



CANKDESKA CIKANA
COMMUNITY COLLEGE
Spirit Lake Dakota Nation

2018-19 Assessment Report

The Assessment committee is continuing to gather data at the course, program, and essential studies level. The contributing factors relating to student challenges in program assessment for 2018-19 have been identified:

- Poor attendance
 - Health/family issues
 - Child care
 - Weather
 - Job conflict
 - Transportation issues
- Failure to withdraw
- Job termination
- Unexcused absences

Faculty found numerous ways to address these factors that were leading to poor performance. Along with suggestions for addressing external contributing factors, it was noticed that faculty are now turning their attention towards more pedagogical changes to address internal contributing factors. This is a direct result of the assessment process which motivated faculty to experiment with different teaching strategies/methodology to address the data they collected concerning student success.

- Develop more real-life scenario type assignments
- Give progress reports weekly
- Enforce due dates
- Use simulation software that replicates workplace
- Create more documents that replicate workplace
- Use participation points as incentive

- Use mentors/tutoring within classroom
- Increase number of community speakers
- Keep current on industry standards
- Advise students on:
 - Transportation
 - Day care options
 - Attendance issues
 - Health/family issues

The overall awareness of contributing factors result in recommendations being identified explicitly is a good first step towards more successful student learning. Faculty are taking ownership of their programs and student outcomes by recognizing needs and addressing them.

Below is the Legend for the Program Assessment Form Findings:

LEGEND for Program Assessment Form Findings (Column 3)

N = NUMBER of students registered in Empower

NP = Number of students registered in Empower, but did NOT PARTICIPATE in assessment

SR = Number of students that met goal/Number of students that participated in assessment (SUCCESS RATIO)

Avg. = Average of the Number of students that participated in assessment

Range = Range of the Number of students that participated in assessment

EXAMPLE:

N = 15

NP = 6 meaning out of the 15 students registered, 6 students have not consistently attended or participated in assessment

SR = 5/9 meaning out of 9 remaining students that participated in assessment; 5 of them met goal successfully, 4 of them did not

Avg. = 85 meaning the average of the 9 remaining students

Range = 20 – 100

meaning the average of the 9 remaining students

ANALYSIS = for the 4/9 that did NOT meet goal, what are the internal/external factors of why they didn't

RECOMMENDATIONS = For each factor from the analysis, there should be a recommendation of actions addressing it

For assessment purposes, put all outcomes from the 3 different outcomes that your assessment assesses.

PROGRAM ASSESSMENTS

Fall 18 Social Work

D-Direct I-Indirect List activity(ies) used to measure student success	Goal	Findings - Results (Refer to LEGEND)	Analysis (Contributing factors - Internal and External -resulting in not meeting goal)	Recommendations	Identify Course Outcome(s) being demonstrated	Identify Program Outcome(s) being demonstrated	Identify Essential Studies Outcome(s) being demonstrated
SWK 255 D – Literature Review I – Self evaluation	> 70 %	N =7 NP =2 SR =5/5 Avg. = 90% Range = 85-98%	Internal Goal was met External 1-requested incomplete 1- no show after Pell	literature review Local and Global out- reach activities. UND field trips	1,2,3,4	1,2,3,4	1,2,3,4
SWK 256 D – Policy Analysis Paper I – Self evaluation	>70 %	N =7 NP =1 SR =6/6 Avg. =91% Range =75-99%	Internal Goal was met External Student requested incomplete	Invite various speakers Analysis of policies Reached out to student	1,2,3,4	1,2,3,4	1,2,3,4
SWK 257 D – Public Service Announcement Group I – Self evaluation	>70 %	N =12 NP =0 SR =12 Avg. =87% Range =70-90%	Internal Goal was met External Goal was met	Public Service Announcement and increase theorists	1,2,3,4	1,2,3,4	1,2,3,4

SWK 101 D – Exam I – Self evaluation	>70 %	N = 13 NP =1 SR =12/12 Avg. =93% Range =76-100%	Internal Goal was met External Student requested incomplete	Increase speakers Increase case management exercise’s Reached out to student	1,2,3,4	1,2,3,4	1,2,3,4
SWK 103 D –Paper I – Self evaluation	>70 %	N = 16 NP =1 SR =15/15 Avg. =83% Range =0-100%	Internal Goal was met External Student did not return to class	Increase the therapy circle activity Reached out to student did not reply	1,2,3,4	1,2,3,4	1,2,3,4

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D-Direct I-Indirect List activity(ies) used to measure student success	Goal	Findings - Results (Refer to LEGEND)	Analysis (Contributing factors - Internal and External - resulting in not meeting goal)	Recommendations	Identify Course Outcome(s) being demonstrated	Identify Program Outcome(s) being demonstrated	Identify Essential Studies Outcome(s) being demonstrated
SWK 255 D – Annotated Bibliography I – Self evaluation	> 70 %	N =2 NP =2 SR =2/2 Avg. = 98% Range = 96-100%	Internal Goal was met External Goal was met	Literature review Local and Global out- reach activities. UND field trips	1,2,3,4	1,2,3,4	1,2,3,4
SWK 257 Ind Study D – Midterm Exam I – Self evaluation	>70 %	N =1 NP =0 SR =1/1 Avg. =96% Range =96%	Internal Goal was met External Goal was met	Increase Public Service Announcement outreach	1,2,3,4	1,2,3,4	1,2,3,4
SWK 262 D – Paper I – Self evaluation	>70 %	N =14 NP =0 SR =14/14 Avg. =90% Range =50-100%	Internal Goal was met External Goal was met	Increase parenting skills and child development presentations	1,2,3,4	1,2,3,4	1,2,3,4
SWK 274 D –Paper I – Self evaluation	>70 %	N = 16 NP =1 SR =15/15 Avg. =83% Range =0-100%	Internal Goal was met External Student did not return to class	Increase speakers	1,2,3,4	1,2,3,4	1,2,3,4

Fall 18 Professional Truck Driving (CDL)

D-Direct List activity(ies) used to measure student success	Goal	Findings - Results (N = # students met/# total) (Avg. = average grade) Range = lowest to highest grade recorded)	Analysis (Contributing factors - Internal and External - resulting in not meeting goal)	Recommendations	Identify Course Outcome(s) being demonstrated	Identify Program Outcome(s) being demonstrated	Identify Essential Studies Outcome(s) being demonstrated
D – DMV Class A/B I – self-eval	>70	N = 8 NP = 2 SR = 6/8	No attendance Medical issues	Talk about importance of attending	1	2,3	1,2,4
D – DMV Class A/B I – self-eval	>70	N = 7 NP = 2 SR = 5/5	No attendance Medical issues	Talk about importance of attending	1,2	1,2,3	2,3,4
D – DMV Class A/B I – self-eval	>70	N = 9 NP = 2 SR = 5/7	No attendance Medical issues Job conflict	Talk about importance of attending	1	1	2,4
D – DMV Class A/B I – self-eval	>70	N = 8 NP = 3 SR = 5/5	No attendance Medical issues No Driver's License	Talk about importance of attending	1,2	2,4	1,4
D – DMV Class A/B I – self-eval	>70	N = 7 NP = 3 SR = 2/4	No attendance Medical issues Job conflict	Talk about importance of attending	1	2,4	1,2,4
D – DMV Class A/B I – self-eval	>70	N = 8 NP = 3 SR = 4/5	No attendance Medical issues Job Conflict	Talk about importance of attending	1	3,4	1,3,4
D – DMV Class A/B I – self-eval	>70	N = 7 NP = 2 SR = 5/5	No attendance Medical issues	Talk about importance of attending	1	3	1,4

