2017 Assessment Report

HIDATSA

NUETA · SAHNISH

Established 1973

New Town, North Dakota

COLLEGE

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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:
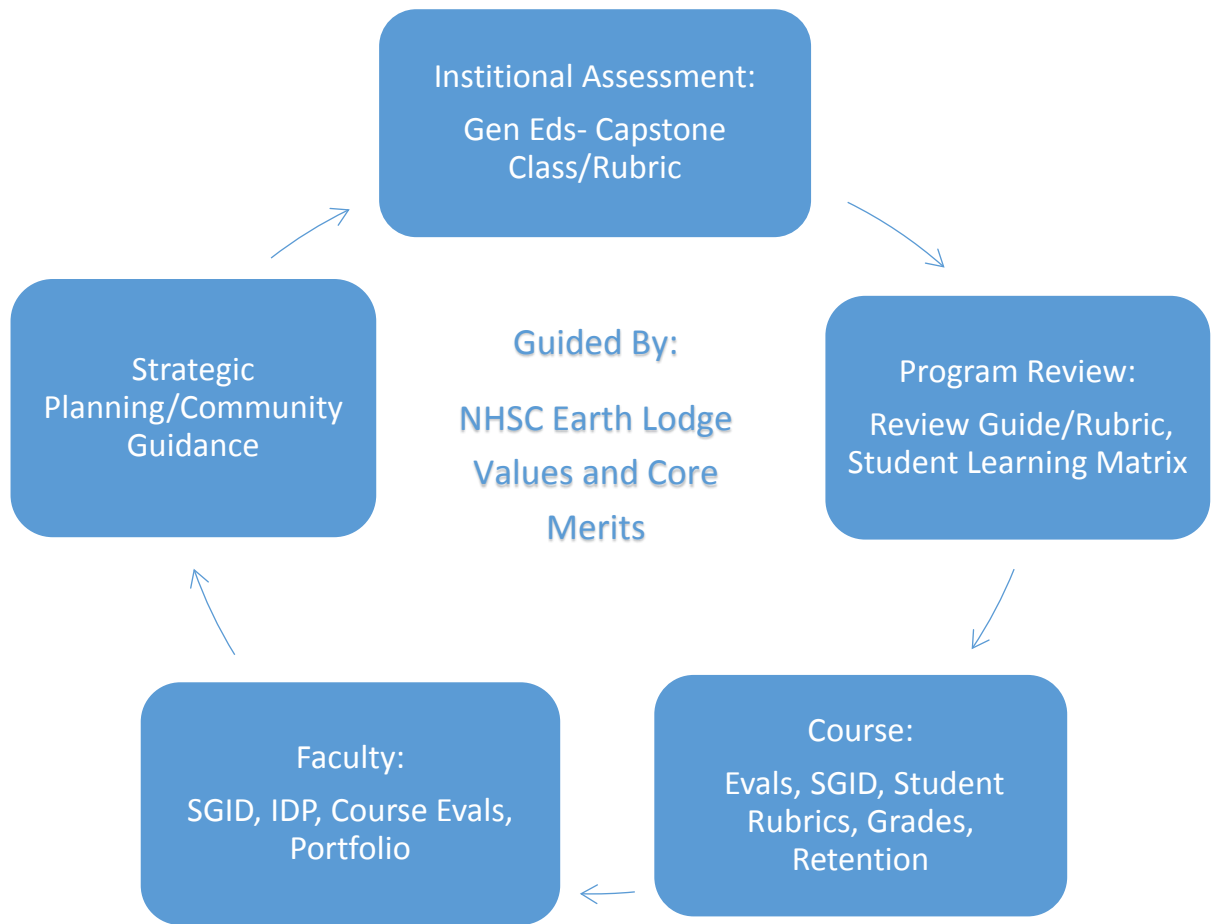
- Continual assessment and feedback produces an academic environment that enables each student to progress toward his or her potential

- 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

Institional Assessment:

Gen Eds- Capstone Class/Rubric

Strategic Planning/Community Guidance

Guided By:

NHSC Earth Lodge Values and Core Merits

Program Review:

Review Guide/Rubric, Student Learning Matrix

Faculty:

SGID, IDP, Course Evals, Portfolio

Course:

Evals, SGID, Student Rubrics, Grades, Retention

At the institutional level, students should internalize the Earth Lodge Model. They should also master the four institutional learning outcomes.

