



Nueta Hidatsa Sahnish College



2018-19 DATA & ASSESSMENT SUMMARY REPORT

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INTRODUCTION

Nueta Hidatsa Sahnish (NHS) College was tribally chartered by the Three Affiliated Tribes (Mandan, Hidatsa, Arikara) on the Fort Berthold Reservation in 1973. The College's main campus is located in New Town, North Dakota but has satellite classrooms in four of the five other segments on the reservation: White Shield, Parshall, Mandaree, and Twin Buttes. The College was formerly known as Fort Berthold Community College, but was changed via a Tribal Business Council resolution on March 27, 2015 to more appropriately reflect the culture of the Mandan, Hidatsa, and Arikara tribal members.

NHS College was first granted accreditation on February 12, 1988 via The Higher Learning Commission (HLC) and has continued its accreditation. NHS College was approved by HLC on February 21, 2011 to offer three baccalaureate programs, a significant accomplishment to facilitate students earning a four-year degree without having to leave Fort Berthold. The mission and vision of the College has changed little since its inception and continues to be an inspiration to the faculty and staff who strive to make life better for their students.

Mission:

Nueta Hidatsa Sahnish College will provide quality cultural, academic, and vocational education and services to the Mandan, Hidatsa, and Arikara Nation.

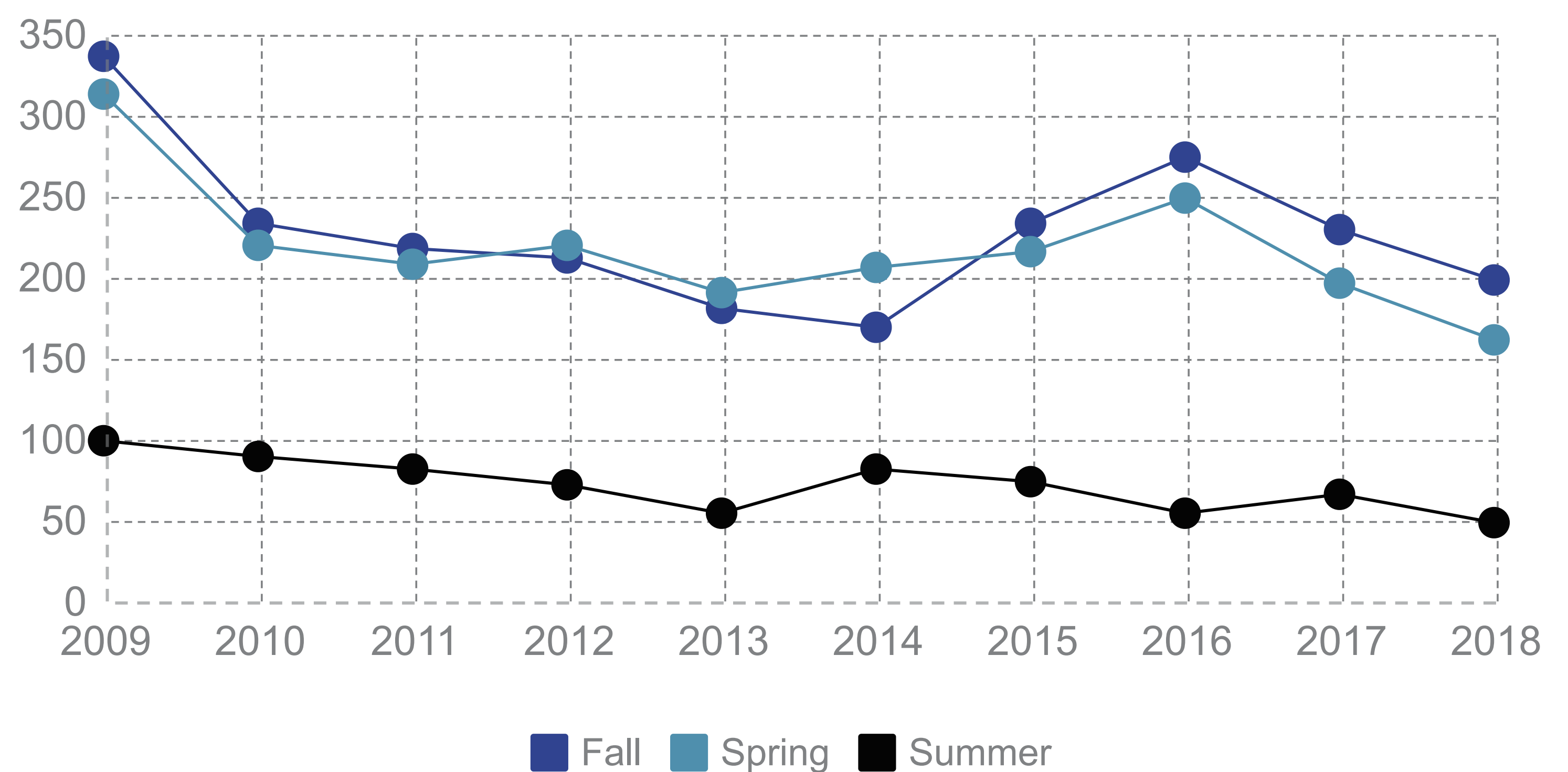
Vision:

Nueta Hidatsa Sahnish College: A dynamic presence that preserves our past and prepares us for the future.

STUDENT DEMOGRAPHICS

10-Year Enrollment - All Students

In the 2018-19 Academic Year, NHS College enrolled 198 students in the fall, 160 students in the spring, and 47 students in the summer.



10-Year Enrollment Averages:

Fall: 228 Students
Spring: 217 Students
Summer: 71 Students

Dual Credit Students

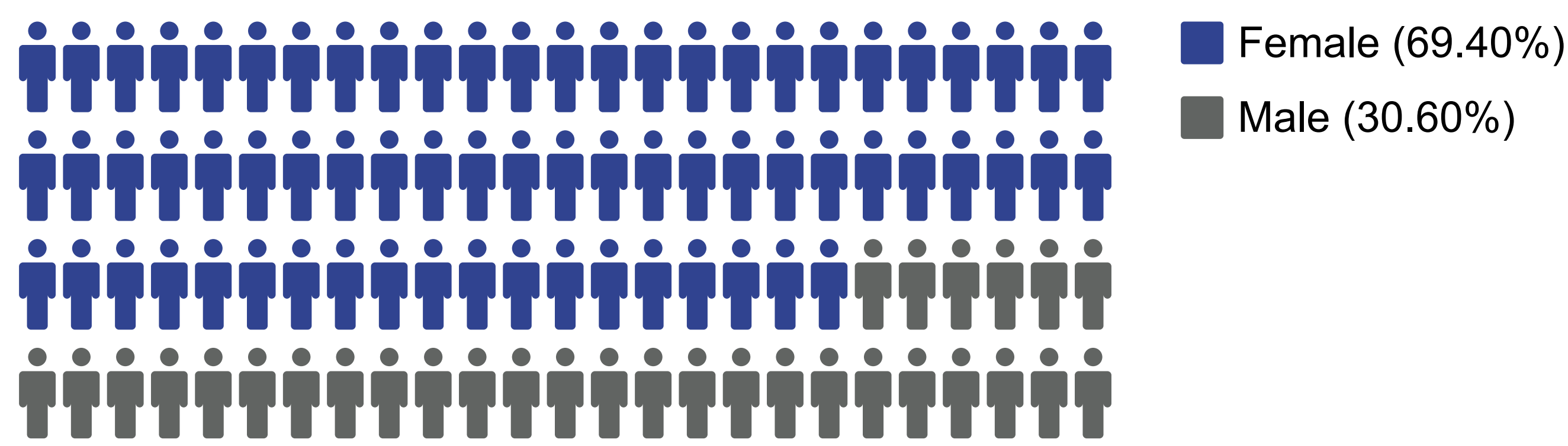
Enrollment of Dual Credit students increased by 104% in 2018-19 from the previous year.

Fall: 30 Dual Credit Students
Spring: 25 Dual Credit Students

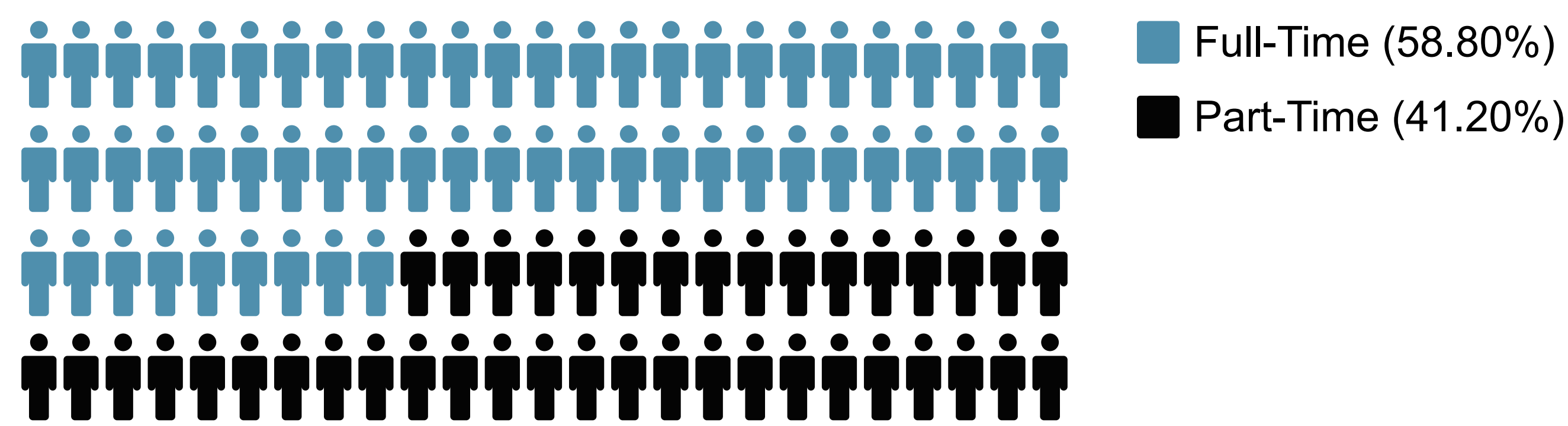
39 Unduplicated Dual Credit Students for 2018-19