D-DMV Class A/B I – self-eval	>70	N = 1 NP = 1 SR = 1	Goals met	Talk about importance of attending	1	1,2,3,4	1,2,3,4
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CDL 101 D – DMV Class A/B I – self-eval	>70	N = 6 NP = 2 SR = 2/4	No attendance Medical issues	Talk about importance of attending	1	2,3	1,2,4
CDL 110 D – DMV Class A/B I – self-eval	>70	N = 6 NP = 2 SR = 2/4	No attendance Medical issues	Talk about importance of attending	1,2	1,2,3	2,3,4
CDL 200 D – DMV Class A/B I – self-eval	>70	N = 6 NP = 2 SR = 2/4	No attendance Medical issues Job conflict	Talk about importance of attending	1	1	2,4
CDL 230 D – DMV Class A/B I – self-eval	>70	N = 4 NP = 1 SR = 2/3	No attendance Medical issues No Driver’s License	Talk about importance of attending	1,2	2,4	1,4
CDL240 D – DMV Class A/B I – self-eval	>70	N = 6 NP = 2 SR = 2/4	No attendance Medical issues Job conflict	Talk about importance of attending	1	2,4	1,2,4
CDL 250L D – DMV Class A/B I – self-eval	>70	N = 4 NP = 1 SR = 2/3	No attendance Medical issues Job Conflict	Talk about importance of attending	1	3,4	1,3,4
CDL 251L D – DMV Class A/B I – self-eval	>70	N = 6 NP = 2 SR = 2/4	No attendance Medical issues	Talk about importance of attending	1	3	1,4
CDL 255 D-DMV Class A/B I – self-eval	>70	N = 2 NP = 0 SR = 2	Goals met	Talk about importance of attending	1	1,2,3,4	1,2,3,4

Fall 18 Dakota Studies

D-Direct I-Indirect List activity(ies) used to measure student success	Goal	Findings - Results (N = # students met/# total) (Avg. = average grade) Range = lowest to highest grade recorded)	Analysis (Contributing factors - Internal and External - resulting in not meeting goal)	Recommendations	Identify Course Outcome(s) being demonstrated	Identify Program Outcome(s) being demonstrated	Identify Essential Studies Outcome(s) being demonstrated
D – Cumulative Assessment I – Self-Eval	>70	N = 28 NP = 11 SR = 11/17 Avg. = 80 Range = 60-100	Low attendance	Discussed with student importance of attending	1, 2, 3	1, 2, 3	1, 2, 4
D – Cumulative Assessment I – Self-Eval	>70	N = 2 NP = 1 SR = 1 Avg. = 93 Range = 93	Low attendance Goal was met	Discussed with student importance of attending	1, 2, 3	1, 2, 3	1, 2, 4
D – Oral Language Cumulative Assessment I – Self-Eval	>70	N = 30 NP = 8 SR = 16/22 Avg. = 66 Range = 0 - 99	Low attendance Moved No transportation	Discussed with students importance of attending Talked about bus schedule	2, 3, 4	2, 3	1, 2, 4
D – Oral Language Cumulative Assessment I – Self-Eval	>70	N = 2 NP = 1 SR = 1/1 Avg. = 100 Range = 100	Low attendance Goal met	Adding a conversational piece so they can interact with each other	2, 3, 4	2, 3	1, 2, 4

D – Cumulative Assessment I – Self-Eval	>70	N = 1 NP = 0 SR =1 Avg. = 94 Range = 94	Goal Met	Discuss how important attendance is for success	1,2,3,4	1,4	1,2,4
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D – Cumulative Assessment DS110 I – Self-Eval	>70	N = 19 NP = 1 SR = 11/18 Avg. = 69 Range = 50 - 100	Low attendance	Discussed with student importance of attending	1, 2, 3	1, 2, 3	1, 2, 4
D – Cumulative Assessment DS299 I – Self-Eval	>70	N = 5 NP = 0 SR = 5/5 Avg. = 100 Range = 100	Goals all met	N/A	1, 2, 3	1, 2, 3	1, 2, 4
D – Cumulative Assessment DS213 I – Self-Eval	>70	N = 3 NP = 0 SR = 3/3 Avg. = 99 Range = 90 - 100	Goals all met	N/A	2, 3, 4	2, 3	1, 2, 4
D – Oral Language Cumulative Assessment DS161 I – Self-Eval	>70	N = 25 NP = 10 SR = 11/15 Avg. = 72 Range = 0 - 99	Goals met	Adding a conversational piece so they can interact with each other	2, 3, 4	2, 3	1, 2, 4
D – Oral Language Cumulative Assessment DS162 I – Self-Eval	>70	N = 5 NP = 2 SR = 3/3 Avg. = 90 Range = 87 - 92	Goals met	Sequence I, II, and III so it follows along, but more breadth and depth to each one Make a Dakota script Develop a meal prayer	2,3,4	2,3	1,2,4

Fall 18 Office Tech

D-Direct I-Indirect List activity(ies) used to measure student success	Goal	Findings - Results (Refer to LEGEND)	Analysis (Contributing factors - Internal and External -resulting in not meeting goal)	Recommendations	Identify Course Outcome(s) being demonstrated	Identify Program Outcome(s) being demonstrated	Identify Essential Studies Outcome(s) being demonstrated
D – Certiport Certification “PowerPoint” I – Student Self Evaluation	Pass/Fail	N =1 NP = SR =1/1 Avg. =pass Range = pass	Student’s goal was reached.	Change time spent working in GMetrix to improve overall test scores	1,2,3,4	2,3	2,3
D – Mock Interview I – Student Self Evalutaion	>70%	N = 5 NP =3 SR =2/5 Avg. =81 Range =72-90	External-personal issues, family issues	Remind students of local services to help, attempt to contact to drop or withdraw from course	2,3,4,5	2,3,4	2,3,4

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D – Certiport Certification “Excel” I – Student Self Evaluation	Pass/Fail	N =3 NP =0 SR =2/3 Avg. =pass Range = pass	External- conflicts with work Internal- didn’t utilize retake, ran out of exam time	Change time spent work in GMetrix software to improve overall test scores.	1,2,3,4	2,3	3,4
D – Certiport Certification “Word” I – Student Self Evalutaion	Pass/Fail	N =2 NP =0 SR =2/2 Avg. =pass Range =pass	External- NA Internal- NA	Change in pedagogy- create more scenario type of assignments to create more applicable work.	1,2,3,4	2,3	3,4
D- Ch. 10 Questions 1-4 I- Student Self Evaluation	>70%	N=2 NP=0 SR= 2/2 Avg.=100 Range=100	External-NA Internal- NA	Change in pedagogy- use a simulation software that replicates the workplace	1,2,3,4,5 ,6	1,2,3,4	1,2

Fall 18 Pre-Engineering

D-Direct I-Indirect List activity(ies) used to measure student success	Goal	Findings - Results (Refer to LEGEND)	Analysis (Contributing factors - Internal and External - resulting in not meeting goal)	Recommendations	Identify Course Outcome(s) being demonstrated	Identify Program Outcome(s) being demonstrated	Identify Essential Studies Outcome(s) being demonstrated
MATH 265 D-final comprehensive examination I-student survey after completion of course	>70%	N=4 NP=0 SR=3/4 Avg.=65 Range=18-82 N=4 NP=0 SR=4/4	I- possible learning disability	I- More attention to feedback analysis seemed to help in keeping students current in subject matter. Will continue to refine in- classroom feedback process	1-3	1,3	1,3
D – Exams I – Reflection Papers	>60	N =1 NP =0 SR =1/1 Avg. = 93.0-100 Range = 96.5	Student met goal even though he missed several classes due to job conflicts and medical issues	E=Text student to keep in touch. Emphasize the practical aspects of the skills. More engaged interactive software for immediate feedback.	1,2,3,4,5	3	3