Specific institutional learning outcomes 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. In addition to rubrics, the institution has adopted the ACT CAAP tool to measure students when the begin their programs and when they graduate. Critical thinking, quantitative reasoning, sentence skills, reading skills, and scientific reasoning are evaluated. This was adopted when the Board of Trustees advised administration to utilize more comprehensive measures when gauging institutional learning outcomes.

The rubrics for liberal arts are continuously being revised annually. Faculty realized that students may not keep relevant assignments. This is further complicated when students do not return consecutive semesters. Advisors have been asked to keep copies of students' work in locked cabinets. The liberal arts portfolios are compiled into portfolios that are presented during the student's ASMT 200 Course.

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 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 with low student enrollment and lack of grants are also eligible for the three-year comprehensive program review process.

Programs receiving a rubric score below the 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 four-year agreement with the Higher Learning

Commission's Assessment Academy. The assessment steering committee developed a midpoint presentation for dissemination.

A team was identified by the Vice President of Academic Affairs to represent Nueta Hidatsa Sahnish College. The team is comprised of faculty from different disciplines across the institution. 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 the active Assessment Steering Committee (ASC) to design, implement and adjust all assessment related activities. The 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 assessment committee. 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 the 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:

- Create a culture of assessment based on continuous improvement

- Gather evidence of effectiveness relating to our institutional learning outcome, Critical Thinking

- Create and systematize policies and procedures for assessment practices at Nueta Hidatsa Sahnish College

- Include online and distance learning at NHSC

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

- Implemented an institutional continuous improvement process steering committee

- Monthly meetings

- Administrative and Board dissemination

- The assessment budget comes from Title III

- An annual assessment report is completed each summer

IV.   **ASSESSMENT WEEK**

Each Academic department conducted end-of-year student learning assessment activities during the week during May 2017. 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 2017 assessment week in August 2017.

Each Academic department will present their NHSC program reviews to the assessment committee during the week. The NHSC Program Review Guide (attached) is used to prepare and present each program's review. Each review will be rated by the assessment committee members using the NHSC program review rating sheet. Programs receiving the below 1.5 average rating will present an improvement plan to the assessment committee. The assessment committee will develop recommendations for each program's improvement plan.

All 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. All faculty and adjunct faculty are required to adhere to the updated Higher Learning Faculty Qualifications August 2017.

V.   ACT CAAP and ACCUPLACER

The ACT CAAP assessment tools was piloted in Spring 2016. The ACT CAAP is now administered at the beginning of the Fall Semester and for graduates in the Spring of their final semester.

ACT CAAP Results
Spring 2016

19 students took the test; 10 completed all tests

	Writing Skills	Usage Mechanics	Rhetoric Skills	Math	Basic Algebra	College Algebra	Critical Thinking	Science	Essay Composite	Essay 1	Essay 2
# of Students	17	17	17	19	19	19	19	17	14	14	14

Score Range	40-80	5-25	5-25	40-80	5-25	5-25	40-80	40-80	0-6	0-6	0-6
Class Average	53.1	15.0	14.8	52.2	12.5	12.7	55.4	58.8	2.6	2.6	2.5
National Average	+33% -67%	+16% -84%	+40.4 -59.6	+14.8 -85.2	+19.3 -80.7	+25.2 -74.8	+43.7 -56.3	+39.2 -60.8	+33.4 -66.6	+40.0 -60.0	+39.4 -60.6

+ scored above national average
- scored below national average
National average scores are based on results from similar institutions

Writing Skills
      2 students scored above 70% of the national average
      2 students scored above 60% of the national average

Usage Mechanics
      2 students scored above 70% of the national average
      5 students scored above 60% of the national average