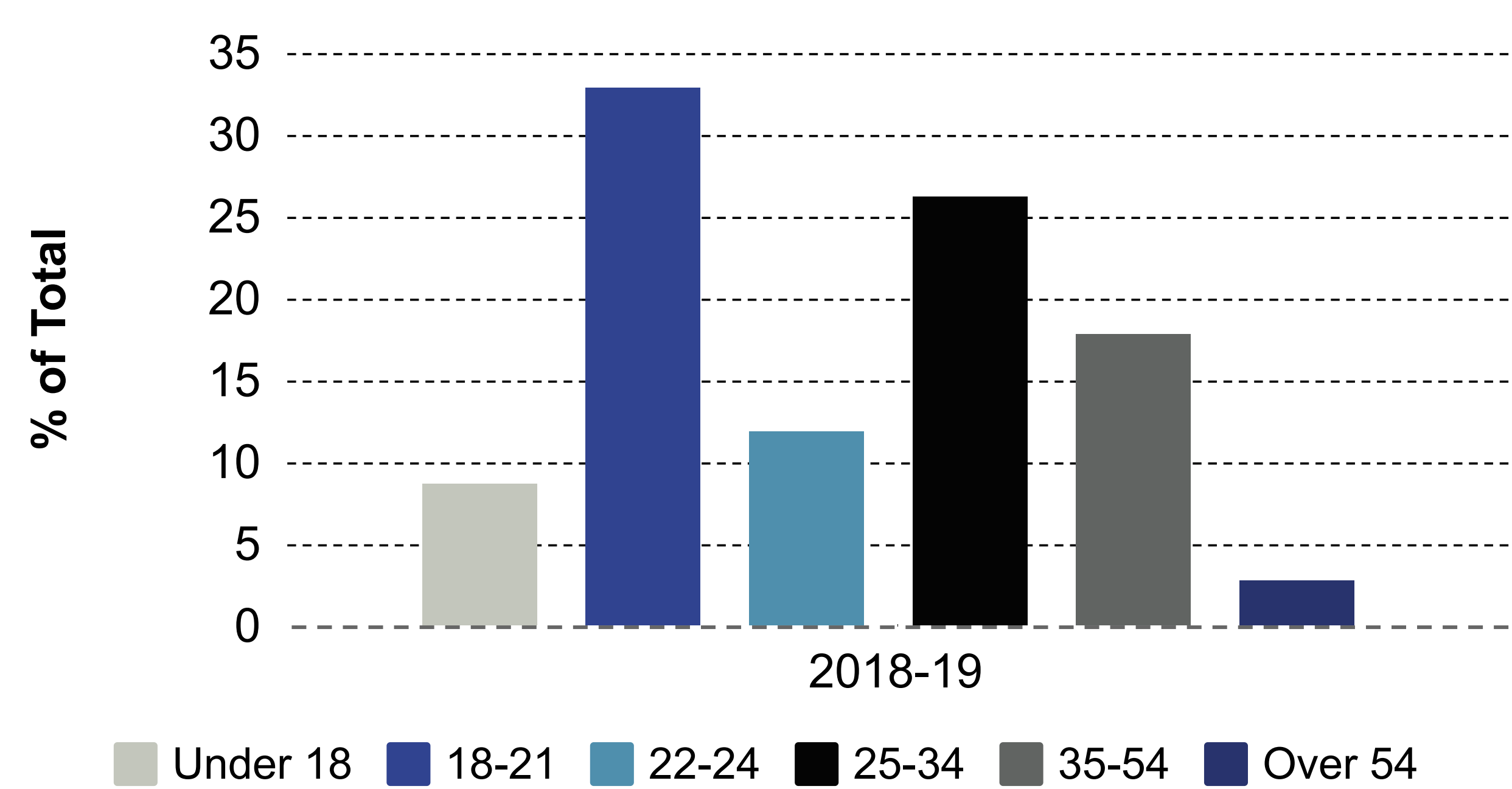
Student Gender



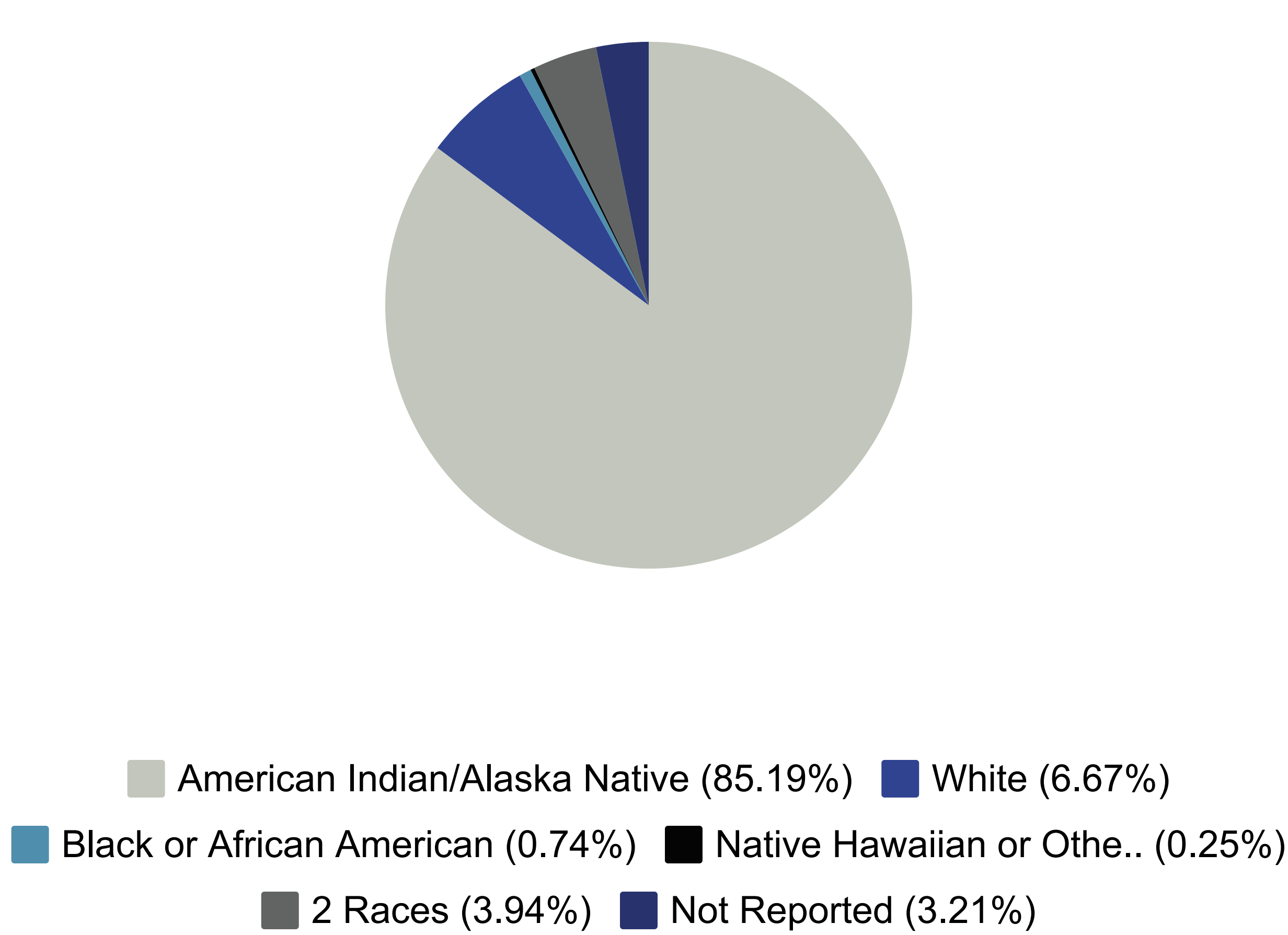
Full-Time vs. Part-Time



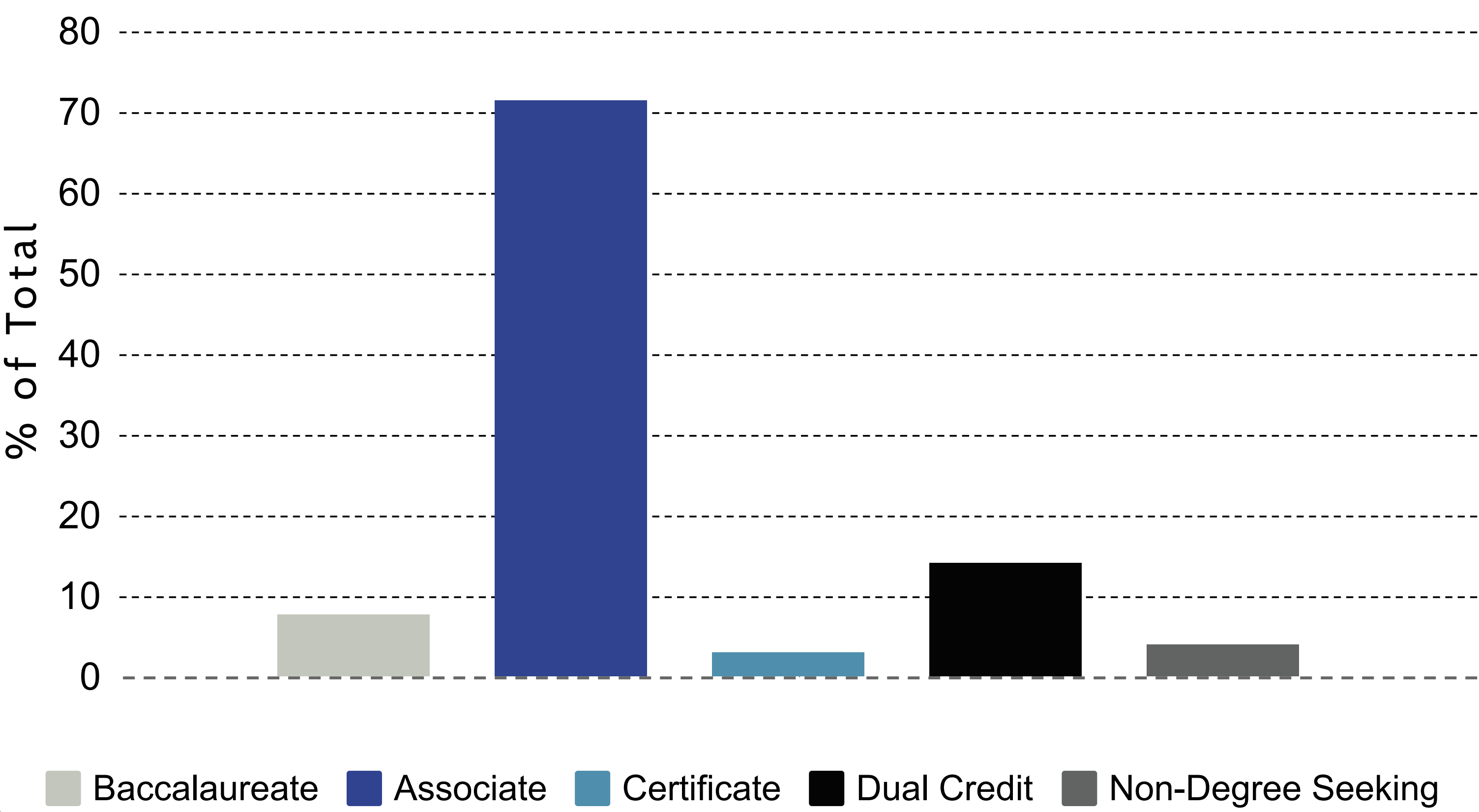
Student Age



Student Race

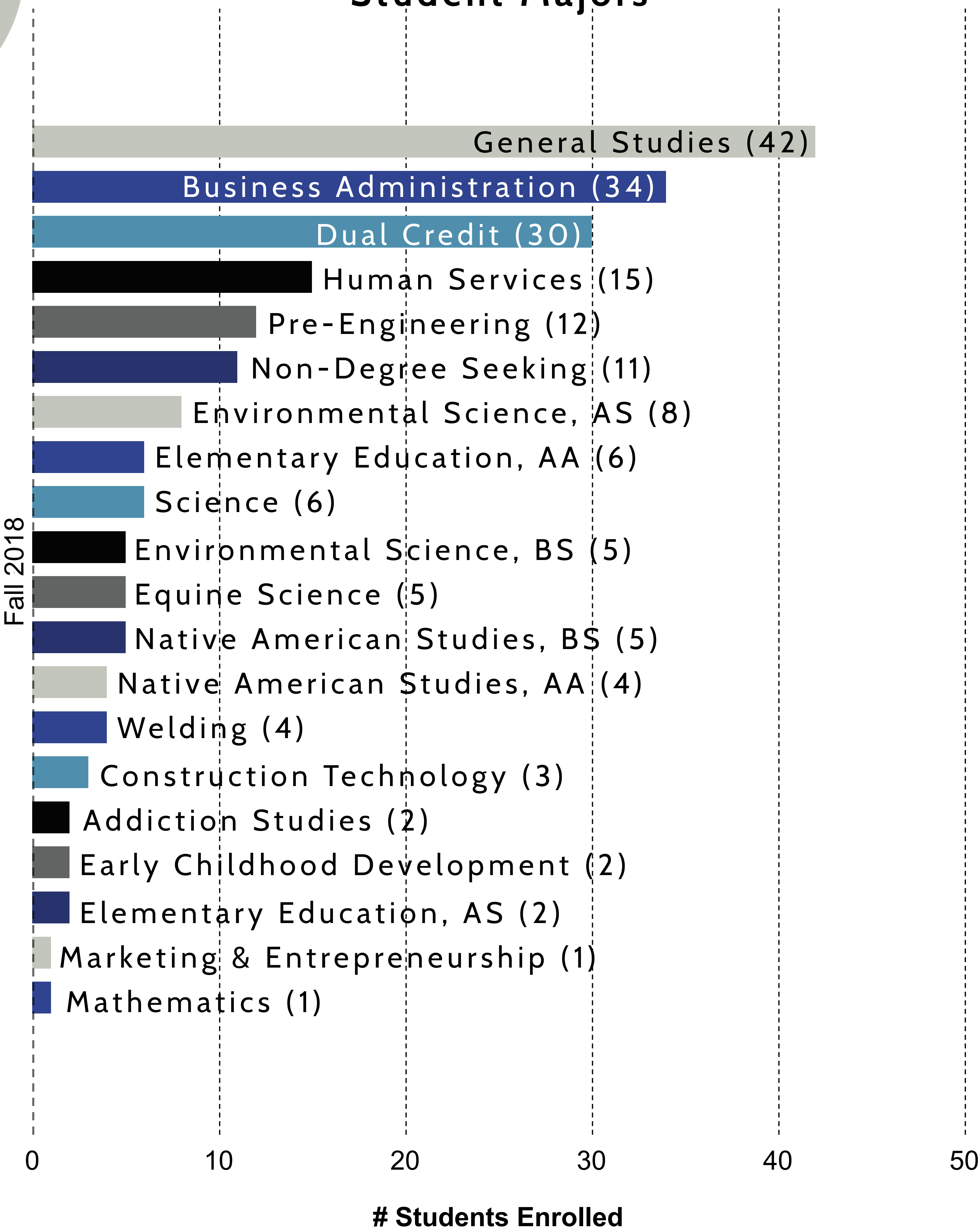


Degree/Certificate Seeking



In addition, there were 31 Continuing Education Students in 2018-19.