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D-Direct I-Indirect List activity(ies) used to measure student success	Goal	Findings - Results (Refer to LEGEND)	Analysis (Contributing factors - Internal and External -resulting in not meeting goal)	Recommendations	Identify Course Outcome(s) being demonstrated	Identify Program Outcome(s) being demonstrated	Identify Essential Studies Outcome(s) being demonstrated
Math 166 D – comprehensive final examination I –student survey after completion of course	>70	N=2 NP=1 SR=0/1 Avg. = 25 Range = n/a	Did not hand in material in timely manner	Will have definite due dates that have to be met	1-3	1,3	1,3
AM 101 D-computer exercises I-reflection paper	>60	N=3 NP=1 SR=2/2 Avg.=80.8 Range=69.2-92.3	Failure to complete drawings	The students will be made aware of their progress on drawings on a daily basis and track for improvement	1-5	3	3
MATH 265 D-final comprehensive examination I-student survey after completion of course	>70 %	N=1 NP=1 SR=0/1 Avg.=n/a Range=n/a N=1 NP=1 SR=0/1	I- absenteeism resulting in becoming too far behind	I- make participation count more toward final grade as incentive	1-3	1,3	1,3

Fall 18 Fine Arts

D-Direct I-Indirect List activity(ies) used to measure student success	Goal	Findings - Results (Refer to LEGEND)	Analysis (Contributing factors - Internal and External - resulting in not meeting goal)	Recommendations	Identify Course Outcome(s) being demonstrated	Identify Program Outcome(s) being demonstrated	Identify Essential Studies Outcome(s) being demonstrated
D – Drawing Projects I – self evaluation	>1000pts	N = 3 NP =0 SR =3/3 Avg. =100 Range = 980-1000	Prepared lesson plans/Demonstration	Continue demonstrations and lesson plans	1,2,3	1,3,4	1,2,3,4
D – Painting Projects I – self evaluation	>700pts	N = 3 NP =2 SR =1/1 Avg. =100 Range =100-600	Prepared lesson plans/Demonstration 1 Stopped coming to class & 1 withdrew from college.	Continue demonstrations and lesson plans	1,2,3	1,3,4	1,2,3,4
D – Crafts I – self evaluation	>600 pts	N =7 NP =2 SR =5/5 Avg. =100 Range =370-590	Demonstrations 2 students stopped coming after 1 st 3 weeks.	Continue demonstrations.	1,2,3,4	1,3,4,	1,2,4
D – Written assignments, & test scores I – Discussion Questions	>600 pts	N = 3 NP =0 SR =3/3 Avg. =100 Range =552-574	Power points, written assignments, engaged discussions	Continue practices. Use more visual aids.	1,2,3,4	1,3	1,2

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D – Drawing Projects I – self evaluation	>795pts	N = 7 NP =7 SR =6/7 Avg. =100 Range = 440-735	Prepared lesson plans/Demonstration	Continue demonstrations and lesson plans	1,2,3	1,3,4	1,2,3,4
D – Painting Projects I – self evaluation	>550pts	N = 3 NP =3 SR =2/3 Avg. =100 Range =100-535	Prepared lesson plans/Demonstration 1 Stopped coming to class.	Continue demonstrations and lesson plans	1,2,3	1,3,4	1,2,3,4
D – Written assignments, & test scores I – Discussion Questions	>755 pts	N = 3 NP =0 SR =1/3 Avg. =100 Range =213-683	Power points, written assignments, engaged discussions 2 students stopped coming to class.	Continue practices. Use more visual aids.	1,2,3,4	1,3	1,2

Fall 18 Early Childhood Education

D-Direct I-Indirect List activity(ies) used to measure student success	Goal	Findings - Results (N = number students) (Avg. = average grade) Range = lowest to highest grade recorded)	Analysis (Contributing factors resulting in not meeting goal)	Recommendations	Identify Course Outcome(s) being demonstrated	Identify Program Outcome(s) being demonstrated	Identify Essential Studies Outcome(s) being demonstrated
D - Philosophy of Education I – self eval	>70	N = 6 NP = 5 SR = 1/1 Avg. = 100 Range = 100	Poor attendance No childcare No transportation Only 1 took assessment	Discuss attendance No childcare available Gave transportation schedule Quit job	1,2,3,4,5	1,2,3,4	1,2,3,4
D - Case Study I – self eval	>70	N = 9 NP = 4 SR = 4/5 Avg. = 85 Range = 60 - 100	Poor attendance No childcare No transportation	Discuss attendance No childcare available Gave transportation schedule	1,2,4,5	1,2,3,4	1,2,3,4
D - Culminating Project I – self eval	>70	N = 11 NP = 2 SR = 7/7 Avg. = 97 Range = 83 - 100	Poor attendance No childcare No transportation	Discuss attendance Night classes so no childcare available Gave transportation schedule	1,2,3,4	1,2,3,4	1,2,3,4
D – Internship I – self eval	>B	N = 3 NP = 1 SR = 2/2 Avg. = A Range = A	1 quit due to medical reasons	Discussed ramifications of quitting internship	1,2,3	1,2,3,4	1,2,3,4

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D – Philosophy of Education I – Self-survey	>70	N = 11 NP = 7 SR = 4/4 Avg. = 444 Range = 350 - 500	Job termination No daycare No transportation Family/Medical issues	n/a There is no daycare or transportation for evening classes so this is an ongoing problem	1 - 5	1 - 4	1 - 4
D – Thematic Unit I – Self-Survey	>70	N = 6 NP = 0 SR = 6/6 Avg. = 100 Range = 300 - 300	Family/issues Goals met	Worked online but couldn't always attend class Online accessibility	1 - 5	1 - 4	1 - 4
D – Disability Research Packet and Presentation I – Self-survey	>70	N = 17 NP = 1 SR = 14 /16 Avg. = 492 Range = 0 - 600	Job termination Family/Medical issues Lack of motivation	n/a job requirement and some are not invested	1 - 8	1, 3, 4	1 - 4
D – Internship I – Self-Survey	>B	N = 1 NP = 0 SR = 1 Avg. = B Range = B	Goal met	No factors; however, was hard to find an internship place so almost didn't get hours in.	1 - 3	1 - 4	1 - 4

Fall 18 Carpentry

D-Direct I-Indirect List activity(ies) used to measure student success	Goal	Findings - Results (Refer to LEGEND)	Analysis (Contributing factors - Internal and External - resulting in not meeting goal)	Recommendations	Identify Course Outcome(s) being demonstrated	Identify Program Outcome(s) being demonstrated	Identify Essential Studies Outcome(s) being demonstrated
D – Core Curriculum and 133B I – Student Survey	>85	N =12 NP =7 SR = 2/2 Avg. = 90 Range = 88 - 92	Goal was not reached due to one student’s lack of participation and failure to withdraw time and level one Bly.	Continue to teach and encourage those attend. Follow up diligently on students not participating with appropriate action.	1,2	1,2,3,4	1,2,3,4
D- Basic Safety meeting Demonstrations I – Daily work evaluation and performance	>85	N =12 NP =7 SR = 3/3 Avg. = 87 Range = 82 - 92	Goal was not reached because of a student’s lack of participation and failure to withdraw timely	Continue teaching and encouraging those who attend and follow up more diligently with students participating with appropriate action.	1,2,3,4	1,2,3,4	1,2,3,4
D- On Site I and II I-Student Survey	>85	N= 8 NP= 4 SR= 10/10 Avg.= 88 Range = 60 - 96	Keeping the material fresh and current. Introducing new and innovative approaches.	Allow students to bring new and creative construction ideas into the classroom.	1,2	1,2,3,4	1,2,3,4