Rhetoric Skills
      1 student scored above 90% of the national average
      1 student scored above 80% of the national average
      2 students scored above 70% of the national average

Math
      1 student scored above 60% of the national average

Basic Algebra
      1 student scored above 70% of the national average
      1 student scored above 60% of the national average

College Algebra
      2 students scored above 60% of the national average

Critical Thinking
      3 students scored above 90% of the national average
      2 students scored above 80% of the national average

Science
      2 students scored above 90% of the national average
      1 student scored above 80% of the national average

Essay Composite
    1 student scored above 90% of the national average
    1 student scored above 60% of the national average

Essay 1
    2 students scored above 90% of the national average
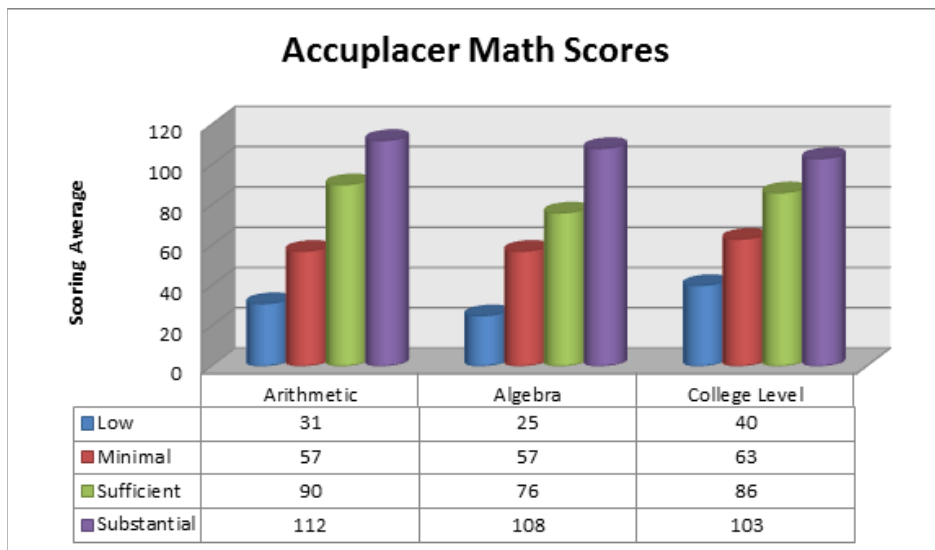   6 students scored above 60% of the national average

Essay 2
    1 student scored above 90% of the national average
    8 students scored above 50% of the national average

Faculty and staff utilize Accuplacer to determine students' placement in Math and English courses. The final determination is reliant upon each individual instructor, because instructors are encouraged to facilitate an additional assessment during the first week of class. The assessment may be an essay, a writing sample, a formal examination, etc.

Accuplacer Scores

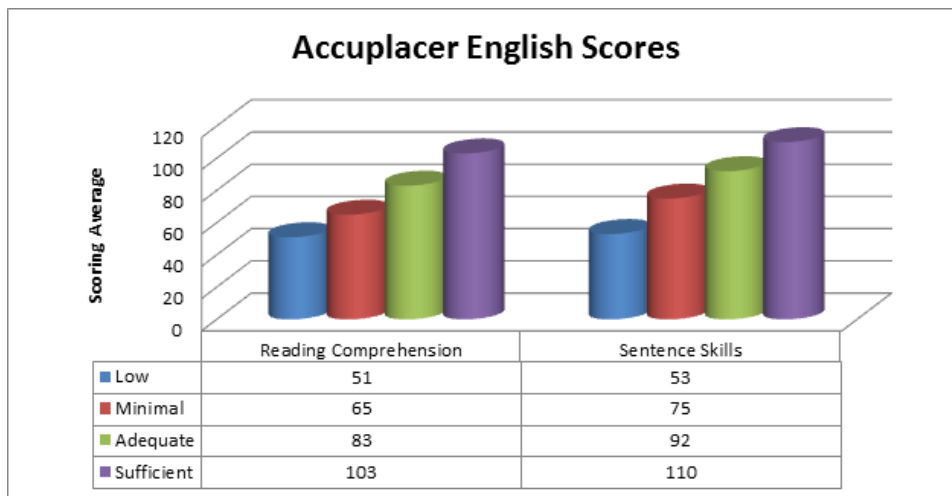## Math

Accuplacer Math Scores

	Arithmetic	Algebra	College Level
Low	31	25	40
Minimal	57	57	63
Sufficient	90	76	86
Substantial	112	108	103

