

2015-2016 Assessment Report



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I. SUMMARY OF ASSESSMENT PLAN AT NUETA HIDATSA SAHNISH COLLEGE

Assessment of Student Learning at Nueta Hidatsa Sahnish College is designed to ensure that each segment of the College contributes in a positive way to the student's learning experience.

Nueta Hidatsa Sahnish College faculty and staff believe that:

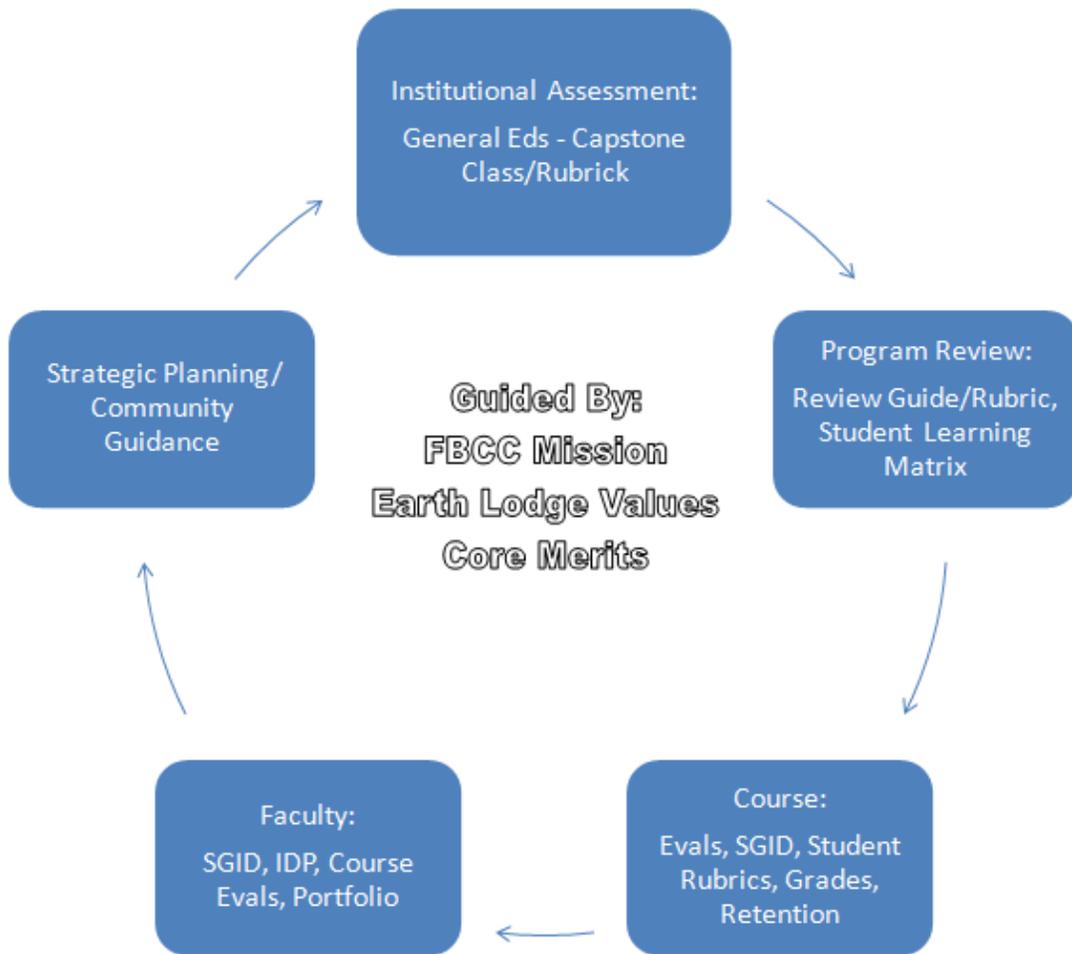
- Continual assessment and feedback produces an academic environment that enables each student to progress toward his or her potential
- Nurturing students' human potential is vital to the well-being of the Mandan Hidatsa Arikara (MHA) Nation

Assessment supports the goal of producing students who can successfully continue their formal education at transfer institutions, or who are able to excel in their chosen career fields.