D – Safety meetings Demonstrations Attendance I – Daily work performance and evaluation.	>85	N = 8 NP =4 SR =9/9 Avg. = 87 Range = 65 - 94	Goal was met	Continue to teach with updates from the industry. Continue to allow 201 students to reteach what they have learned to 101 students.	1,2,3,4	1,2,3,4	1,2,3,4
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D – Core Curriculum I – Student Survey	>85	N =18 NP =9 SR = 9/9 Avg. = 82 Range = 50 - 95	Goal was not reached due to student’s not withdrawing in a timely manner and lack of attendance	Continue to teach and encourage those attend. Follow up diligently on students not participating with appropriate action.	1,2	1,2,3,4	1,2,3,4
D- CARP133A I – Daily work evaluation and performance	>85	N =12 NP =7 SR = 3/5 Avg. = 87 Range = 82 - 92	Goal was not reached because of a student’s lack of participation and failure to withdraw timely	Continue teaching and encouraging those who attend and follow up more diligently with students participating with appropriate action.	1,2,3,4	1,2,3,4	1,2,3,4
D- On Site I and II I-Student Survey	>85	N= 22 NP= 7 SR= 15/15 Avg.= 88 Range = 60 - 96	Keeping the material fresh and current. Introducing new and innovative approaches.	Allow students to bring new and creative construction ideas into the classroom.	1,2	1,2,3,4	1,2,3,4
D – CARP133B I – Daily work performance and evaluation.	>85	N = 1 NP =0 SR =1/1 Avg. = 90 Range = 65 - 94	Goal was met	Continue to teach with updates from the industry. Continue to allow 201 students to reteach what they have learned to 101 students.	1,2,3,4	1,2,3,4	1,2,3,4

Fall 18 Business Admin

D-Direct I-Indirect List activity(ies) used to measure student success	Goal	Findings - Results (N = # students met/# total) (Avg. = average grade) Range = lowest to highest grade recorded)	Analysis (Contributing factors - Internal and External -resulting in not meeting goal)	Recommendations	Identify Course Outcome(s) being demonstrated	Identify Program Outcome(s) being demonstrated	Identify Essential Studies Outcome(s) being demonstrated
Acct 200 Accounting I D – Simulation I – Self-Evaluation	> 80 >15	N = 5 Avg. = 87 Range = 67-100 Avg = 17.14 Range= 13-20	Goals met for course completers. Highest scorers completed simulation in class. Non-completers: Low attendance Falling behind	Encourage attendance, tutoring, & utilization of class time for simulation completion.	1,2,3,4	1,2,3,4	1,2,3,4

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Acct 200 D – Simulation I – Self-Evaluation	>80	N =3 NP =0 SR =3/3 Avg. = 100 Range = 100	Goals met for course completers. Non-completers: N/A	Encourage attendance & tutoring as needed.	1,2,3,4	1,2,3,4	1,2,3,4
Acct 201 D – Case Study I – Self-Evaluation	>80	N =6 NP =1 SR =5/6 Avg. = 100 Range =100	Goals met for course completers. Non-completers: Low attendance Falling behind	Encourage attendance & tutoring as needed.	1,2,3,4	1,2,3,4	1,2,3,4
BADM 202 D – Case Study I – Self-Evaluation	>80	N =2 NP =1 SR =1/2 Avg. =100 Range =100	Goals met for student completer. Non-completer: Low attendance contributed to goals not being met by non-completer.	Allot more time to work completion & encourage attendance.	1,2,3,4,5	1,2,3,4	1,2
BOTE 247 D – Certiport Certification “Excel” I – Student Self Evaluation	Pass /Fail	N =3 NP =1 SR =2/3 Avg. =pass Range = pass	Conflicts with work, no transportation	Provide copy of class schedule for employer, provide transportation options	1,2,3,4	2,3	3,4

Fall 18 Natural Resource Management

D-Direct I-Indirect List activity(ies) used to measure student success	Goal	Findings - Results (Refer to LEGEND)	Analysis (Contributing factors - Internal and External -resulting in not meeting goal)	Recommendations	Identify Course Outcome(s) being demonstrated	Identify Program Outcome(s) being demonstrated	Identify Essential Studies Outcome(s) being demonstrated
D – midterm paper, quizzes, final exam I – student survey (BIOL230)	>70	N = 2 NP = 0 SR =2 Avg. = 73.9 Range = 70.3-77.5	Absent for work, did not come to office hours. Writing skills need improvement.	Continue to remind students of the availability/flexibility of office hours.	1, 2, 3	1, 2, 4, 5	1, 2, 3, 4
D – Lab Homework Activities/Worksheets I – student survey (BIOL230L)	>70	N = 2 NP = 0 SR = 2 Avg. = 77 Range =72.8-81.1	Math skills need improvement, resulted in difficulty with several activities.	Require a math pre-requisite so students are better prepared.	1,3	1,2,5	1,3
D – Midterm test, final test I – Student survey (GEOG 115)	>70	N =1 NP =0 SR =1 Avg. =90 Range =90	Goals were exceeded.	Continue established methods of instruction.	4,5,6	6	1,2,3,4

D -- Midterm test, final test I – Student survey(GEOL 105 and 105L)	>70	N = 3 NP =0 SR =3 Avg. =70.3 Range =61-75	Goals were met.	Better attendance would have realized higher scores.	7,8,9,10	3	1,2,3,4, 5
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D – GEOL 102 Midterm Exam	>70	N = 3 Avg. = 51.6 Range = 25,75	One student had child care issues, another had poor attendance and health issues.	Advise students not to plan infant child care while taking classes. Advise students to restore health before enrollment.	1,2	1,2,3,4	1
D-GEOL 102 Final Exam	>70	N=3 Range=60,98 Avg.=74.6	Goal was met.				
I – Student Evaluation							
D – GEOL 102 Lab Midterm Exam	>70	N = 3 Avg. = 51.6 Range = 25,75	One student had Child care issues, Another had poor Health and Attendance.	Advise students not to Plan infant child care While taking classes. Advise students to restore health before Enrollment.	1,2	1,2,3,4	1
I – Student Evaluation							
D-Soil 264 Midterm Exam	>70	N=2 Avg.=50 Range=50,50	Severe winter season, health problems	Evening classes should not be scheduled on Thursday evenings, too late in the week.	1,2	1,2,3, 4	1
I-Student Evaluation							
D – BIOL 124 midterm project, quizzes, final exam	>70	N = 8 NP = 2 SR =2/6 Avg. = 69 Range = 43-91	Absent for illness, transportation, child care. Did not attend office hours/get help.	remind students of the availability/flexibility of office hours. In future may be able to recommend day care.	1, 2, 3	1, 4	1, 2, 3, 4
I – student survey (BIOL124)							
D – BIOL 124/L Lab Homework Activities/Worksheets	>70	N = 8 NP = 3 SR = 2/5 Avg. = 69 Range =42-92	Absent for illness, transportation, child care. Did not attend office hours/get help.	remind students of the availability/flexibility of office hours. In future may be able to recommend day care. Keep doing hands- on/field trips—highly rated.	1,3	1,2,3,4	1,2,3,4
I – student survey (BIOL124L)							