Minimum Score for Math 100 = 90 in Arithmetic

Minimum Score for Math 102 = 76 in Algebra

Minimum Score for Math 103-104 = 108 in Algebra

English

Accuplacer English Scores

	Reading Comprehension	Sentence Skills
Low	51	53
Minimal	65	75
Adequate	83	92
Sufficient	103	110

Minimum Score for English 110 = 65 and 75 for Composition I

Minimum Score for English 120 = 103 and 110 for Composition II

VI.   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 August. 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 individual 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.

VII.   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
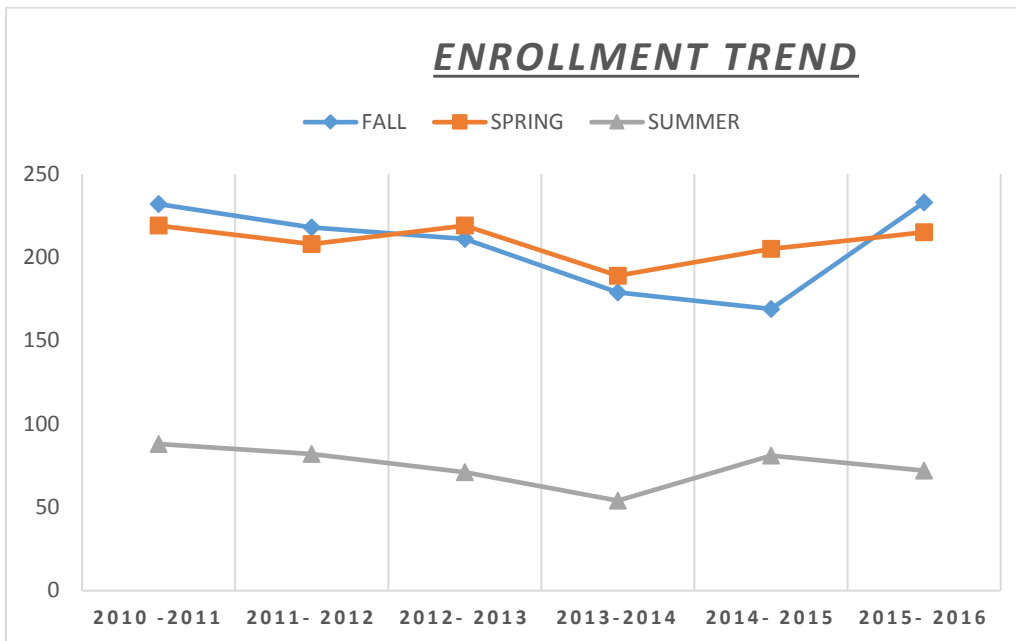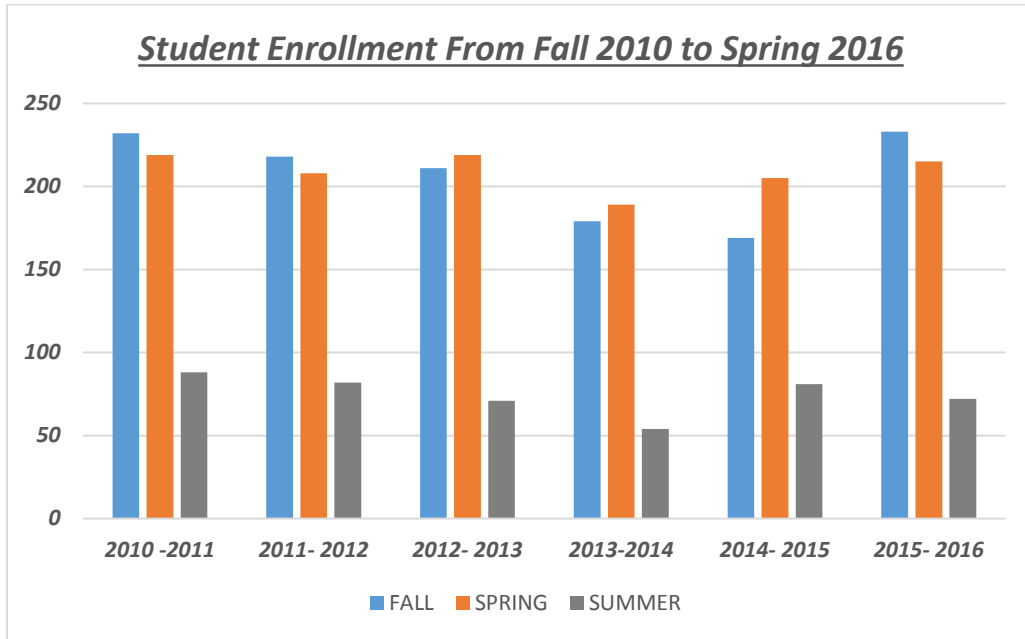
Goodall (Business Department Director and Faculty), Efua Ephraim (Data Manager), and Felix Instructional Technology Specialist participated in an HLC Persistence and Completion Workshop. The team continues to meet often to review data and to guide data-based decision-making regarding student success that includes enrollment trends and persistence and completion rates. The team, now led by the Vice President of Student Services Dr. Constance E. Frankenbery, is composed of the Retention and Student Development Counselor, the Data Manager Efua Ephrim, Iman Moore, Director of Native American Career and Technical Education Program (NACTEP) and Faculty Member Pansy Goodall submitted an application to participate in HLC's Spring 2016 Persistence and Completion Academy and was accepted. The P & C Academy had participated in the initial training, a Round Table and presented a poster at the annual HLC Poster Academy.