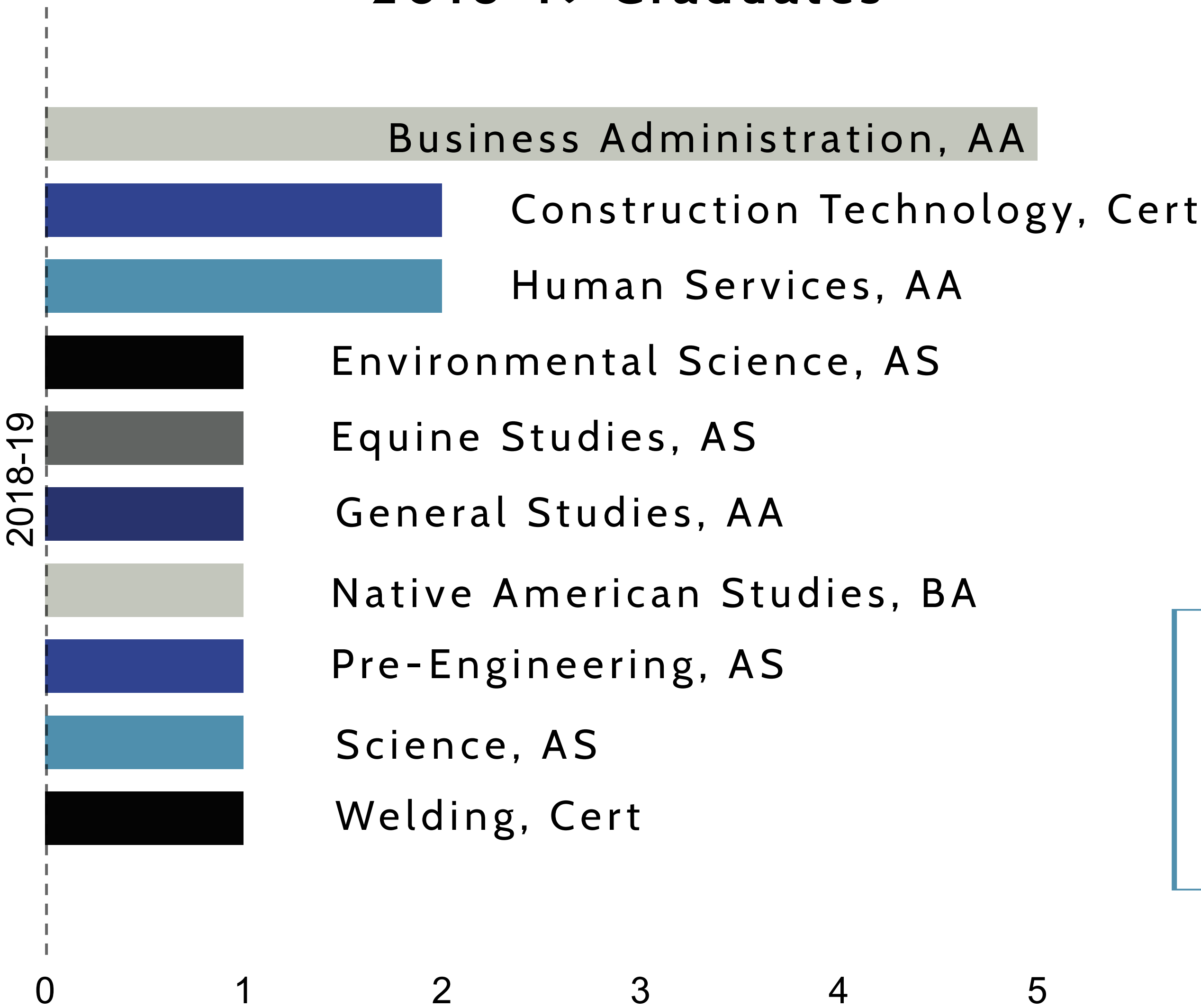
Student Majors



GRADUATION

This year, Nueta Hidatsa Sahnish College held a graduation ceremony in December, as well as May. Four students had degrees or certificates conferred in December 2018 and twelve students had degrees or certificates conferred in May 2019.