Spring 19

D – Coaching notebook Project. I –	>70	N =1 NP =0 SR =1/1 Avg. = 94 Range = 94	Student met goal	-none at this time	1-4	1,2,3	1
D – Athletic Department Project. I –	>70	N =1 NP =0 SR =1/1 Avg. = 90 Range = 90	Student met goal	-none at this time	1	1,2,3	1

Fall 18 Liberal Arts

D-Direct I-Indirect List activity(ies) used to measure student success	Goal	N = # of registered students NP = # registered who did NOT participate SR = # of students meeting goal/# participating(SUCCESS RATIO) Avg. = Avg of the # of students that participated in assessment Range = Range of grades in assessment	Analysis (Contributing factors - Internal and External - resulting in not meeting goal)	Recommendations	Identify Course Outcome(s) being demonstrated	Identify Program Outcome(s) being demonstrated	Identify Essential Studies Outcome(s) being
POLS 115 D – Final Exam I – self eval	>75	N = 11 NP = 6 SR = 5 Avg. = 95 Range = 85-100	Work schedule Child care Transportation Housing issues	Stay in email contact with students Discuss issues affecting attendance at beginning of semester and offer options	1,2	1,2 ,3	1,2,3, 4
HIST 101 D – Final Exam I – self eval	>75	N = 5 NP = 1 SR = 4 Avg. = 98 Range = 98-100	Transportation Housing issues	Stay in email contact with students Discuss issues affecting attendance at beginning of semester and offer options	1,2,3	1,2,3	1,2,3, 4
HIST 103 D – Final Exam	>75	N = 6 NP = 3 SR = 3	Child care Transportation	Stay in email contact with students	1,2,3, 4, 6	1,2,3	1,2,3, 4

I – self eval		Avg. = 98 Range = 98-100	Housing issues	Discuss issues affecting attendance at beginning of semester and offer options			
HIST 220 D – Final exam I – self eval	>75	N = 2 NP = 0 SR = 2 Avg. = 100 Range = 100	Goal met	Continue to stress good attendance	1,2,3, 4	1,2,3, 4	1,2,3, 4
HUM 101 D – Final Exam I – self eval	>75	N = 6 NP = 0 SR = 6 Avg = 96 Range = 94-98	Goal met	Continue to stress good attendance and completion of work	1,2,3, 5,	1,2,3	1,2,3, 4
ENGL 100 D – Summation of all course material I – N/A	>75	N = 39 NP = 12 SR = 24/27 Avg = 88 Range = 45 – 100	Work schedule Child care Transportation Housing issues	Email students on regular basis Offer regular discussions on the topics of attendance, participation and completion	1,2,3,4 , 5,6	1,2,3, 4	1,2,3, 4
D – Final Exam I – Survey	>70	N =36 NP =19 SR = 13 of 17 Avg. = 82 Range = 42-100	Students withdrew, have not consistently attended.	Continue to stress good attendance	2	1-4	3
MATH 103 MATH 103	>70	N = 2 NP = 2 SR = 0/0 Avg. = NA Range = NA	E- Non-attendance without withdrawal I- Non-completion of required coursework	E-Weekly contacts to students absent 2 times; communication with advisor;	1 – 7	1,3	1,3

D – Embedded Concepts from Unit Exams	>70	N = 2 NP = 2 SR = 0/0 Avg. = NA Range = NA		contact via email or phone; discuss effects on Fin Aid, etc. I- flexible work time outside of class using math lab hours and tutors; refer for tutoring and help; email assignment when absent	1 – 7	1,3	1,2,3
D - Hawke's Mastery Learning Modules		N = 2 NP = 2 SR = 0/0 Avg. = NA Range = NA			1 – 7	2,4	2,4
I – Reflection Paper							
MATH 105 (Ind. Study)	>70 %	N = 1 NP = 1 SR = 0/0 Avg. = NA Range = NA	E-Student withdrew from course due to personal issues	E-Worked with student to be flexible about class times and arranged math lab hours for one-on-one tutoring	1 – 6	1	1
D – Cultural Relevancy PowerPoint Presentation	>70 %	N = 1 NP = 1 SR = 0/0 Avg. = NA Range = NA			5	1,2,3,4	1,2,3,4
I – Course Reflection		N = 1 NP = 1 SR = 0/0 Avg. = NA Range = NA			1 – 6	1,2	1,2,4

MATH 166 (IVN Class) D – Embedded Questions from Unit Exams	>70 %	N = 1 NP = 1 SR = 0/0 Avg. = NA Range = NA	E- non-attendance early, but no withdrawal; only 1 student off-campus in PEEC program; student eventually withdrew from school	E-Multiple contacts with student; when absent; on-going communication with off-campus PEEC advisor; arranged for student to login online from home; contacted via email and phone; arranged for tutoring with PEEC instructor at other campus	1 – 6	1,3	1,3
I – Course Reflection		N = 1 NP = 1 SR = 0/0 Avg. = NA Range = NA			6	2,4	1,2,4
MATH 265 D-final comprehensive examination	>70 %	N=4 NP=0 SR=3/4 Avg.=65 Range=18-82	I- possible learning disability	I- More attention to feedback analysis seemed to help in keeping students current in subject matter. Will continue to refine in-classroom feedback process	1-3	1,3	1,3
I-student survey after completion of course		N=4 NP=0 SR=4/4					
ENGL 110	>70	N =34 NP = 21 SR = 13/13 Avg. = 79% Range = 65-97	- Family issues (pregnancy, sickness) - Low attendance - Job/Work requirements - Did not meet required steps for completion	- Use emailing initially in class to involve students & to make usage routine - Stress communication and strategies to overcome issues - Increase usage of checklists of requirements	1,2	1,2,3,4	1,2,3,4

				- Use in-class strategies to reward student awareness and usage of the class's Moodle			
ENGL 120 D – Char Analysis Essay I - Student Self-Edit	>70	N =14 NP = 7 SR = 6/7 Avg. = 74 Range = 45-98	- - Did not meet or was late on required steps for completion - Job conflicts - Low attendance	--Continue stressing communication and strategies to overcome issues - Continue usage of checklists listing requirements - Reward student awareness and usage of the class's Moodle	1, 2,	1, 2, 3, 4	1, 2, 3, 4
D – Persuade Speech I - Student Self-eval	>70	N = 5 NP = 0 SR = 5/5 Avg. = 85 Range = 76-96	Goal met	-Continue stressing communication and strategies to overcome issues - continue Teambuilding strategies	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 3, 4
BIOL150- General Biology D – Cumulative Final Exam I – Student Self Evaluation	>70	N = 1 Avg. = 74% Range = 74	Surveys were positive about learning environment.	N/A	1-5	1,2	1,2
BIOL150L- General Biology Lab D – Essay Assignment I – Student Self Evaluation	>70	N =1 Avg. = 90% Range = 90	Surveys were positive about learning environment.	N/A	1-3	1-3	1-3

CHEM121- General Chemistry I D – Cumulative test score average I – Student Self Evaluation	>70	N =1 Avg. = 68% Range = 68	Surveys were positive about learning environment.	Test score fell slightly short of expectations. Create study guides.	1-5	1,2	1,2
CHEM121L- General Chemistry I D – Essay Assignment I – Student Self Evaluation	>70	N = 1 Avg. =90% Range =90	Surveys were positive about learning environment.	N/A	1-5	1,2	1,2