Assessment also ensures the accountability of the college; validation of student learning likewise validates the expenditure of resources required to provide educational services.

Student Learning Assessment is performed on several levels:

- Institutional
- General Education
- Program
- Faculty
- Course



At the institutional level, students should internalize the Earth Lodge Model. They should also master the four Institutional Core Competencies of Constructivism, Culture, Technology, and Information Literacy.

Specific institutional learning objectives are:

- 1) Students will develop critical thinking skills
- 2) Students will be able to clearly communicate both orally and in writing
- 3) Students will effectively utilize quantitative reasoning, scientific methods and technology
- 4) Students will acquire intellectual concepts and dispositions that enable them to live and contribute as active and successful tribally educated participants in a diverse and global society
- 5) Students will have an awareness of emotional, mental, physical, social, and spiritual wellness

General education at Nueta Hidatsa Sahnish College is an integral and important part of the student's college experience. These general education guidelines should be woven into each program's outcomes, but the assessment of these outcomes is entirely up the faculty. General education provides students learning experiences meant to:

- develop abilities to think critically
- clearly communicate - both orally and in writing
- effectively use mathematics, science and technology

- acquire intellectual concepts and dispositions that enable them to live and contribute as active and successful tribally educated participants in a diverse and global society
- serves as a foundation to promote mental, physical and spiritual wellness and lifelong learning.

General Education Learning Outcomes are assessed through the Liberal Arts Capstone Course. Rubrics have been created and implemented to quantify student learning through application of various products or projects.

The following are the General Education Learning Outcomes for Liberal Arts Candidates:

- 1) Students will be able to demonstrate their knowledge of the Mandan (Nueta), Hidatsa, and Arikara (Sahnish) cultures.
- 2) Students will be able to explain or demonstrate how humanistic or artistic expressions create or critique culture.
- 3) Students will demonstrate proficiency in skilled listening and effective speaking.
- 4) Students will be able to apply the scientific method to a contemporary issue and communicate his/her interpretations both orally and in writing or formulate and test hypotheses in either laboratory, simulation, or field experiences and communicate his/her experimental findings and interpretations both orally and in writing.
- 5) Students will be able to demonstrate understanding of fundamental concepts and methods within the social sciences.

- 6) Students will be able to demonstrate the use of technology in their scholastic and career endeavors.
- 7) Students will be able to reason quantitatively in order to effectively solve real-world problems and explain mathematical concepts and data both written and orally.
- 8) Students will be able to demonstrate an understanding of the connection between writing and thinking and use writing and reading for inquiry, learning, thinking, and communicating in the an academic setting.

Program (Field of Study)

Program specific outcomes are assessed in each department by the annual Program Review Process utilizing the NHSC Program Review Guide, Program Review Scoring Rubric, and Student Learning Matrix. Specific programs that do not attain the minimum score or are in jeopardy due to extenuating circumstances are required to complete a three-year comprehensive program review.

Programs receiving a rubric score below a cut-off score will be brought before the Assessment Committee where the Program Director will present the plan for improvement or discontinuation for the program. Recommendations from the Assessment Committee will be brought before the Curriculum Committee, Administration Committee, and the Board of Directors.

Faculty

Faculty are formally evaluated each Spring Semester. A completed portfolio for evaluation includes the following: Individual Development Plan (Peer Review), Small Group

Instruction Diagnosis (SGID's), Course Evaluations, Faculty ePortfolios. Administration may schedule visits with the instructor to observe his/her teaching methods. This process is not meant to be punitive. Administrators will provide feedback in a constructive manner.

Course

Learning in each course is assessed through various methods including: course evaluations, Small Group Instruction Diagnosis (SGID's), rubrics applied to student work, student grades, and the percentage of students completing the course. Students are required to complete course evaluations at the end of each semester. These evaluations are tabulated, and the results are used to formally evaluate the instruction.