2018-19 Graduates



7

of GED graduates in May 2019

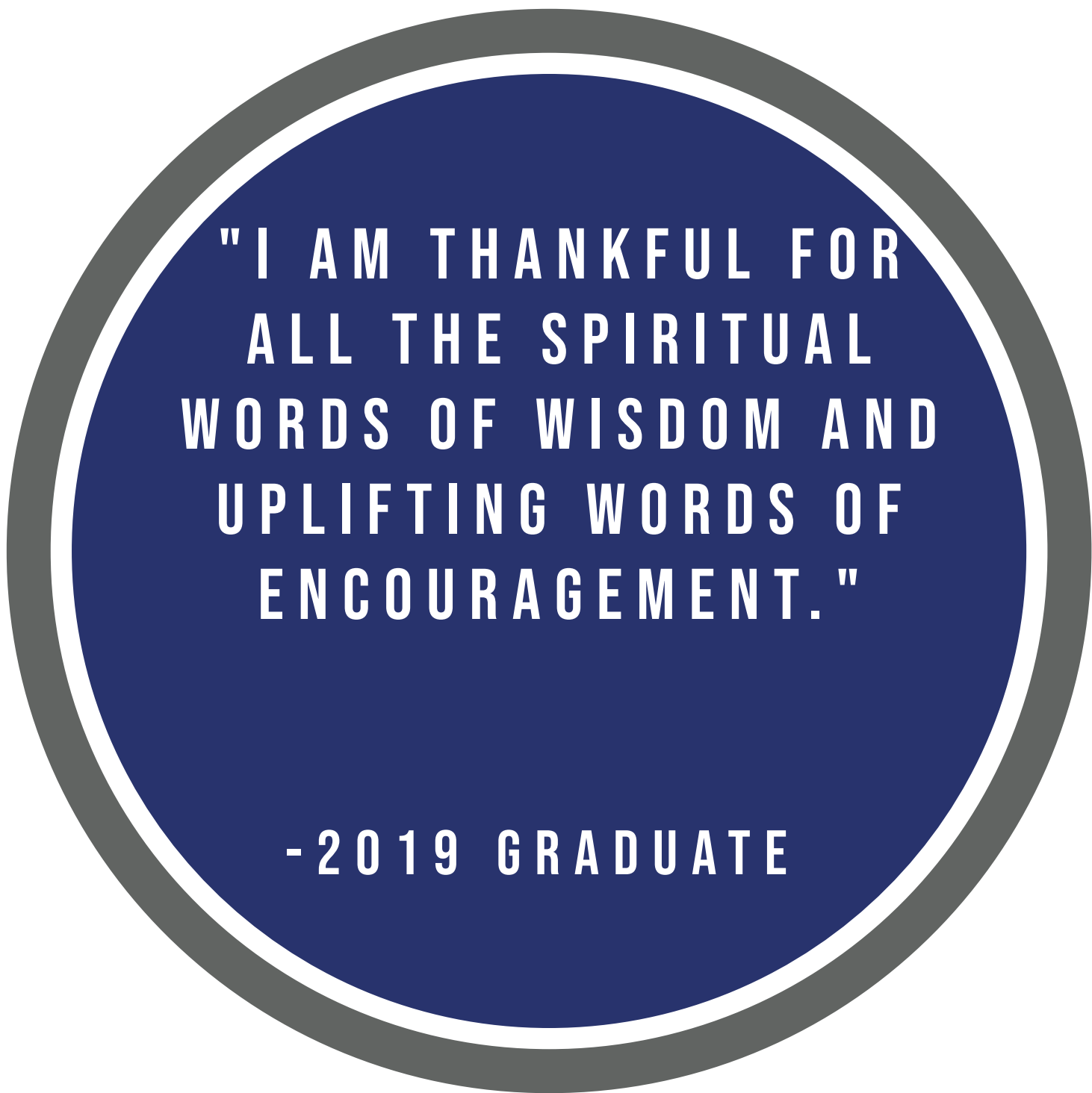
69%

% of 2018-19 NHS College graduates enrolled in the Three Affiliated Tribes

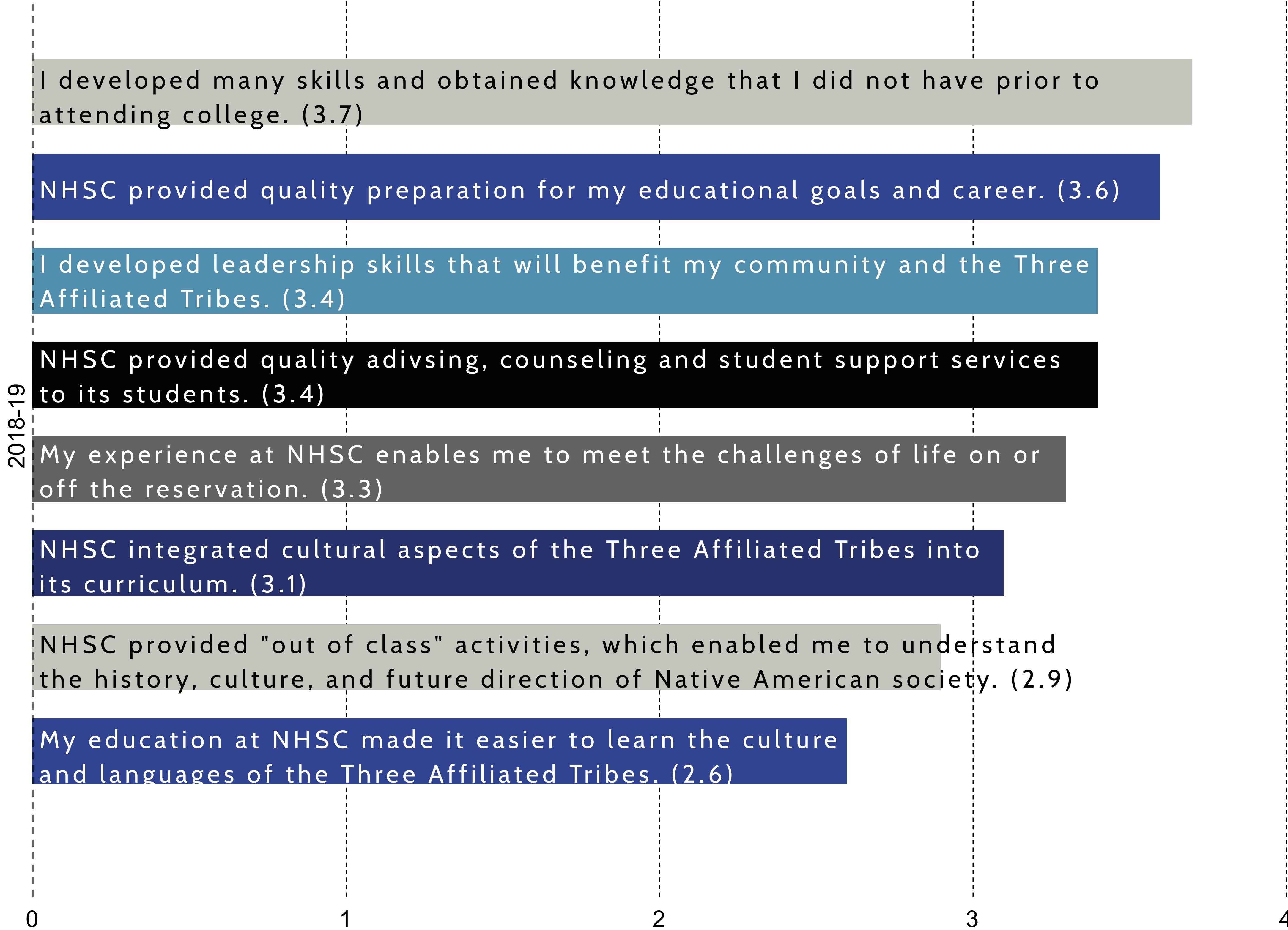


Graduate Surveys

Each year, graduates complete a survey along with their graduate application. In 2019, nine students completed the survey.



Graduates were asked to rank the following statements from 1 (strongly disagree) to 4 (strongly agree).

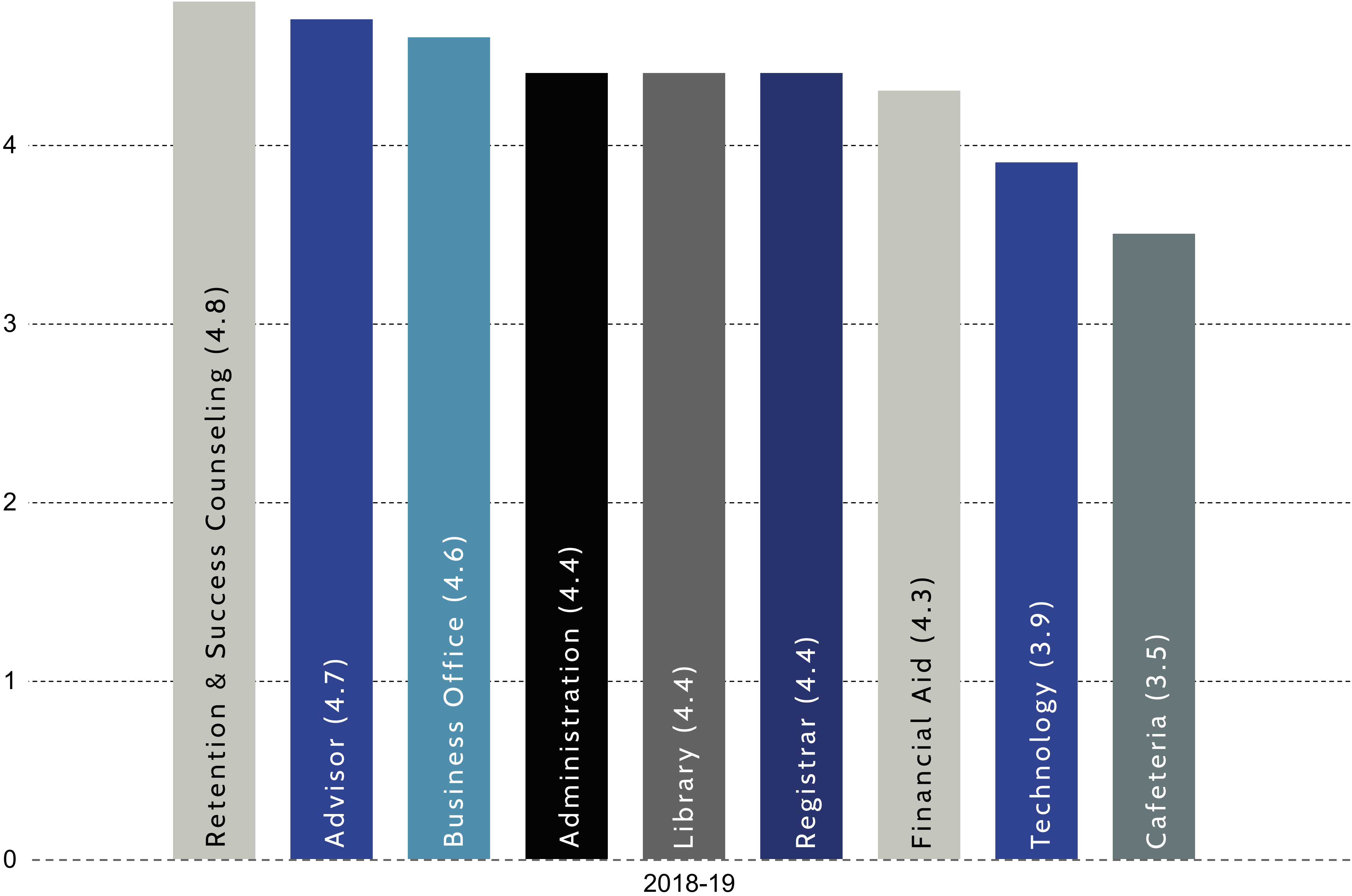




"NO OTHER COLLEGE
TEACHES ABOUT
THE THREE
AFFILIATED
TRIBES"

-2019 GRADUATE

Graduates were asked to rank their satisfaction with the following service areas at NHSC from 1 (very dissatisfied) to 5 (very satisfied).



RETENTION RATES

Retention, persistence, completion, and graduation are important terms in higher education. Nueta Hidatsa Sahnish College is working to clean its data and to develop reports to accurately and precisely measure these rates.

