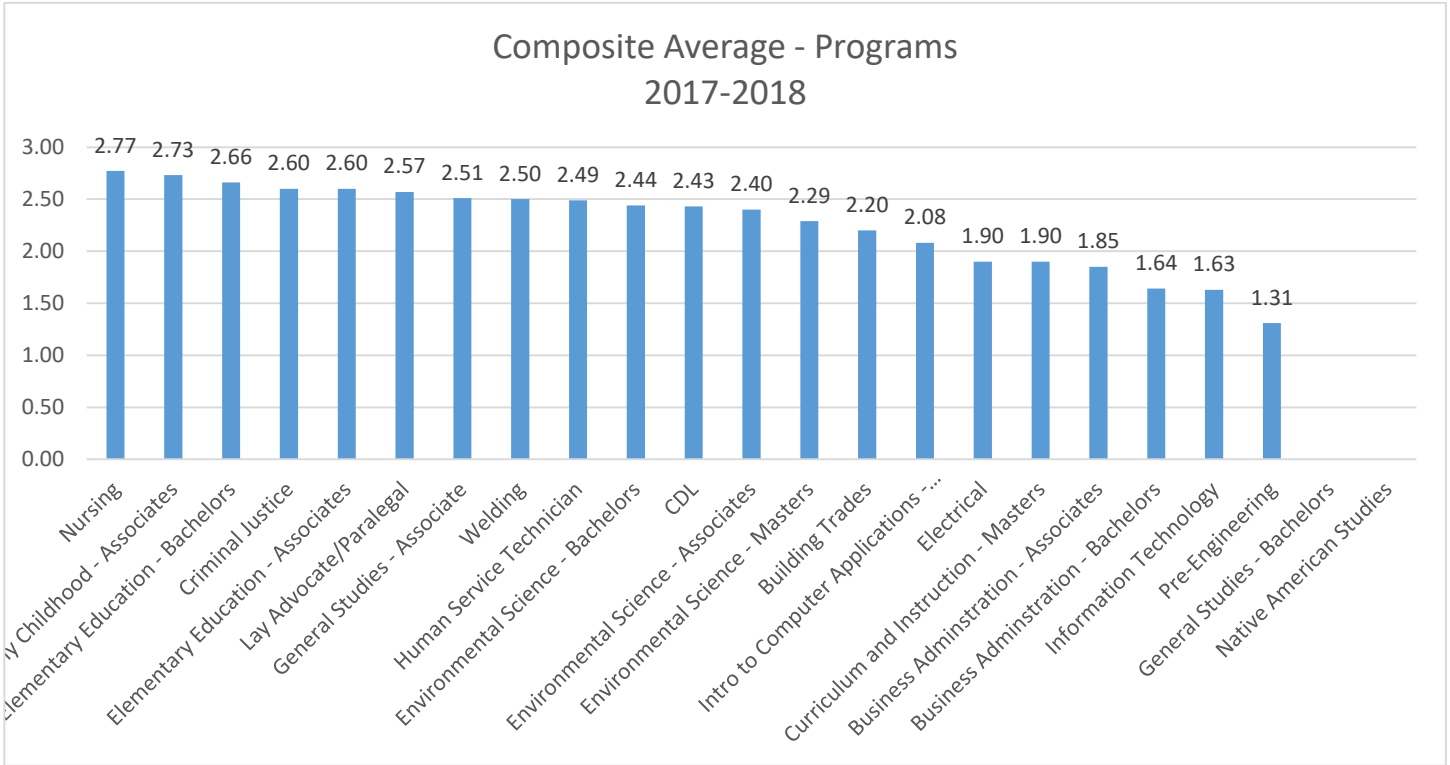
Date of review: 5/30/2018

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 2017-2018 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	On May 7 th and May 8 th all Certificate, Associate, and Bachelor Program reported their findings except for the NAS/Lakhotiyapi/Dakhotiyapi programs.
Data/Analysis	In program assessment Nursing scored the highest at 2.77 and Pre-Engineering the lowest with 1.31. Based on the program assessment process, there are 6 programs that scored below the Composite Score of “2” based on the scoring assessment program rubric. Some of these programs scored low because of low student enrollment in their respective programs. Ie: Pre-engineering (1 student). It has been recommended to some programs to change their assessment tools (who, what, when, how). General Studies BS did not report as the program did not have any students in the capstone course, which is used for the majority of the assessment. The NAS/Lakhotiyapi/Dakhotiyapi program did not report as they are still working on their assessment tools.