Recently, NHSC participated in the Achieve the Dream (ATD) and Project Success Kick-Off that focuses on bolstering Persistence and Completion through supports that include emergency funding, internships, strategic math programs, and financial aid literacy. Our college also reaps the benefit of two ATD Coaches, who assist with leadership efforts and data collection, analysis and decision-making. Persistence and Completion Academy efforts continue to align with Assessment Academy efforts, and the two teams interface through email, meetings, and data analysis.

Enrollment Trends:

The bar chart below shows the enrollment by semester from the academic years of 2010 – 2011 to 2015– 2016. Although not noted on the graph below, the enrollment for Fall 2016 was 273 students, showing a significant increase from previous year. It is anticipated through a

concerted marketing effort and more strategic planning, that enrollment trends will increase and increase in persistence and retention as well.

Student Enrollment From Fall 2010 to Spring 2016

ENROLLMENT TREND

Persistence

The overall persistence rate for the academic years of 2011 – 2012 and 2015 – 2016 are represented in the table below:

Overall Persistent Rates for last 5 academic Years

Year	Fall Enrollment(FA)	Spring Enrollment	Returning (Fall to Spring)	Persistence Rate
2011-2012	217	218	121	**56%**
2012-2013	211	219	129	**61%**
2013-2014	179	189	84	**47%**
2014-2015	168	205	102	**61%**
2015-2016	233	215	128	**55%**

+Persistence-Students enrolled in Fall who returned the following Spring Semester