Retention vs. Persistence

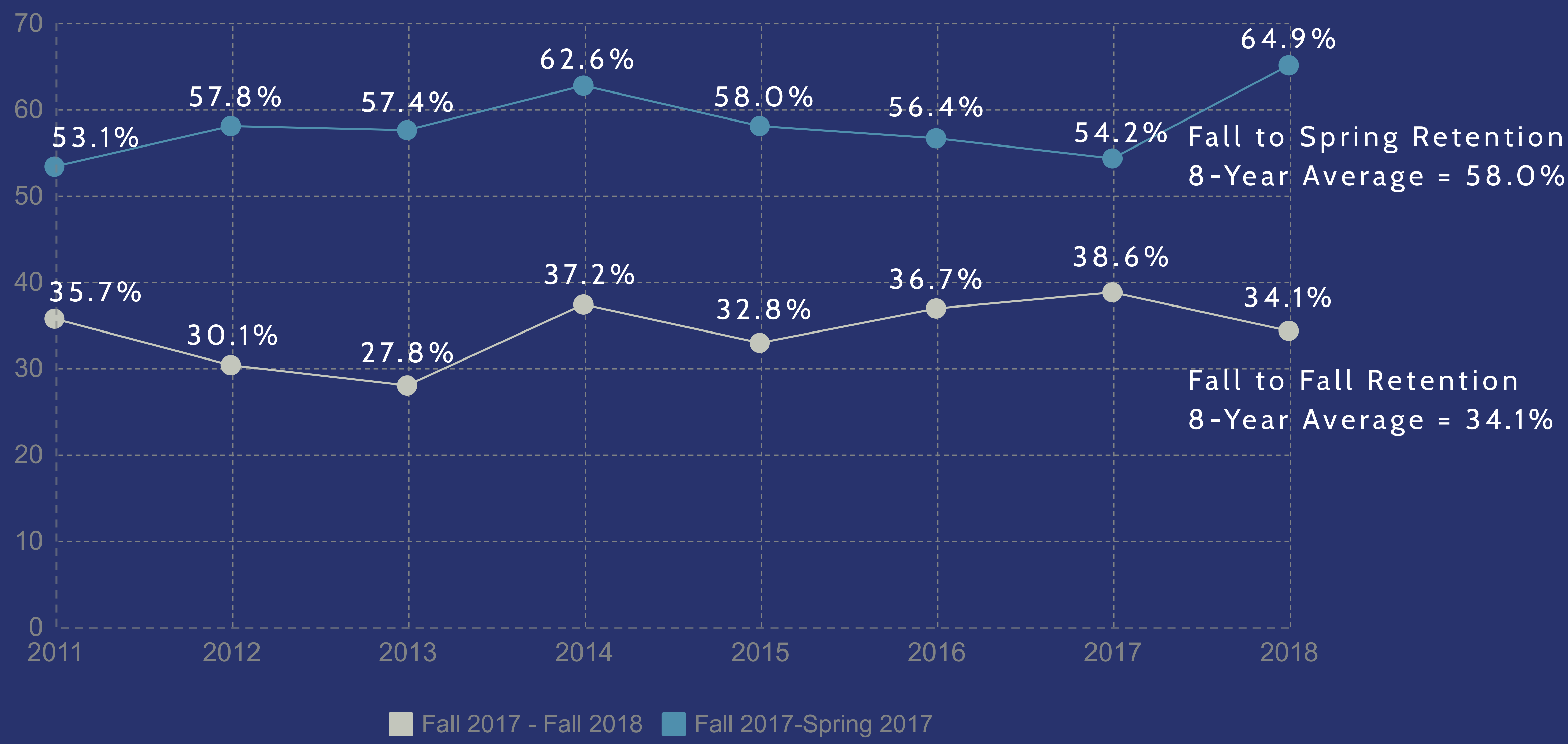
According to the National Center for Education and Statistics, "retention is an institutional measure and persistence is a student measure." NHS College currently does not measure student persistence, as it does not track transfer students yet. However, recent enrollment in the National Student Clearinghouse will allow NHS College to collect data on students who leave the College to pursue their degree.

Completion vs. Graduation

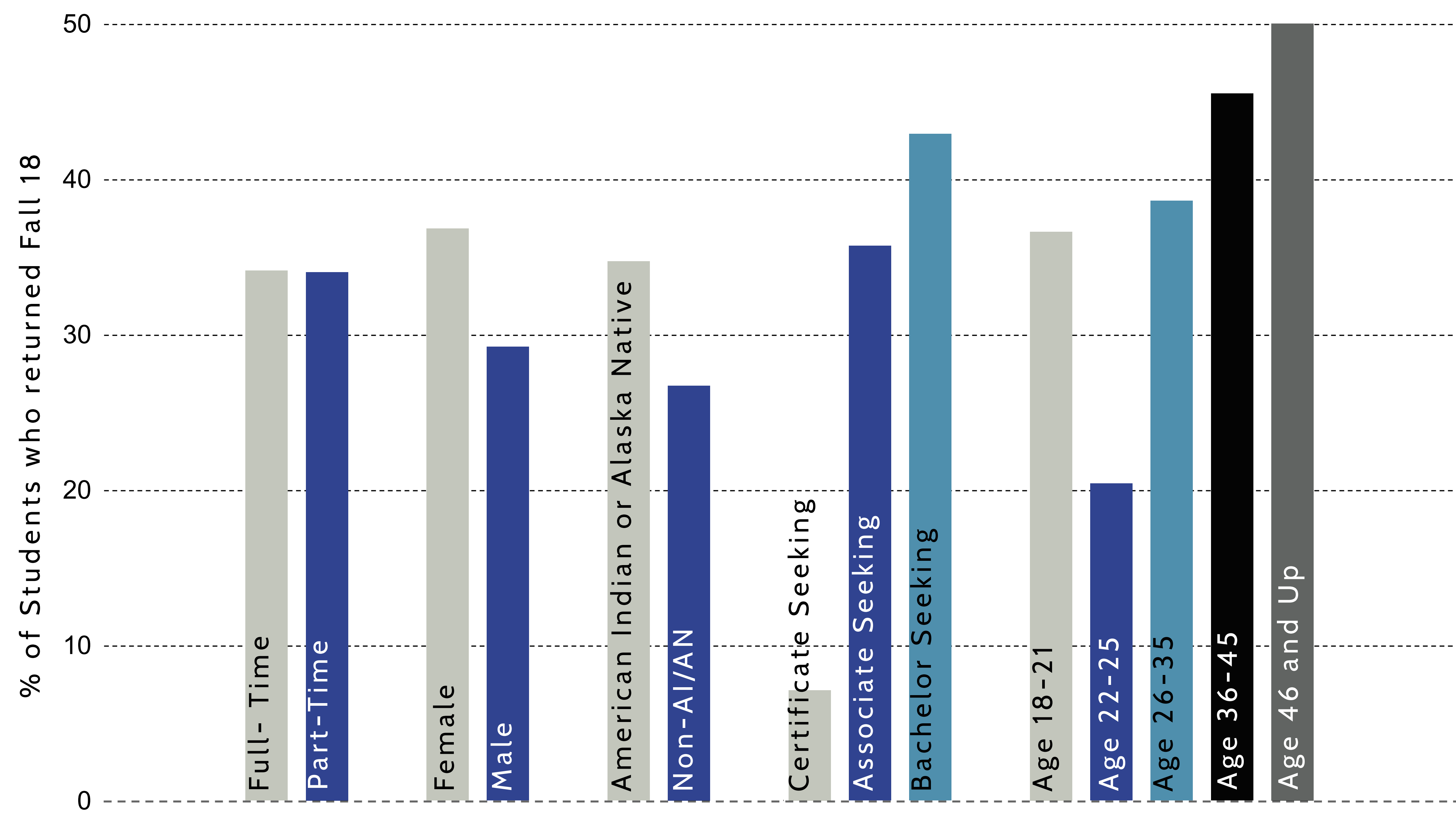
According to MN Private Colleges, graduation rates are a measure of how many students earned a degree in a period of time, taking into account drop-out students and those who transfer to another institution. Completion rates are lower because they look at a cohort of full-time students entering college for their first time and consider how many of them stayed at the same institution and earned a degree within a certain period of time, typically 150% of the length of their program. NHS College does not collect data on students who transfer out, making it impossible to know the graduation rate of students who start at NHS College. The College is finding a way to compare/contrast the 150% Completion Rate with a better measure of success for our students.



NHS College Retention Rates (Fall to Fall and Fall to Spring)



FA17 to FA18 Retention Rate by Student Population



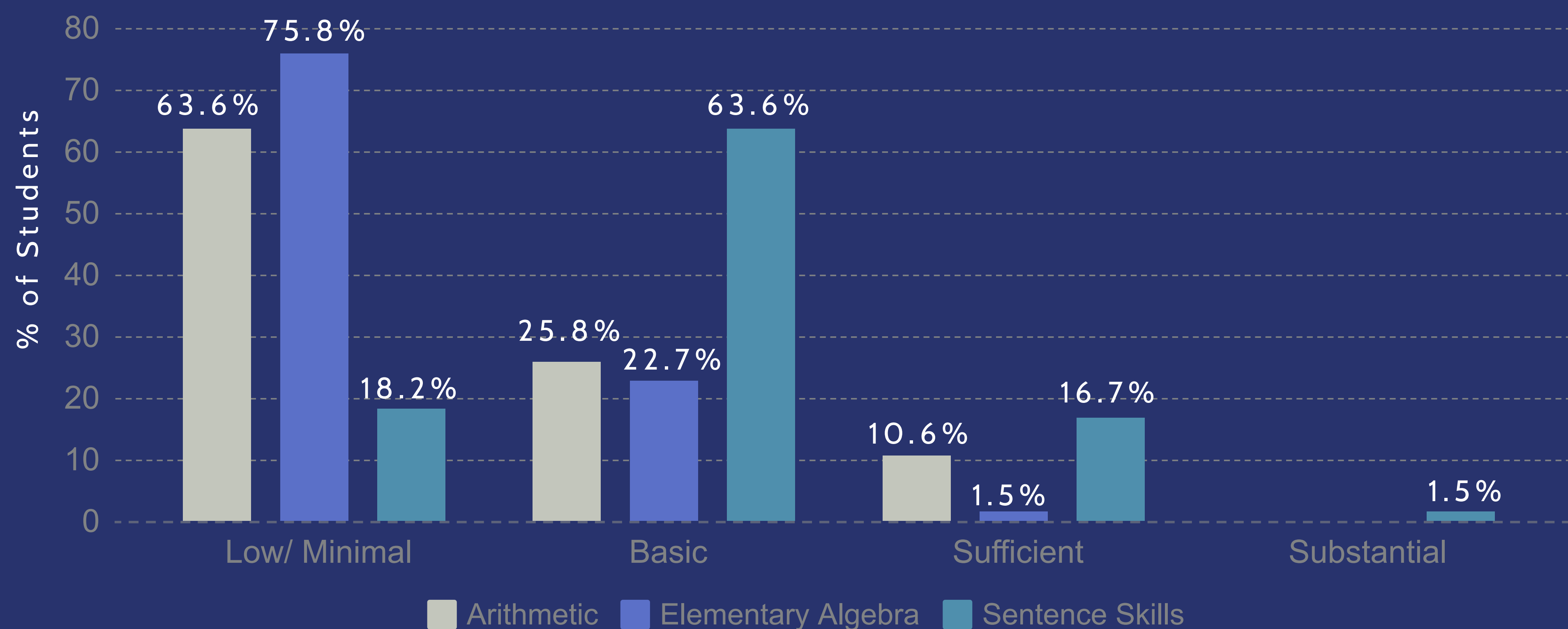
Retention Rates omit students who have graduated and are dual credit, non-degree seeking or have not a declared major, such as continuing education students.