II. ASSESSMENT STEERING COMMITTEE

The assessment steering committee also serves as the assessment academy group. In 2015, the administration approved the creation of an assessment academy team to represent Nueta Hidatsa Sahnish College at the Higher Learning Commission's Assessment Academy Program. The college has entered into a three-year agreement with the Higher Learning Commission's Assessment Academy.

An eight-person team was identified by the Vice President of Academic Affairs to represent Nueta Hidatsa Sahnish College. The team is comprised of faculty, administrators, and representatives from Student Services. It is imperative that all departments are active participants in student learning assessment, but the steering committee is responsible for disseminating the information from the academy.

The Assessment Steering Committee is a subset of the Assessment Committee. The Assessment Committee open to all faculty, administrators, and staff from Student Services. For

practicality, the Assessment Steering Committee is a smaller group of decision makers. It is also a long-term commitment, so the need for nominations was necessary.

III. ASSESSMENT ACADEMY PROJECT

NHSC will assure shared responsibility for assessing and improving student learning by continuing to utilize our active Assessment Committee (AC) to design, implement and adjust all assessment related activities. Our Assessment Academy group will be an active sub set of the Assessment Committee with regular informational and formative presentations by the academy team to the full AC. This assures that all Assessment Academy activities will be shared regularly with all stakeholders. Student representatives will be assigned to the Assessment Committee, and their feedback will be evaluated and utilized.

The activities and products of the Assessment Academy committee will result in an annual assessment report that will be written and edited by the committee. A PowerPoint presentation will be created and presented to the Board of Directors, Administrative Council, Assessment Committee, Advisory Boards, student groups, and tribal groups. These presentations will also involve reactions and feedback from all stakeholders. These activities will expand and strengthen the culture of assessment at NHSC by increasing the impact and reliability of the Assessment Committee's procedures.

Teaching and learning will be improved by the expanded emphasis on formative and summative assessment. One of the Assessment Academy committee's goals is to gather and analyze data. The Assessment Academy will also learn how to implement procedures to utilize the analytical information. Instructors will utilize the results of the assessment data analysis to develop, implement, and evaluate improvements, updates, and adjustments to curriculum design and pedagogy. Action plans, annual reports, common rubrics, project based curriculum design,

and interactions with other institutions will all be utilized to strengthen NHSC's assessment strategies.

Like many other institutions of higher learning, NHSC has been expanding and improving our assessment of student learning for decades. Major adjustments and improvements have been implemented in the last two years that include:

- Design and acceptance of five Institutional Learning Objectives
- Design and implementation of program review policies and procedures
- Design and acceptance of new general education learning assessment procedures
- Formalization of assessment week for all faculty
- The formation of an assessment academy

The assessment academy group identified the following outcomes:

- Implement an institutional continuous improvement process for both institutional learning and effectiveness (Academics and Student Affairs)
- Create and implement a differentiated common communication rubric (Other rubrics for institutional learning objectives will follow)
- Create and systematize policies and procedures for assessment of student learning

The group identified needs for project implementation (Design and instruction):

- Implement an institutional continuous improvement process steering committee
- Bi-weekly meetings beginning June 12

- Administrative and Board Support is needed
- An assessment budget is necessary
- An annual assessment report will be completed by the Vice President of Academic Affairs – July 30

IV. ASSESSMENT WEEK

Each Academic department conducted end-of-year student learning assessment activities during the week for May 18-22. These consisted primarily of compiling and analyzing data from rubrics that had been applied to student learning activities such as projects, papers and presentations. This data will be compared to student learning outcome goals to evaluate curriculum effectiveness and potential adjustments. The assessment of student learning will be finalized during the Fall 2015 assessment week Aug. 10-14th.

Each Academic department presented their NHSC program review to the assessment committee during the week. The NHSC Program Review Guide (attached) was used to prepare and present each program's review. Each review was rated by the assessment committee members using the NHSC program review rating sheet. The only program receiving the below 1.5 average rating was Human Services. That program will present an improvement plan to the assessment committee during the Fall 2015 assessment week. All other programs will present their Action Plans to the assessment committee also during the Fall 2015 assessment week. The assessment committee will develop recommendations for each program's improvement plan. On Tuesday May 19th, a faculty development workshop was presented by Dr. Koreen Ressler on Program Review procedures.