The overall persistence for a period of 5 years tabulated above gives the trend at which students persist in NHSC. The rate of persistence shown in the above table portrays an increasing and decreasing trend of persistence. In other words an upward and downward fashion of students' persistence. Persistence rate from Fall to Spring of academic year 2012 – 2013 (61%) shows a 5% in persistence when compared with the p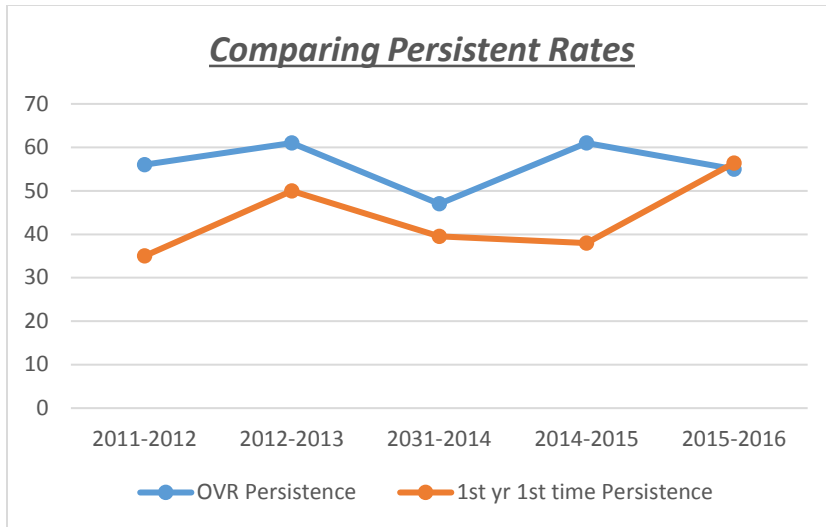ersistence rate of prior year 2011-2012 (56%). Unfortunately, the persistence rate in 2013 – 2014 dropped from prior year 61% to 47%. This is a very significant loss, 14%. But the loss was reconciled the following academic year i.e. 2014 – 2015 such that the 14% loss of the persistence rate was gained. There 2014-2015 registered 61% persistence rate. Another decrease in the rate occurred in 2015 – 2016 academic year with persistent rate being registered as 55%. In this case a 6% decrease occurred.

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

First Year First Time (FYFT) Persistent Rates for last 5 academic Year

Year	Fall Enrollment(FA)	First Year First Time	Returning (Fall to Spring)	Persistence Rate
2011-2012	217	29	10	**35%**
2012-2013	211	32	16	**50%**
2013-2014	179	38	15	**39.5%**
2014-2015	169	24	9	**38%**
2015-2016	233	39	22	**56.4%**

The first year first time persistent rate is does not depict that of the overall persistence. The persistent rate I the above table has lower rate compared to the overall persistent rate. Within the period of 5 years, the persistent rate ranged between 35% and approximately 56%. The 2015 – 2016 academic year persistent rate happened to be great leap of 18% increase from prior year.
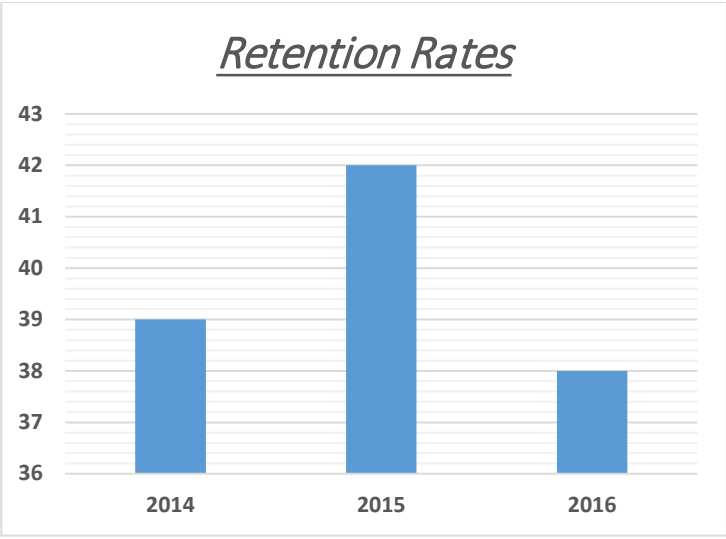
Comparing Persistent Rates

A comparison of the two set of data (overall persistence and first year first time persistence) shows the lower rate in first year first time student.