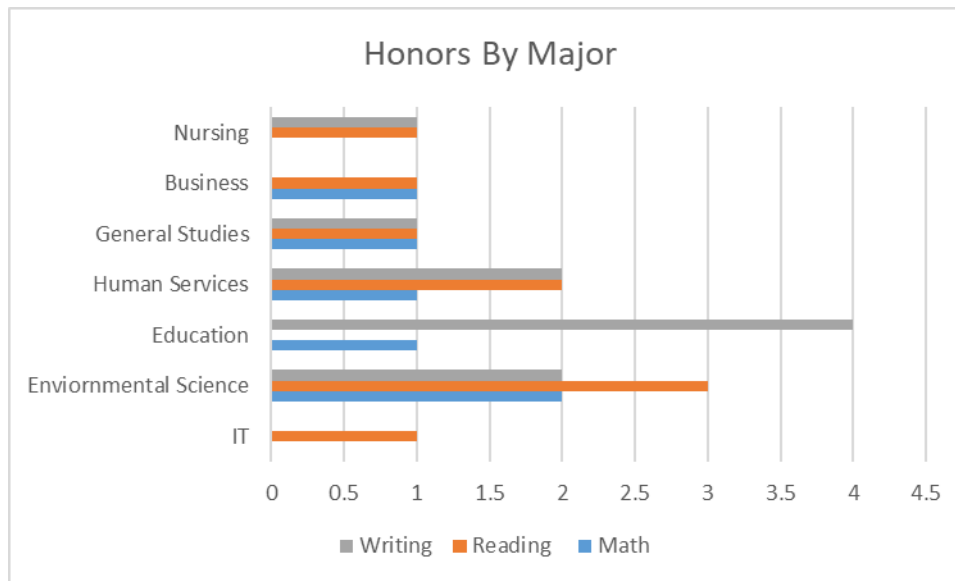
	<p style="text-align: center;">Composite Average - Programs 2017-2018</p>  <table border="1" data-bbox="541 86 1982 846"> <thead> <tr> <th>Program</th> <th>Composite Average</th> </tr> </thead> <tbody> <tr><td>Nursing</td><td>2.77</td></tr> <tr><td>Early Childhood Education - Associates</td><td>2.73</td></tr> <tr><td>Elementary Education - Bachelors</td><td>2.66</td></tr> <tr><td>Criminal Justice</td><td>2.60</td></tr> <tr><td>Elementary Education - Associates</td><td>2.60</td></tr> <tr><td>Lay Advocate/Paralegal</td><td>2.57</td></tr> <tr><td>General Studies - Associate</td><td>2.51</td></tr> <tr><td>Welding</td><td>2.50</td></tr> <tr><td>Human Service Technician</td><td>2.49</td></tr> <tr><td>Environmental Science - Bachelors</td><td>2.44</td></tr> <tr><td>Environmental Science - CDL</td><td>2.43</td></tr> <tr><td>Environmental Science - Associates</td><td>2.40</td></tr> <tr><td>Intro to Computer Applications - Masters</td><td>2.29</td></tr> <tr><td>Building Trades</td><td>2.20</td></tr> <tr><td>Electrical</td><td>2.08</td></tr> <tr><td>Curriculum and Instruction - Masters</td><td>1.90</td></tr> <tr><td>Business Administration - Associates</td><td>1.90</td></tr> <tr><td>Business Administration - Bachelors</td><td>1.85</td></tr> <tr><td>Information Technology</td><td>1.64</td></tr> <tr><td>Pre-Engineering</td><td>1.63</td></tr> <tr><td>General Studies - Bachelors</td><td>1.31</td></tr> <tr><td>Native American Studies</td><td>1.31</td></tr> </tbody> </table>	Program	Composite Average	Nursing	2.77	Early Childhood Education - Associates	2.73	Elementary Education - Bachelors	2.66	Criminal Justice	2.60	Elementary Education - Associates	2.60	Lay Advocate/Paralegal	2.57	General Studies - Associate	2.51	Welding	2.50	Human Service Technician	2.49	Environmental Science - Bachelors	2.44	Environmental Science - CDL	2.43	Environmental Science - Associates	2.40	Intro to Computer Applications - Masters	2.29	Building Trades	2.20	Electrical	2.08	Curriculum and Instruction - Masters	1.90	Business Administration - Associates	1.90	Business Administration - Bachelors	1.85	Information Technology	1.64	Pre-Engineering	1.63	General Studies - Bachelors	1.31	Native American Studies	1.31
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<p>Action/ Recommendation</p>	<p>The 6 programs that scored below the “2” cut score for the composite average and the NAS/Lakhotiyapi/Dakhotiyapi program will be required to meet with the assessment committee in the fall of 2018 to review their respective program updates. The NAS/Lakhotiyapi/Dakhotiyapi program will be required to present their findings for the 2018-2019 academic year.</p>																																														