ACCUPLACER & WORKEYS

Accuplacer Exams

NHS College utilizes the Accuplacer exam to assess student preparedness for mathematics and composition. Incoming students take the exam prior to registration in order to be placed in the math or English class that will result in the best pathway to success.

First Year Student Placement Scores

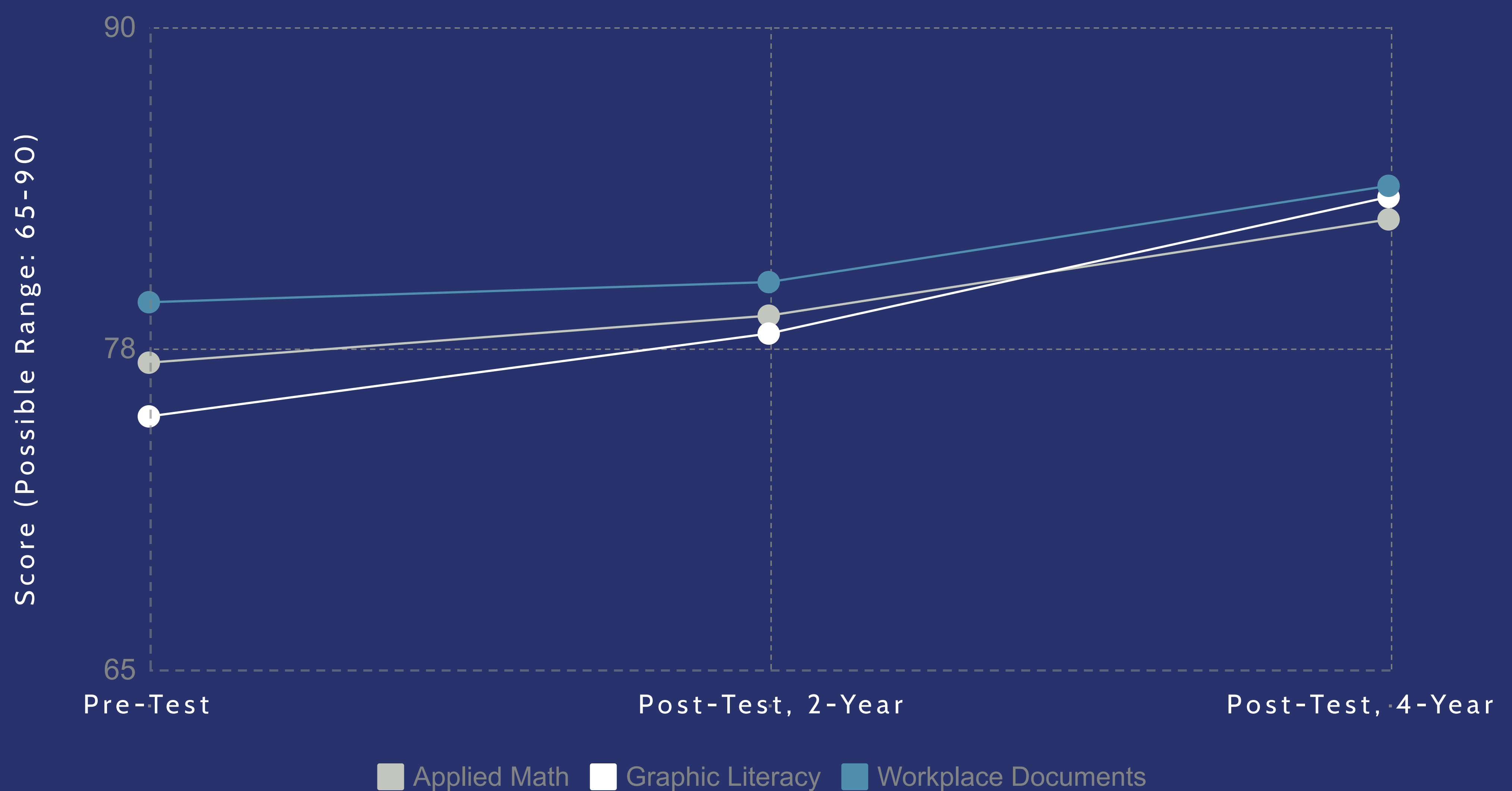




ACT WorkKeys Assessment

ACT WorkKeys assessments measure foundational skills required for success in the workplace. NHS College utilizes WorkKeys as a pre- and post-test to measure our students' learning from registration to graduation. Scores are collected during three different key points during an NHS College education: pre-test at registration, post-test after earning a 2-year associate degree, and post-test after earning a 4-year bachelor degree.

First Year Student Placement Scores



CO-CURRICULAR ASSESSMENT

The NHS College co-curricular programs strive to meet the College's Institutional Learning Outcomes (ILOs) to enhance the educational experience of the students. The co-curricular assessment is completed annually and evaluates the following co-curricular activities to determine how well they meet NHS College's ILOs:

- All Chief's Society
- American Indian Business Leaders (AIBL)
- AIHEC Annual Conference
- American Indian Science & Engineering Society (AISES)
- Athletics
- Horse Nation
- Student Senate

NHS College Institutional Learning Outcomes:

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.



"Generally, I'm a quiet person and this group let me have a chance to speak up about what ideas I have..."

"This program has helped me with communication with others; it has helped me be more comfortable about myself."

"It's helped me with using my opinions, concerns, and ideas in a professional manner."

"The sense of togetherness and eagerness to change things is empowering to be around."

-Comments taken from 2018-19 Co-Curricular Assessment Surveys

ILO 1. Students will develop critical thinking skills.



ILO 2. Students will be able to clearly communicate both orally and in writing.



ILO 3. Students will effectively utilize quantitative reasoning, scientific methods and technology.



ILO 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.



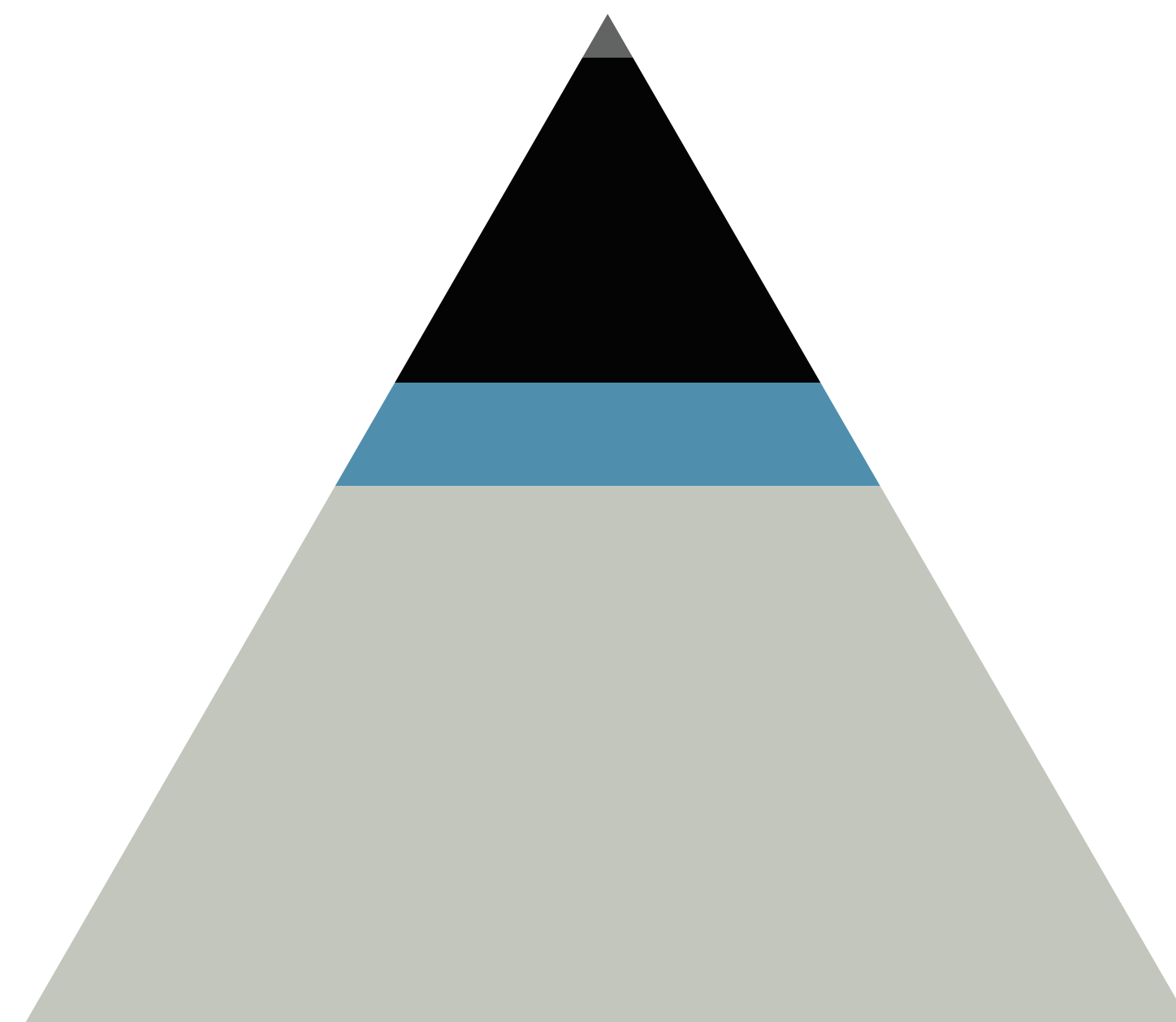
ILO 5. Students will have an awareness of emotional, mental, physical, social, and spiritual wellness.