Twelve Full-time Faculty completed their faculty evaluation process as per NHSC Faculty Handbook. Rating sheets were completed including: Small Group Instructional Diagnosis (SGID) Reports, Course Evaluations, and Individual Development Plans (IDP). E-portfolios were also presented by certain Faculty. All documents from the faculty evaluation process were entered into the individual faculty personnel files. Due to the new NHSC Faculty credential requirements, six faculty members agreed to complete Faculty Development Contracts whereby each Faculty member agrees to enroll in graduate level coursework in the pursuit of a Master's Degree.

Human Services, Environmental Science, Pre-Engineering, Early Childhood, Mathematics, Liberal Arts, Business, and Native Studies faculty completed the annual program review process during assessment week. The following departments received notice that they have to complete the three-year comprehensive program review process due to scores and expiring grants: Human Services, Teacher Education, Math, and the Career and Technical Education Program. The letters explained the process, deadlines, and possible outcomes.

Assessment week included an afternoon of Strategic Planning led by Instructors Tony Delorme and Lori Alfson. Nominal Group Technique (NGT) was used to identify areas of student need that the Academic Dept. could address for improvement. Results (attached) of the Student Satisfaction Survey Spring 2015 (attached) were included as background information for the strategic planning. A discussion of the Survey 2015 results was presented to the group by Faculty Chair Kringen. The results of the NGT was a prioritization (attached) of faculty feedback regarding areas of student needs to address. The Academic Department's list of prioritized areas of concern will be presented to the HLC Board of Directors for inclusion in their Strategic Planning session in July 2015.

V. PROGRAM REVIEW PROCESS

The formal program review processes at Nueta, Hidatsa, Sahnish College incorporate methods and procedures to strengthen academic programs. The goals of the program review process include evaluating and enhancing our programs to promote student learning. The Program Review process at Nueta, Hidatsa, Sahnish College is supervised by the Vice President of Academic Affairs and Academic Dean. The process provides a framework within which to review, evaluate, and formulate achievable goals for each program. This process is an important component of institutional evaluation, planning, and resource allocation; therefore, the dialogue, constructive participation and cooperation of all members of the faculty, staff, and administration are encouraged.

Annual Program Review Report

Each program is required to complete a program plan at the beginning of each academic year that is approved by the Assessment Committee. The Academic Dean works in conjunction with the chairperson of the Assessment Committee and directors to ensure that the annual program reviews are completed before Assessment Week. The plan includes the program outcomes, measurement tools, and measurement goals. Findings, analysis of data, and action or recommendations are completed and presented during assessment week in May. At the end of the year, program faculty are also required to complete a one-page summary of their program along with completion data for their program plan and report to the assessment committee. A completed NHSC Annual Program Review Template is due during the Spring Semester Assessment Week.

Task and Action Plans

In 2014, the Nueta Hidatsa Sahnish College's Assessment Committee implemented a rubric for scoring year end reports. The rubric utilizes a rating scale of 0 - No Evidence, 1 – Emerged, 2 – Developed, and 3 –Achieved (See Appendix B). Each program presents their assessment plan along with their End of Year Report to the Assessment Committee. An average score is compiled for each area and passed along to the Vice President of Academics. Any programs that have a composite score below 1.5 will be notified of the Assessment Committee's concerns in writing. Programs that score low will be required to complete the three-year comprehensive program review process.

Comprehensive Three-Year Program Review Report

Programs that do not meet expectations during the annual program review process will be notified in writing. Those programs will need to complete a three-year program review before a final ruling. The Comprehensive Three Year Program Review Report includes three documents: an executive summary which highlights the major aspects of the program's review, a more comprehensive analysis and minutes for meetings which include the individuals members involved in the completion of the Program Review Report. Appendices and supporting documentation may be included if absolutely necessary. An ideal report is usually sufficient enough in scope to give the Assessment Committee an accurate picture of the program.