<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 2017-2018 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/COMPASS post scores, in addition to English, Speech, Math, Science and Computers with each area meeting an established minimum requirement.										
Findings/Results	<p>The finding reflected positive results in all General Education programs. This includes the disciplines listed in the measurement goal above. Results from the CAAP (Collegiate Assessment of Academic Proficiency) showed a number of the students required to take the CAAP (all graduates) that a number of them scored very high (above the national average) and received certificates for their achievements in Writing, Reading, and Mathematics.</p> <div data-bbox="558 581 1516 1156" data-label="Figure"> <p>The bar chart displays the composite averages for four general education disciplines in 2017-2018. The y-axis represents the average score, ranging from 0.00 to 3.00 in increments of 0.50. The x-axis lists the disciplines: English/Communications, Math - General Education, Sciences - General, and Intro to Computer. The scores are approximately 2.7 for English/Communications, 2.7 for Math - General Education, 2.2 for Sciences - General, and 2.1 for Intro to Computer.</p> <table border="1"> <caption>Composite Averages - General Education 2017-2018</caption> <thead> <tr> <th>Discipline</th> <th>Composite Average</th> </tr> </thead> <tbody> <tr> <td>English/Communications...</td> <td>2.7</td> </tr> <tr> <td>Math - General Education</td> <td>2.7</td> </tr> <tr> <td>Sciences - General...</td> <td>2.2</td> </tr> <tr> <td>Intro to Computer ...</td> <td>2.1</td> </tr> </tbody> </table> </div>	Discipline	Composite Average	English/Communications...	2.7	Math - General Education	2.7	Sciences - General...	2.2	Intro to Computer ...	2.1
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CAAP Exam 2017-2018 Results
 The Collegiate Assessment of Academic Proficiency
 N=23

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

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



Data Analysis	Introduction to Computers had changed their assessment plan for the 2017-2018 academic year and showed progress. All math courses also implemented a different instruction model and changes to the assessment plan and show good progress. English 120 is looking to change part of their assessment plan as one part of the assessment does not match up with the type of writing expected in the course.
Action/ Recommendation	All programs should continue review and modify assessment plans. The CAAP assessment tool will no longer be available for the 2018-2019 academic year so the committee has chosen to use HEIghthen Outcomes Assessment.

<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 2017-2018 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	The results for the 2017-2018 Enrollment Management Plan was presented to the Assessment committee on May 8 th and had a composite score of 2.70. This assessment plan contains data on student support services (persistence and retention, attendance trends, student participation in clubs, etc., student support services provided (ie: tutoring, counseling), recruitment efforts and number of contacts..... Data that compares First Year Cohort group to the other first year students shows that the Cohort model had some positive effects on persistence and course completion.
Data Analysis	Data has shown some increases in Persistence and Retention. Further track the Cohort group the next year to see if trends continue.
Action/ Recommendation	Continue to track data in the student support program. Implement the Thematic units at the McLaughlin and Mobridge sites. These first year students are already a Cohort as they all have the same classes together. However the courses did not integrate common themes/topics from one course to the other as the Model Cohort faculty did during the 2017-2018 academic year.

<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 2017-2018 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 in October, December, February, April, and May (for two days for the End of Year Program Assessment).
Data Analysis	The committee met each month when there was a need based upon the agenda to review data, program assessment plan modifications recommended by faculty, and/or to discuss any changes that may be needed to the overall program plan assessment process. Note: No formal business was transacted during the April meeting due to lack of a quorum. The committee has 12 members, of which only four were able to attend due to numerous scheduling conflicts (members at the HCL, personal emergencies, etc.)
Action/ Recommendation	Continue with monthly meetings when needed. Committee members also will continue to assist faculty one on one outside of formal meetings as has been done in the past. Continue to use the End of Scoring process (online).