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POLS 115(SEC 1) D – Final Exam I – oral self eval	>75	N = 7 NP = 1 SR = 7 Avg. = 95 Range = 85-100	Work schedule Child care Transportation Housing issues	Stay in email contact with students Discuss issues affecting attendance at beginning of semester and offer options	1,2	1,2 ,3	1,2,3,4
HIST 102 D – Final Exam I – oral self eval	>75	N = 0 NP = 0 SR = 0 Avg. = 0 Range =	No students registered	N/A	N/A	N/A	N/A
HIST 104 D – Final Exam I – oral self eval	>75	N = 0 NP = 0 SR = 0 Avg. = 0 Range = 0	No students registered	N/A	N/A	N/A	N/A
POLS 115 (SEC 2) D – Final exam I – oral self eval	>75	N = 7 NP = 2 SR = 5 Avg. = 100 Range = 100	Goal met	Continue to stress good attendance	1,2,3 ,4	1,2,3,4	1,2,3,4
HIST 261 D – Final Exam I – oral self eval	>75	N = 3 NP = 0 SR = 3 Avg = 96 Range = 94-98	Goal met	Continue to stress good attendance and completion of work	1,2,3 ,5,	1,2,3	1,2,3,4
ENGL 100 D – Summation of all course material I – N/A	>75	N = 12 NP = 3 SR = 8/9 Avg = 92 Range = 68 – 100	Work schedule Child care Transportation	Email students on regular basis Offer regular discussions on the topics of attendance, participation and completion	1,2,3, 4, 5,6	1,2,3,4	1,2,3,4

CSCI 101 D – met goal I – Survey	>70	N =17 NP =9 SR = 8 of 14 Avg. = 77 Range = 32-96	Students withdrew, have not consistently attended.	Students are learning.	2	1-4	3
MATH 103 D – Embedded Concepts from Unit Exams D - Hawke’s Mastery Learning Modules I – Reflection Paper	>70 % >70 %	N = 12 NP = 3 SR = 7/9 Avg. = 79% Range = 26- 91% N = 12 NP = 3 SR = 6/9 Avg. = 85% Range = 48- 100% N = 12 NP = 3 SR = 5/9 Avg. = NA Range = NA	E-Low or sporadic attendance; non- attendance without withdrawal; I-completed test(s) and/or modules, but not at a passing level	E- Contacts to absent students via email or phone; communication with advisor; discuss effects on Fin Aid, etc. I- flexible work time outside of class using math lab hours, study sessions and tutors; allow to retake tests; refer for tutoring and help; email assignment when absent	1 – 7 1 – 7	1,3 1,3	1,3 1,2,3
MATH 105 D – Embedded Questions from Unit Exams	>70 %	N = 1 NP = 1 SR = 0/0 Avg. = NA Range = NA N = 1	E-Non-attendance; withdrawal from course I-NA	E- Rescheduled class to different time to accommodate student on multiple occasions; flexible due dates; student did not take advantage of rescheduling or flexed due dates I-NA	1 – 6 5	1 1,2,3,4	1 1,2,3,4

D – Cultural Relevancy PowerPoint Presentation	>70 %	NP = 1 SR = 0/0 Avg. = NA Range = NA						
I – Course Reflection		N = 1 NP = 1 SR = 0/0 Avg. = NA Range = NA			1 – 6	1,2	1,2,4	
MATH 106 D – Embedded Questions from Module Exams and Summative Assessment	>70 %	N = 2 NP = 1 SR = 1/1 Avg. = 66% Range = 66%	E – Continual tardiness and/or absence; non-attendance with eventual withdrawal from course	E – Rescheduled class to different time to accommodate student; worked with student outside class during math lab and study session times to catch up on coursework	1 – 7	1,3	1,3	
D – Applied Investigative Problems, Written Interpretation, and Applications Throughout Curriculum	>70 %	N = 2 NP = 1 SR = 1/1 Avg. = 68% Range = 68%	I – collaborative and group components of curriculum could not be implemented	I – Instructors facilitated coursework in non-lecture style working format	1 – 7	1,2,3	1,2,3	
I – Initial, Interim, and End-of-Course Surveys		N = 2 NP = 1 SR = 1/1 Avg. = NA Range = NA				2,4	2,4	
MATH 210 D – Embedded Concepts from Module Exams	>70 %	N = 14 NP = 2	E-Low or non-attendance; no transportation; no	E-Email and phone contacts when absent; communication with advisor; enlist assistance of Title III tutor and establish	1 – 5	1,3	1,3	

D – In-Class Technology Cooperative Activities using Excel Spreadsheet Software to Represent and Analyze Data	>70 %	SR = 10/12 Avg. = 77% Range = 40-96% N = 14 NP = 2 SR = 9/12 Avg. = 88% Range = 50-100%	daycare; medical issues; non-attendance but no withdrawal; insufficient math coursework preparation; work - not released to attend class or unable to attend class due to job demands	study sessions for those with low skills; flexibility on assignment due dates per individual needs I-Establish group contact and support system; flexible work time outside of class using math lab hours, study sessions, and tutors; email assignment when absent from class; present strategies in class as to how to approach homework for maximum efficiency; modify on-line assignments	1,2	1,2,3	1,2,3
D – Culturally Relevant PowerPoint Presentations	>70 %	N = 14 NP = 2 SR = 7/12 Avg. = 69% Range = 40-90%	I-completed test(s) and/or assignments, but not at a passing level; non-completion of work; Mobius on-line platform difficult to navigate; on-line did not correlate well to lessons		1	1,2,3,4	1,2,3,4
I – Course Reflection	>70 %	N = 14 NP = 6 SR = 8/8 Avg. = NA Range = NA			1 – 5	2,4	2,4
ENGL 265 D – Literary Analysis Essay I - Student Self-Edit	>70	N =5 NP = 0 SR = 5/5 Avg. = 76 Range = 76-95	- Small class size impacted discussion opportunities	- Continue communication strategies to improve discussion - Continue in-class strategies to reward student awareness and usage of the class's Moodle	1, 2, 4	1, 2,	1, 2, 3, 4
ENGL 110 D – Research paper I - Student Self-Evaluation	>70	N =14 NP = 7 SR = 6/7 Avg. = 83% Range = 65 - 96	- Family issues - Low attendance - Job/Work requirements - Did not meet	- Use emailing initially in class to involve students & to make usage routine -Stress communication and strategies to overcome issues - Increase usage of checklists of requirements	1, 2,	1, 2, 3, 4	1, 2, 3, 4

			required steps for completion	- Use in-class strategies to reward student awareness and usage of the class's Moodle			
ENGL 120 D – Argumentative Essay I - Student Self-Edit	>70	N =12 NP = 3 SR = 9/9 Avg. = 85 Range = 72 - 95	- Did not meet or was late on required steps for completion - Job conflicts - Low attendance	-Continue stressing communication and strategies to overcome issues - Continue usage of checklists listing requirements - Reward student awareness and usage of the class's Moodle	1, 2,	1, 2, 3, 4	1, 2, 3, 4
COMM 110 D – Impromptu Speech: Past-Present-Future I - Student Self-critique	>70	N = 6 NP = 3 SR = 3/3 Avg. = 93 Range = 81-99		-Continue stressing communication and strategies to overcome issues - continue Teambuilding strategies	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 3, 4
BIOL221 Anatomy & Physiology Lab D – Clinical Tool: basic vital measurements I – Self-evaluation Survey.	>3 or better	N = 1 NP = 0 SR = 1 Avg. = 5 Range = NA	The one student in this course met the intended goal of scoring higher than a 3. She had a perfect score and completed the assessment accurately and without assistance from the instructor. The student self-survey revealed that each student felt comfortable and confident with her skills in basic vital measurements.	It is vital that nursing students understand and know how to measure the basic vitals in healthcare which include: Blood Pressure, Pulse Rate, Respiratory Rate, Temperature, Weight and Pain. I will continue to assess students using this practice so that they are confident in their skills and ready for patient care.	1,3,5	1,3	1-4
BIOL221 Anatomy & Physiology	>70 %	N = 1 NP = 0 SR = 1 Avg. = 90%	The student met the expected goal of 70% receiving a 90% on her PSA	Group Factor: The one and only year that I allowed more than one student to work together did not produce valuable work. Therefore in my assessment last year I	1,2,3 ,5	1,2,3	1-4