New Program Review Report

The (New) Program Review Report is done in two steps. The first step is a feasibility study. The second step is the program itself including the degree plan and course syllabi. The completed report includes four documents: an executive summary which highlights the major aspects of the program's review, the feasibility study (a comprehensive analysis), and the developed program including all course syllabi and degree plans. Appendices and supporting

documentation may be included. An ideal report is usually sufficient enough in scope to give the Assessment Committee an accurate picture of the program.

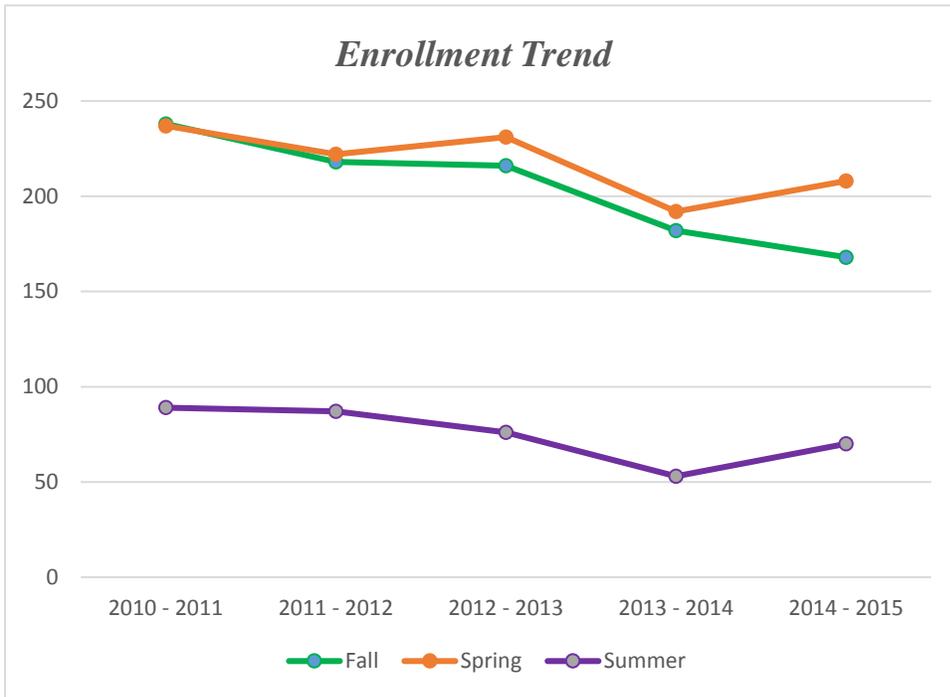
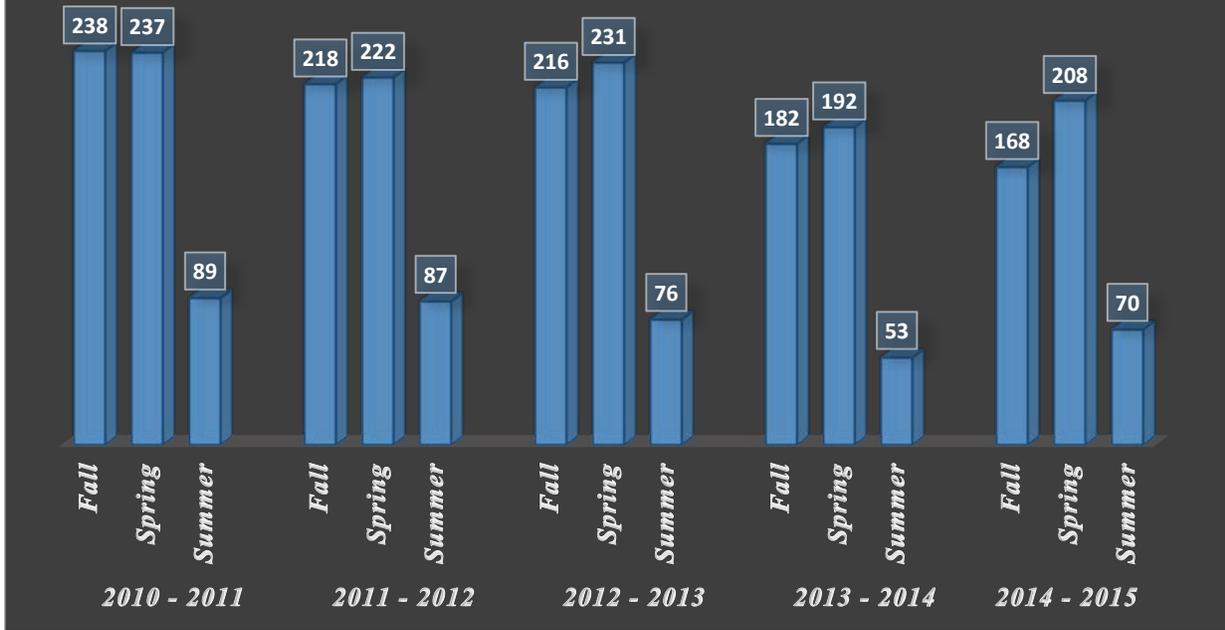
VI. ENROLLMENT TRENDS, PERSISTENCE, AND COMPLETION RATES