Retention

Overall Retention Rates for last 3 academic Years

Year	Fall Enrollment , FA	Returning (Fall to Fall)	Graduates in Spring, SP (Never returned to college)	Retention Rate
2013-2014	179	58	22	**39%**
2014-2015	168	57	20	**42%**
2015-2016	233	73	15	**38%**

[+]Retention – Students enrolled in Fall who are returning the following Academic year, Fall semester

Retention Rates

+Retention rates are in percentages

The above table and graph provides the retention rate over 3 academic years. The retention rates over these periods ranges from 38% to 42%. By observing the rates, an increase of 3% occurred from Fall 2014 to Fall 2015, i.e. from a rate of 39% (Fall 2013 to Fall 2014) to a rate of 42% (Fall 2014 to Fall 2015). But I decrease of 4% occurred from Fall 2015 to Fall 2016, I.E. from a rate of 42% (Fall 2014 to Fall 2015) to a rate of 38% (Fall 2015 to Fall 2016).
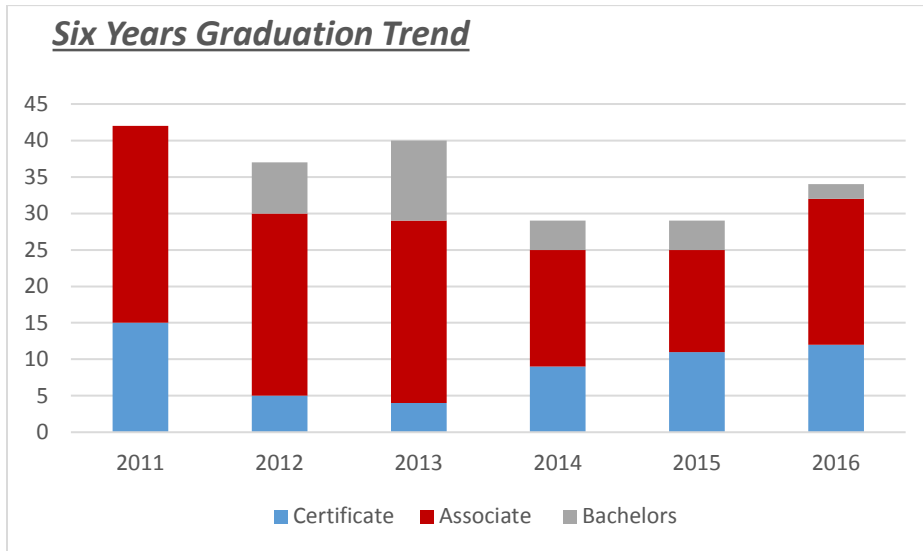
Completion:

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

Graduation Numbers from Spring 2011 to Spring 2016

	Certificate	Associate	Bachelor
2011	15	27	NONE
2012	5	25	7
2013	4	25	11
2014	9	16	4

2015	11	14	4
2016	12	20	2

Six Years Graduation Trend

Year	Certificate	Associate	Bachelors
2011	15	27	0
2012	5	25	7
2013	4	25	11
2014	9	16	4
2015	11	14	4
2016	12	20	2

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.

VIII.   GOALS

The constituents of Nueta Hidatsa Sahnish College strive to ensure that student learning assessment is paramount at each institutional level. Student learning assessment at NHSC begins with the institutional learning outcomes and filters through various levels including course

assessment. Administration and faculty at Nueta Hidatsa Sahnish College understand that assessment is a continuous process.

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 2017-2018 academic year. One goal for faculty at NHSC is to better utilize the learning platform to make online learning more conducive to assessment. The online education coordinator is looking at ZOOM and various learning platforms.

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 four-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 each year. It is imperative that the assessment steering committee identifies weaknesses and work to rectify the rubrics. The ACT CAAP Process needs to be formalized. The academic affairs administration and assessment steering committee are working collaboratively to assemble all of the data and utilize it to improve student learning.

Currently, NHSC faculty and staff are prioritizing data collection systems. A procedure needs to be formalized for the creation, storage, and analysis of assessment data. This data should traverse academic affairs and student services. The data manager works with academic

affairs and student services to help "close the loop" on all existing data. Data is currently on a

shared folder, an assessment computer, and several backup flash drives.