D – PSA (Public Service Announcement) Video & Power Point Rubric I – Student Self-Survey		Range = NA	and Power Point. The PSA was 1 minute in length utilizing both graphics and technology. The PSA was audible and well done with a voice over. The student completed a power point presentation and paper based on her chosen topic of research. The student survey revealed that she was satisfied with the project and work that she had presented and submitted.	had decided that I would not allow students to work in groups on this particular assignment. I had great results with the one student and she did a great job on the project. I will continue to use this type of assessment to make sure that each individual student knows how to use technology in healthcare in order to be able to do presentations in the community.			
CHEM115-Introduction to Chemistry D – Cumulative test score average I – Student Self Evaluation	>70	N =1 Avg. = 72.25% Range = 72.25	Surveys were positive about learning environment.	Study guides and chem101 homework appear to be helping students Essay was ok, but I would like more cultural relevancy.	1-5	1,2	1,2
CHEM115L-Introduction to Chemistry Lab D – Cumulative test score average I – Student Self Evaluation	>70	N=1 Avg. = 71% Range = 71	Surveys were positive about learning environment.	Combination of hands on and online labs is working well.	1-5	1,2	1,2
CHEM122-General Chemistry II	>70	N =1 Avg. = 82.75%	Surveys were positive about	Study guides and chem101 homework appear to be helping students	1-5	1,2	1,2

D – Cumulative test score average I – Student Self Evaluation		Range = 82.75	learning environment.	Essay was ok, but I would like more cultural relevancy.			
CHEM121L-General Chemistry I D – Essay Assignment I – Student Self Evaluation	>70	N = N/A Avg. N/A Range = N/A	N/A	No enrolled students this semester	1-5	1,2	1,2
D – CPR/1 st Aid Certification	Pass /Fail	N =11 NP = SR =11/11 Avg. =Pass Range = Pass	NA	We will now have an on-campus instructor for the course, which will allow for better scheduling			D – CPR/1 st Aid Certification
PSYC 250 Developmental Psychology D – Case Study & Rubric I – Case Study Student Self Evaluation Survey	>70 %	N = 1 NP = 0 SR = 1 Avg. = 75% Range = NA	The student that participated in the assessment met the intended goal of understanding ethical issues and being able to use their knowledge about ethics to answer critical issues relating to ethics in the healthcare system. Overall the student who completed the assessment felt that they did well on the assessment and that they had a good grasp of the	The goal is to present the lecture each half of the semester and then give the assessment. This will ensure that all students are present for the ethics lecture and that I am able to assess if they do in fact understand the information.	1,2	1,2,4	1,2,4

			material that was covered in ethics per the self-evaluation survey.				
PSYC 250 Developmental Psychology D – Research Paper & Power Point Rubric I – Student Self-Evaluation Survey	>70 %	N = 1 NP = 0 SR = 1 Avg. = 75% Range = NA	There was only one student who remained in the course to complete the assignment. This student met the communication goal. The student's self-survey was completed and it revealed that she had felt competent in her presentation and had done well.	Continue to encourage students to complete this assignment. I will have the students submit the assignment prior to midterm for critique to make sure that they are meeting communication goals and also have the students practice and rehearse their presentations at the time they are required to turn in the initial assignment.	1,2	1,2,3	1-4
SOC 110 D – Paper I – Self-evaluation	> 70%	N =16 NP =2 SR =14/16 Avg. = 75% Range = 0-97%	Internal Goal was met External Goal was met	Increase interactive activities	1,2,3,4	1,2,3,4	1,2,3,4

Fall 18 Pre-Nursing

<p>D – Case Study</p> <p>I – Student Self Survey</p>	<p>>70%</p>	<p>N = 3</p> <p>Avg. = 56.6%</p> <p>Range = 55-60%</p>	<p>The goal of the course is that students will apply knowledge in ethics in order to solve ethical health case scenarios. This goal was not met any of the students. This reveals that they had did not have a good understanding of ethics or did not simply study or put any effort into the assessment.</p> <p>The student self-survey revealed that the all believed that they performed somewhat well on the case study. They felt that they were taught the ethical guidelines and that they were somewhat prepared to answer the questions on the case study.</p> <p>The first data set one year ago</p>	<p>The students were presented the same information via power point however, they seemed to little effort into the assessment. One student did not understand that she was to be a part of the ethical committee in the scenario. I recommend that I place case scenarios in the power point and make sure that students understand that they are the ethics expert in answering the case study.</p>	<p>2,4</p>	<p>1,2,4</p>	<p>1,2,3,4</p>
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			revealed that the students had a good knowledge base on the subject of ethics. However, this group of students did not fare as well. The same information was presented to them. Their answers were not in-depth. There seemed to be no input in				
D – Clinical Tool: basic vital measurements	>3 or better	N = 1 Avg. = 5.0 Range = 5.0	The writing on this question met the intended goal by being able to use technology & knowledge of anatomy & physiology to measure basic vital signs using clinical tools. The student self-survey revealed that the student was comfortable with their skills in basic vital sign measurement. This particular student is also a CNA.	Students have been introduced to and have practiced basic vital sign measurement. Students will continue to practice measuring basic vital signs in A & P II.	1-5	1,3	1,2,3,4
I – Self-Clinical VS Evaluation Survey.							
D – Research Paper & Power Point Rubric	>70%	N = 2 Avg. = 36% Range =12-60%	Student were unable to apply the basic principles of communication by sharing information through a power point presentation.	The deadline for the presentations will be changed to an earlier time. Students will have to practice their presentation in lab.	1,3	1,2	1,2,3,4
I – Student Self-Evaluation Survey							

			<p>They did not meet the intended goals of the course.</p> <p>Final oral and power point presentations skills did not meet the intended measurement goals. One student is from a foreign county and English is her second language. The other student failed to present.</p> <p>Although, the one student attempted to present her research paper she was not prepared. The presentation revealed that the student did not practice the presentation beforehand. She did not present her power point but just showed pictures on paper.</p>	<p>I will also require that the students show their work prior to the presentation.</p>			
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<p>D – Pre-Cumulative Exam</p> <p>I – Pre-Student Self Survey</p>	<p>>70 %</p>	<p>N = 2</p> <p>Avg. = 26.07%</p> <p>Range = 0.07-52%</p>	<p>Students did not meet the intended goal of being able to use their knowledge to analyze and evaluate questions based on nutrition. The pre-self-survey revealed that the students believed that the assessment</p>	<p>In the Pre-exam on nutrition it reveals that students have minimal knowledge about the subject of nutrition. The goal is to make sure that by the end of the course, students will have an understanding of nutrition and how</p>			
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			was fair and covered the subject of nutrition well. They also reported that they did not have a knowledge base when it comes to nutrition. All students believed that they did not perform well on the assessment.	important nutrition is to all ages.			
D – Post-Cumulative Exam I – Post-Student Self Survey	>	N = 2 Avg. = 89.35% Range = 88-90%	Students met the intended goal of being able to use their knowledge to analyze and evaluate questions based on nutrition. The post nutrition assessment showed that all students who took the post assessment had a good understanding of nutrition. The post self-surveys also revealed that the student felt that they in fact had done very well on the assessment and were satisfied with	I will continue to assess nutrition by using this same comprehensive assessment. The data revealed that this type of assessment gave a good profile on how much each student actually learned. Students did very well and they also felt prepared. I would not change the assessment for this course at this time.			