Enrollment trends and persistence and completion rates continue to be in the forefront of student success. In Summer 2015, a Persistence and Completion Team of four faculty and staff members comprised of Colette Keith (Retention and Student Development Counselor), Pansy Goodall (Business Department Director and Faculty), Efua Ephraim (Data Manager), and Felix Instructional Technology Specialist participated in an HLC Persistence and Completion Workshop. The team continues to meet often to review data and to guide data-based decision-making regarding student success that includes enrollment trends and persistence and completion rates. The team, now with the Vice President of Student Services Dr. Constance E. Frankenbery leading while awaiting the hiring of a new Retention and Student Development Counselor, is planning to submit an application to participate in HLC's Spring 2016 Persistence and Completion Academy.

Enrollment Trends:

The chart below shows the enrollment by semester from the academic years of 2010 – 2011 to 2014 – 2015. Although not noted on the graph below, the enrollment for Fall 2015 was 247 students, showing a significant increase from previous year. It is anticipated through a concerted marketing effort and more strategic planning, that enrollment trends will maintain and, hopefully, continue to increase.

ENROLLMENT



Persistence:

The overall persistence rate for the academic years of 2013 – 2014 and 2014 – 2015 are represented in the table below:

Year	Fall Enrollment	Spring Enrollment	Returning (from FA to SP)	Persistence Rate
2013 - 14	182	192	84	46.2%
2014 -15	168	208	102	61%

A total number of 182 students enrolled in our institution in Fall 2013. Out of the 182 students, 84 students returned in Spring 2014. Hence approximately 46.2% of the student enrolled in Fall 2013 returned in Spring 2014. In addition, 168 students enrolled in our institution in Fall 2014, and 102 of the 168 returned in Spring 2015. This forms approximately 61% of the of the fall 2014 enrollment. Although enrollment decreased from 182 to 168 students across these two academic years, the persistence rate increased from 46.2% to 61%.

First Year First Time (FYFT) Persistent Rate for academic year 2013 – 2014 is represented in the table below:

	Total Enrollment Fall 2013	First Year First Time	Returning First Year First Time in Spring 2014	Persistence Rate
Enrollment Number	182	38	15	39.5%

While the total enrollment for Fall 2013 was of 182, 38 of the students entered college for the first time. Of these 38 students, 15 returned the following semester in Spring 2014. This leads to a Persistence Rate of 39.5%.