ALUMNI SURVEY

In Spring 2019, the Student Services Alumni & Veterans Enrollment (SSAVE) Coordinator conducted a telephone survey of 2015-18 graduates. The SSAVE Coordinator surveyed 18 alumni.

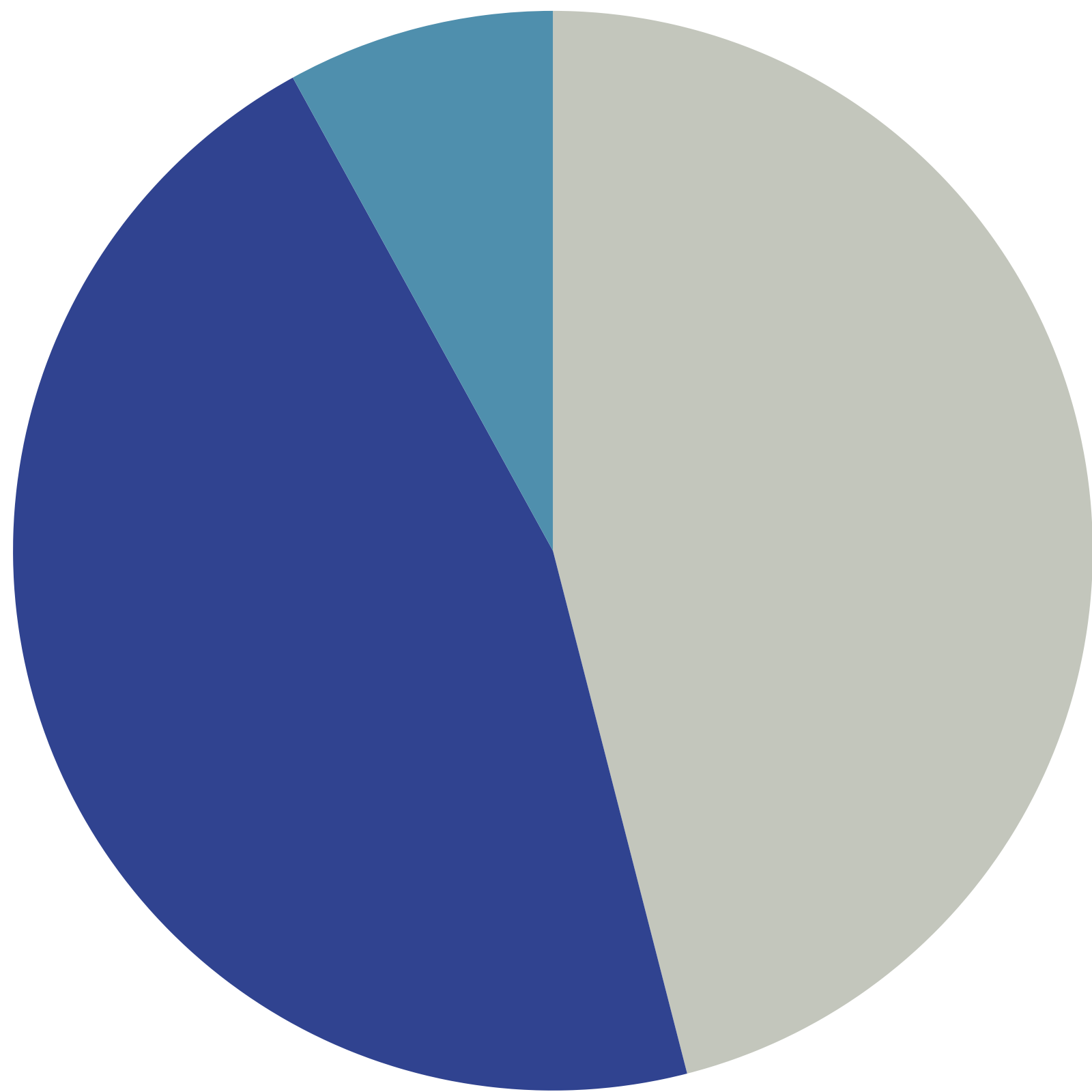
Employment Status



■ Employed Full-Time (53%) ■ Employed Part-Time (0%)
■ Continuing Education (10%)
■ Unemployed/ Seeking Employment (32%) ■ Other (5%)

Of the alumni who are employed, **73%** are employed in a field **directly related** to their major, **27%** are employed in a field **moderately related** to their major, and **0%** are employed in a field **not related** to their major.

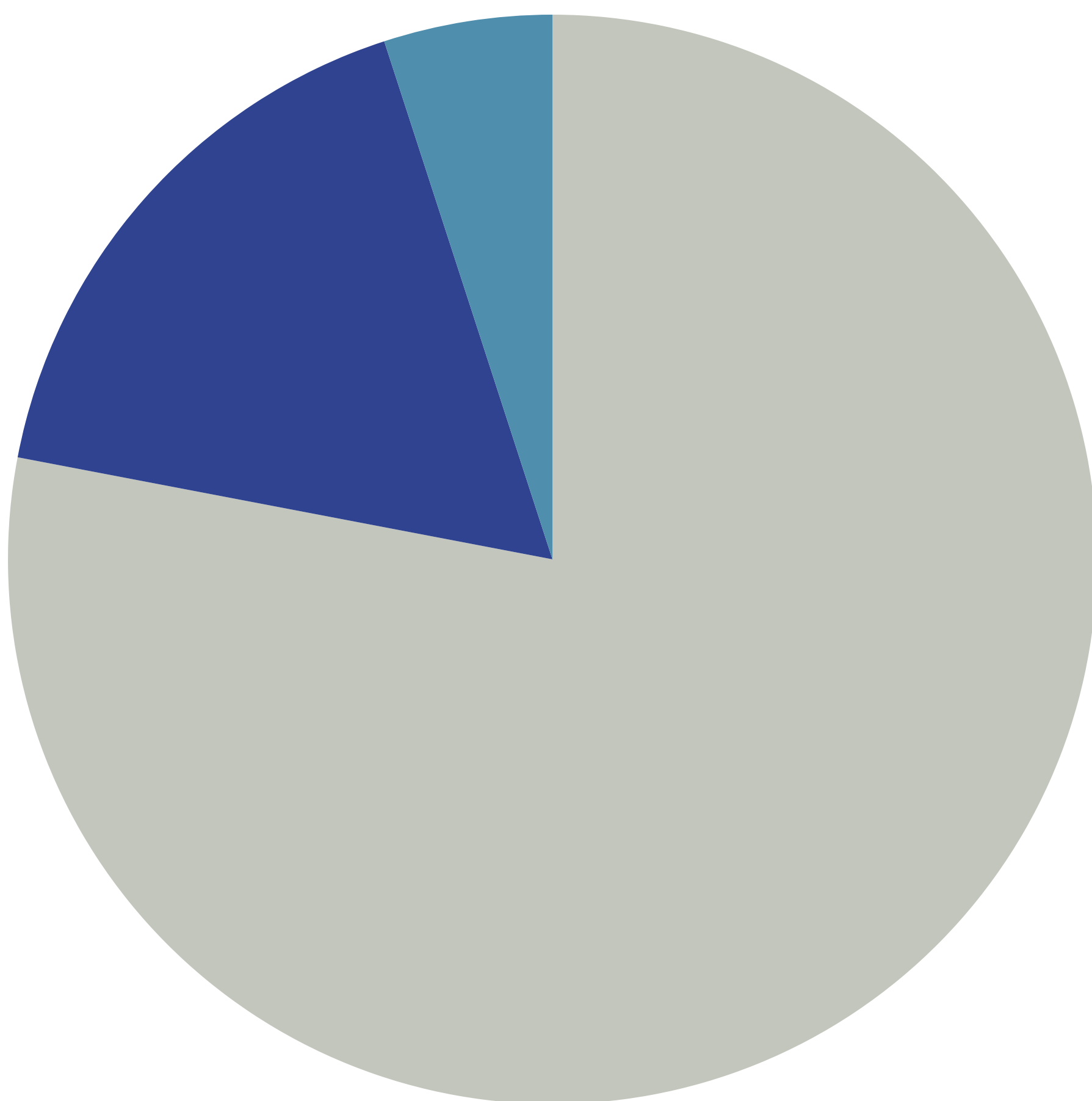
How well did NHS College prepare you for your current job?



■ Exceptionally Well (46%) ■ Moderately Well (46%) ■ Not At All (8%)

94% of alumni surveyed report that they would attend Nueta Hidatsa Sahnish College again.

What is your overall satisfaction with your experience at NHS College?