			their performance. They felt that they were prepared to answer the questions and that the instructor prepared them to do so.				
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Spring 19

<p>BIOL221 Anatomy & Physiology Lab D – Clinical Tool: basic vital measurements I – Self-evaluation Survey.</p>	<p>>3 or better</p>	<p>N = 1 NP = 0 SR = 1 Avg. = 5 Range = NA</p>	<p>Goal met. The student self-survey revealed that each student felt comfortable and confident with her skills in basic vital measurements.</p>	<p>Goal met</p>	<p>1,3,5</p>	<p>1,3</p>	
<p>BIOL221 Anatomy & Physiology D – PSA (Public Service Announcement) Video & Power Point Rubric I – Student Self-Survey</p>	<p>>70%</p>	<p>N = 1 NP = 0 SR = 1 Avg. = 90% Range = NA</p>	<p>Goal met The student survey revealed that she was satisfied with the project and work that she had presented and submitted.</p>	<p>Changed from group to individual work as group work didn't work out.</p>	<p>1,2,3,5</p>	<p>1,2,3</p>	
<p>PSYC 250 Developmental Psychology D – Case Study & Rubric I – Case Study Student Self Evaluation Survey</p>	<p>>70%</p>	<p>N = 1 NP = 0 SR = 1 Avg. = 75% Range = NA</p>	<p>Goal met</p>	<p>Goal met</p>	<p>1,2</p>	<p>1,2,4</p>	<p>1,2,4</p>
<p>PSYC 250 Developmental Psychology D – Research Paper & Power Point Rubric I – Student Self-Evaluation Survey</p>	<p>>70%</p>	<p>N = 1 NP = 0 SR = 1 Avg. = 75% Range = NA</p>	<p>Goal met</p>	<p>Continue to encourage students to complete this assignment.</p>	<p>1,2</p>	<p>1,2,3</p>	<p>1-4</p>

ESO#1 Critical Thinking Student Assessment

The students were given 2 issues and were asked to defend their position. Below are the 2 questions that students chose from:

1. In the last ND general election, legalizing recreational marijuana use was defeated. There is now a petition circulating to put legalizing recreational marijuana up for vote again in 2020.
Would you sign a petition to bring the issue to a vote again? Explain the pros and cons of recreational marijuana and why you would or would not sign the petition.
2. There is a proposed Concentrated Animal Feeding Operation (CAFO) for a pig farm to the west of Devils Lake, North Dakota. A CAFO for pigs is defined as a facility with more than 2500 swine weighing more than 55 lbs. confined (caged or penned) on site for more than 45 days during the year. North Dakota is a right-to-farm state and was the first state to protect farming as a constitutional right. The proposed CAFO will provide jobs, which will boost the local economy and may increase the local supply of pork. The CAFO owners have applied for the necessary permits and meet all of the criteria required for permitting. However, there are concerns from the public that the CAFO may leak pig manure into groundwater from the manure pit under the facility. This groundwater is not currently used as a drinking water supply. There are further concerns because the manure will need to be removed each summer and applied to fields to dispose of it. Some of these fields are very close to Devils Lake (the waterbody)—within 100 feet of the shoreline. Manure may run off of the land and into the lake during rain storms, which can cause pollution. The Spirit Lake Tribe has come out against the CAFO because of concerns over pollution.
Pretend you can decide whether or not the CAFO permit is issued. Would you issue it? List the reasons why or why not.

Rubrics were followed to score the responses:

Emerging (1 reason)

15 students

Proficient (2-3 reasons)

21 students

Advanced (4 or more reasons)

37 students

Out of the 164 students enrolled in Spring 19, 73 (45%) of students responded.

- 37 (51%) of students were advanced
- 21 (29%) of students were proficient
- 15 (20%) of students were emerging
- 58 (80%) of students were proficient to advanced

Overall, 80% of the students who responded to our critical thinking question show proficient to advanced critical thinking skills which has many benefits including: an awareness of differing approaches to a problem, ability to assess critically, appreciation of differing worldviews, sounder decisions, and more reasoned and balanced approach to effective problem solving.

Co-Curricular Assessment

TRIO Student Support Services (N = number of students)

Outcomes being assessed:

1. Increase the persistence rate of eligible students.
2. Increase the good academic standing of program participants.
3. Increase the graduation/transfer rate of program participants.

Measures to be used: (at least one direct measure for each outcome; indirect, such as surveys, could also be shown as an indirect measure)

Measure(s) for Outcome 1:

1. 40 % of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year.

Measure(s) for Outcome 2:

1. 50 % of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing.

Measure(s) for Outcome 3:

1. 20% of new participants served each year will graduate with an associate's degree or certificate within four (4) years.
2. 20% of new participants served each year will transfer with an associate's degree or certificate within four (4) years.

Measure to be used	Goal	Pre N	Post N	Analysis Contributing factors resulting in not meeting goal	Actions and Recommendations
Applications, Transcripts, Enrollment List	40%	103	62	Failing Grades Poor Attendance Transportation Problems Lack of Childcare	Attendance Reports, Students at Risk, Tutoring, Study Groups Vehicle Repairs, Gas Cards Emergency Aid Program
Applications, Transcripts, Enrollment List	50%	103	61	Failing Grades Poor Attendance Transportation Problems Lack of Childcare	Attendance Reports, Students at Risk, Tutoring, Study Groups Vehicle Repairs, Gas Cards Emergency Aid Program

Application, Transcripts, Enrollment List	20%	55	13	Failing Grades Poor Attendance Transportation Problems Lack of Childcare	Attendance Reports, Students at Risk, Tutoring, Study Groups Vehicle Repairs, Gas Cards Emergency Aid Program
Applications, Transcripts, Enrollment List	20%	13	9	Transportation Problems Housing Issues Financial Difficulties Fear of Failure	Transfer Assistance College Tours Admission & Housing Application Financial aid Assistance Self-Esteem, Family Support

Financial Aid (N = number of students)

Outcomes being assessed:

1. # of new students per semester
2. # of students filling out Pell/Fafsa application per semester

Measures to be used: (at least one direct measure for each outcome; indirect, such as surveys, could also be shown as an indirect measure)

Measure(s) for Outcome 1:

1. Greater than 20 % of all participants served by CCCC will be new students.

Measure(s) for Outcome 2:

2. Greater than 90% of all participants served by CCCC will apply for Pell/Fafsa.

Measure to be used	Goal	N	Total N Enrolled	Analysis Contributing factors resulting in not meeting goal	Actions and Recommendations
Applications Transcripts Enrollment list	>20%	15	181	Education not a priority No transportation No daycare Have to support family over school	Recruit more local high school students Recruitment in Outreach

FAFSA apps Transcripts Enrollment list	>90%	132	181	Don't fill them out Not understanding Pell/Fafsa procedures Exceeded Pell/Fafsa from prior Not verified	Educate them on Pell/Fafsa procedure Explain importance of Pell/Fafsa Need to supply more information
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