Retention:

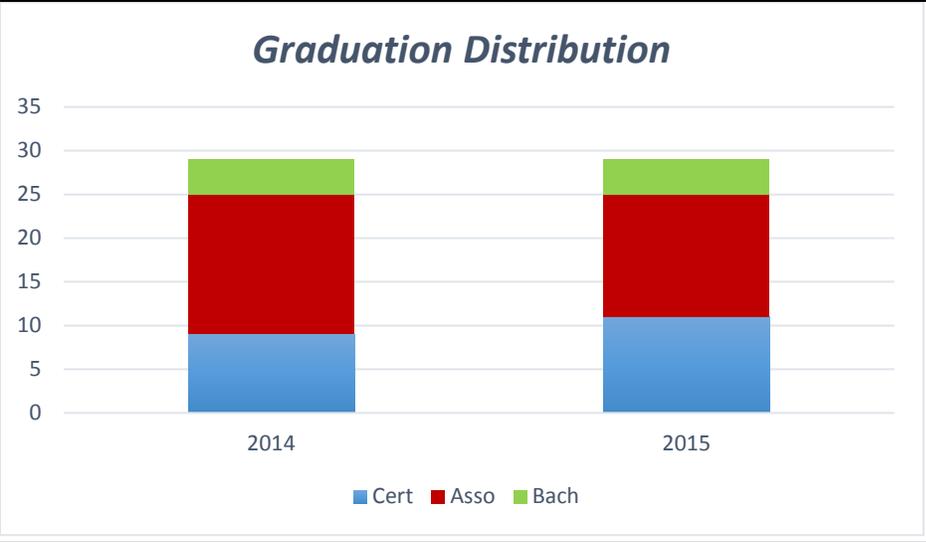
	Total Fall '13'	Returning in Fall '14'	Graduate in SP	Non D-seeking	Retention Rate
Enrollment Number	182	58	22	8	38.2%

In the table above, 58 of the 182 students enrolled in Fall 2013 returned in Fall 2014. Twenty-two of the 182 students graduated, and 8 were non-degree seeking students. Therefore, 152 students were expected to return in Fall 2014. Of the 152, 58 of the students returned, which constitutes a 38.2 % return rate.

Completion:

Evidence of Completion Rates for the academic years of 2014 and 2015 can be noted in the table below:

	Certificate	Associate	Bachelors	Total
Spring 2015	11	14	4	29
Spring 2014	9	16	4	29



A focused effort on the part of faculty, who also serve as academic advisors, to follow-up with students regarding attendance and instructional needs and the ongoing communication from the Retention and Student Development Counselor, Academic Dean, Vice President of Academics, and Vice President of Student Services encourages students toward graduation. A recommendation of additional Academic Advising training a renewed and more strategic Persistence and Completion Plan, and a new placement test that is re-administer the semester during which the student will graduate are in the works to further promote student success.

VII. GOALS

The constituents of Fort Berthold Community College will strive to ensure that student learning assessment will be paramount at each institutional level. Student learning assessment at Fort Berthold Community College begins with the institutional learning outcomes and filters through various levels including course assessment.

As distance education continues to grow and expand at NHSC, efforts to formalize assessment of such endeavors needs to grow exponentially. Currently, an online education handbook is being revised for the 2015-2016 academic year. One goal for faculty at NHSC is to better utilize the learning platform to make online learning more conducive to assessment.

The assessment academy group is formalizing the NHSC assessment academy project. The steering committee works in close conjunction with the pivotal mentors provided by the initiative. It is their goal to present their first year experience at the Higher Learning Commission's annual conference. The assessment academy is a three year commitment, so the assessment academy is responsible for maintaining their enthusiasm for the project, and they are also responsible for disseminating the information to all constituencies.

The general education assessment rubrics need to be revised across all disciplines. It is imperative that the assessment steering committee identifies weaknesses and work to rectify the rubrics. The 2015 liberal arts graduates were assessed with the current rubrics. However, the faculty administering the rubrics was not properly informed of the procedure. The rubrics need to be revised so that they are not so narrow in scope. Faculty members also need to create systems for storing artifacts throughout the students' academic careers.

Currently, NHSC faculty and staff are prioritizing data collection systems. A procedure needs to be formalized for the creation, storing, and analysis of assessment data. This data traverses academic affairs and student services. Both departments are collaboratively working on solidifying mechanisms to store and analyze assessment data.

APPENDICES

Annual Program Review Results for the 2014-2015 Academic Year.....Appendix A

APPENDIX A