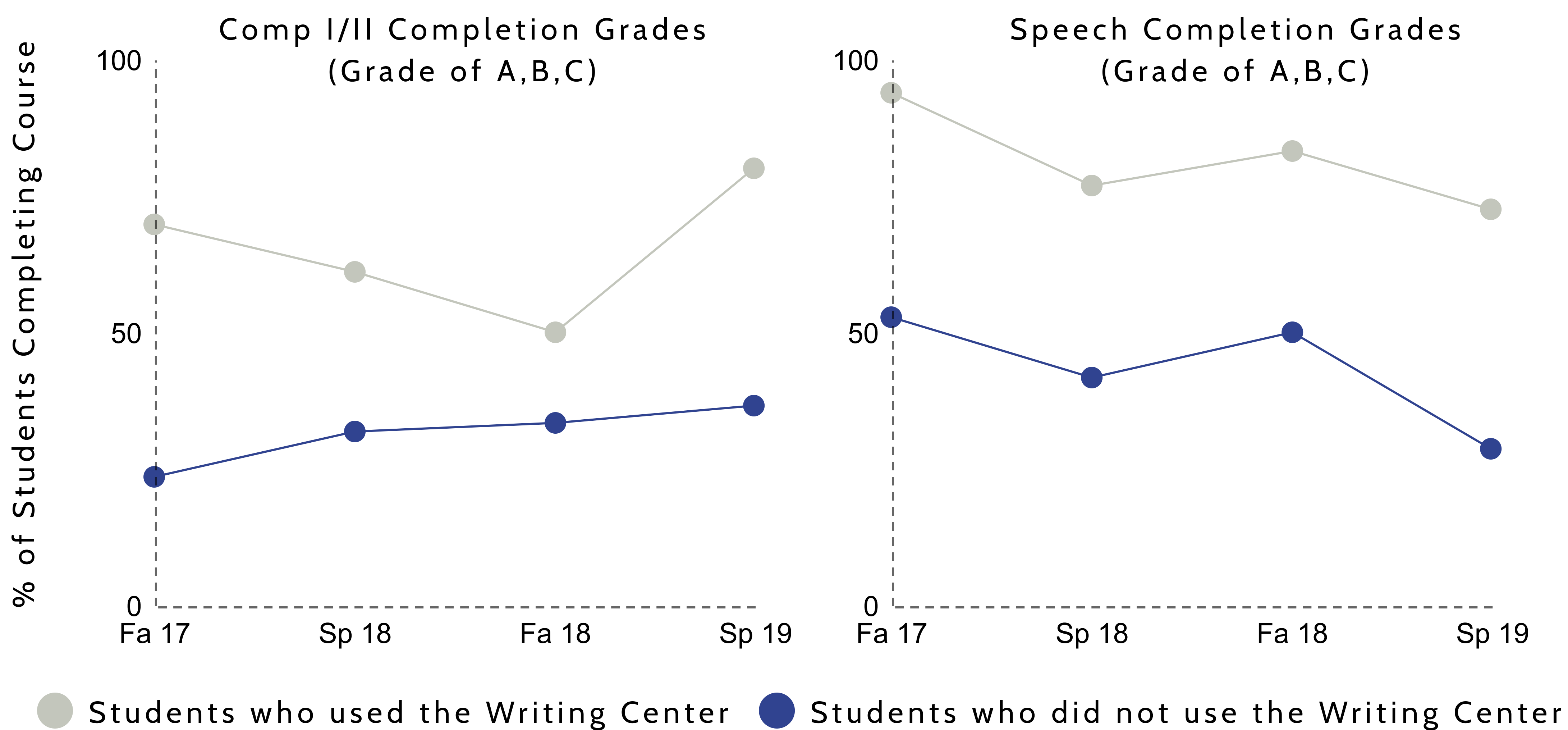


■ Excellent (78%) ■ Fair (17%) ■ Poor (5%)



WRITING CENTER

The NHS College Writing Center is a designated computer lab/space on campus where students can go to get help with their Composition and Speech assignments. The Center is staffed with student tutors and is a welcoming space for all students. Students who utilize the Writing Center while enrolled in Comp I, Comp II or Speech earn higher grades than those who do not:

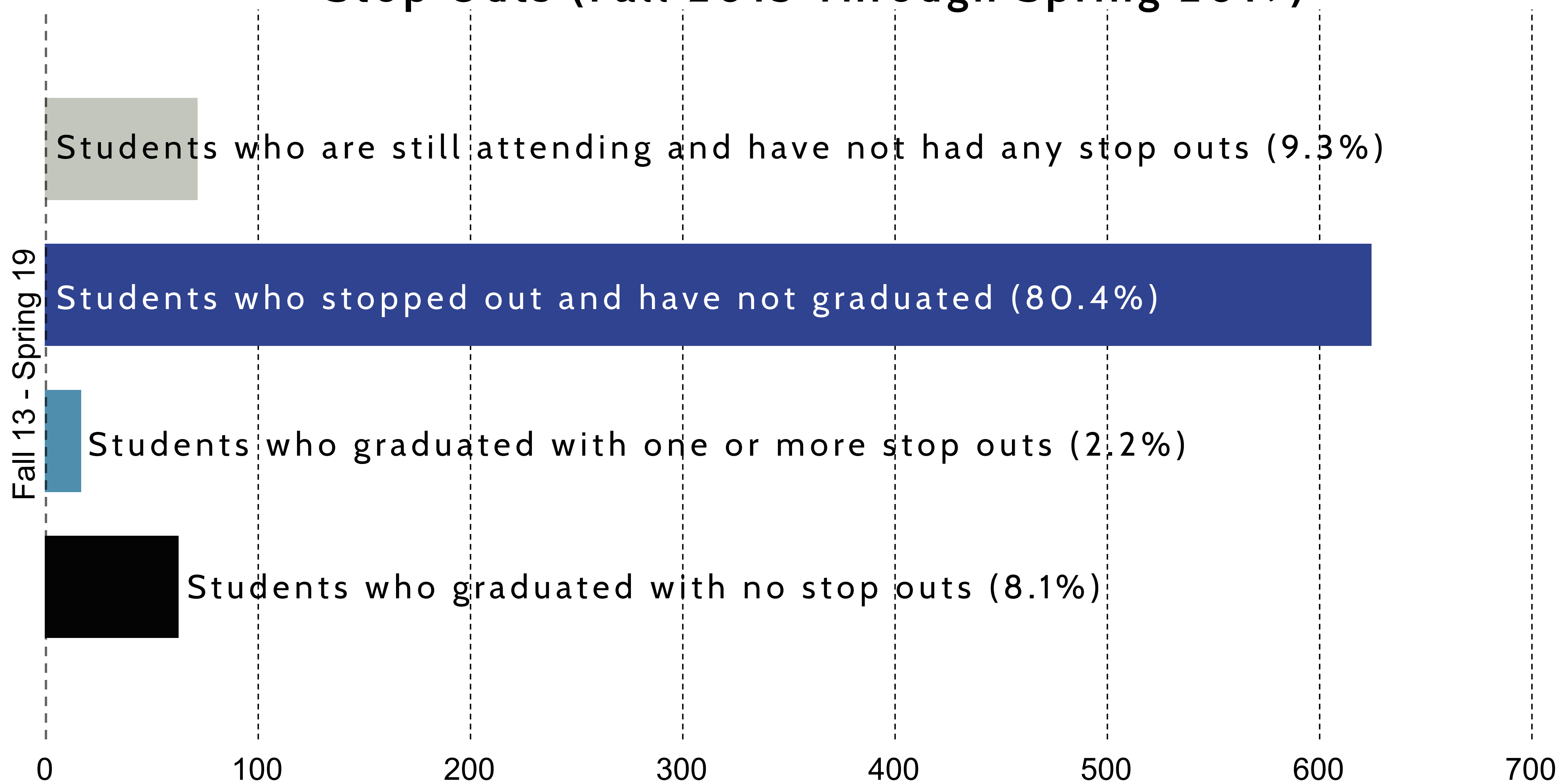


STOP OUTS

Data was aggregated on all students attending Nueta Hidatsa Sahnish College from the 2013-14 Academic Year through Spring of the 2018-19 Academic Year. 777 unduplicated students have attended NHS College during that time period. The term 'stop out' is defined by Oxford Dictionary as: *withdraw temporarily from higher education or employment in order to pursue another activity*. NHS College does not currently track its stop-outs.



Stop Outs (Fall 2013 Through Spring 2019)



CCSSE SURVEY

Spring 2019

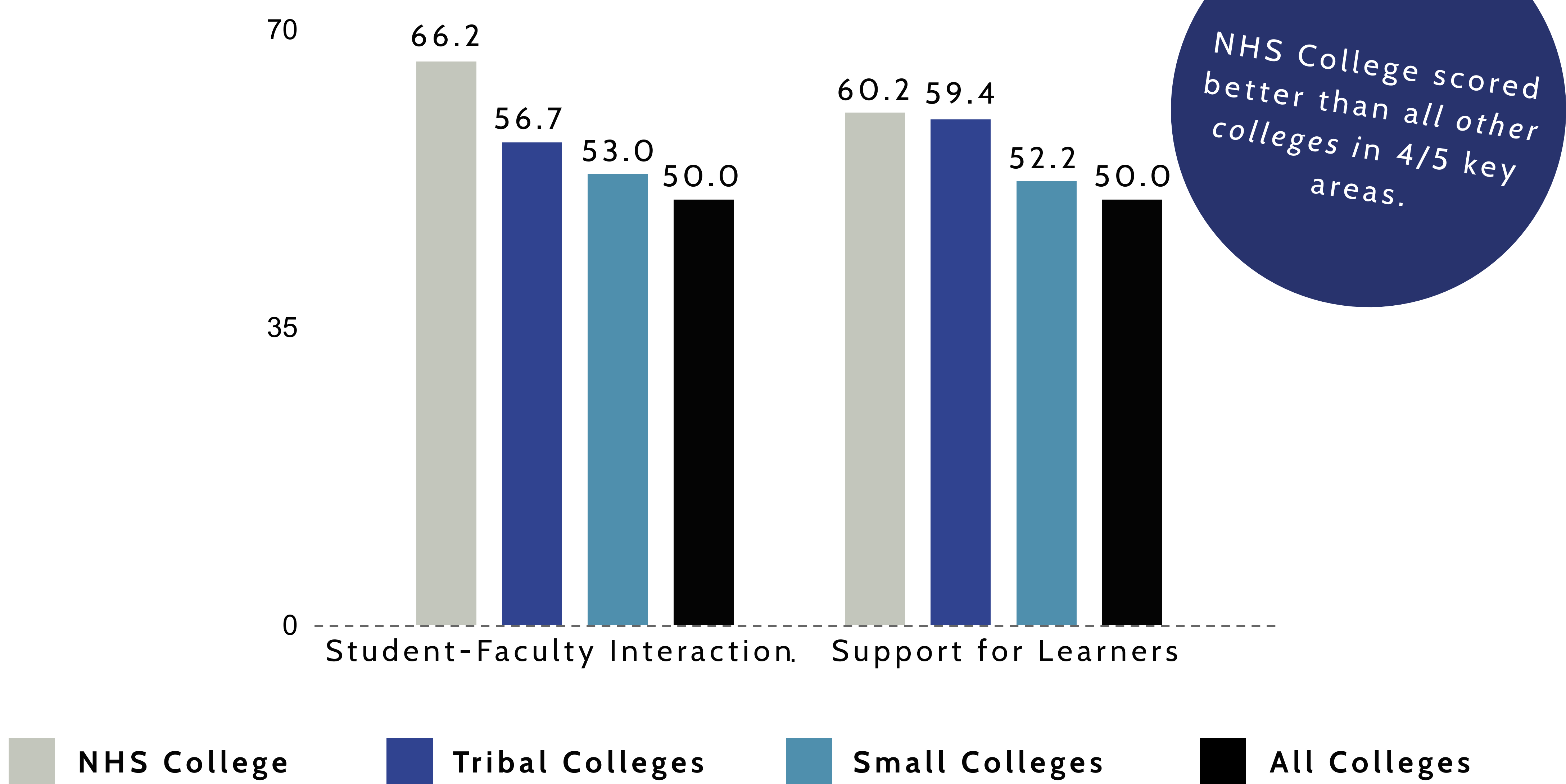
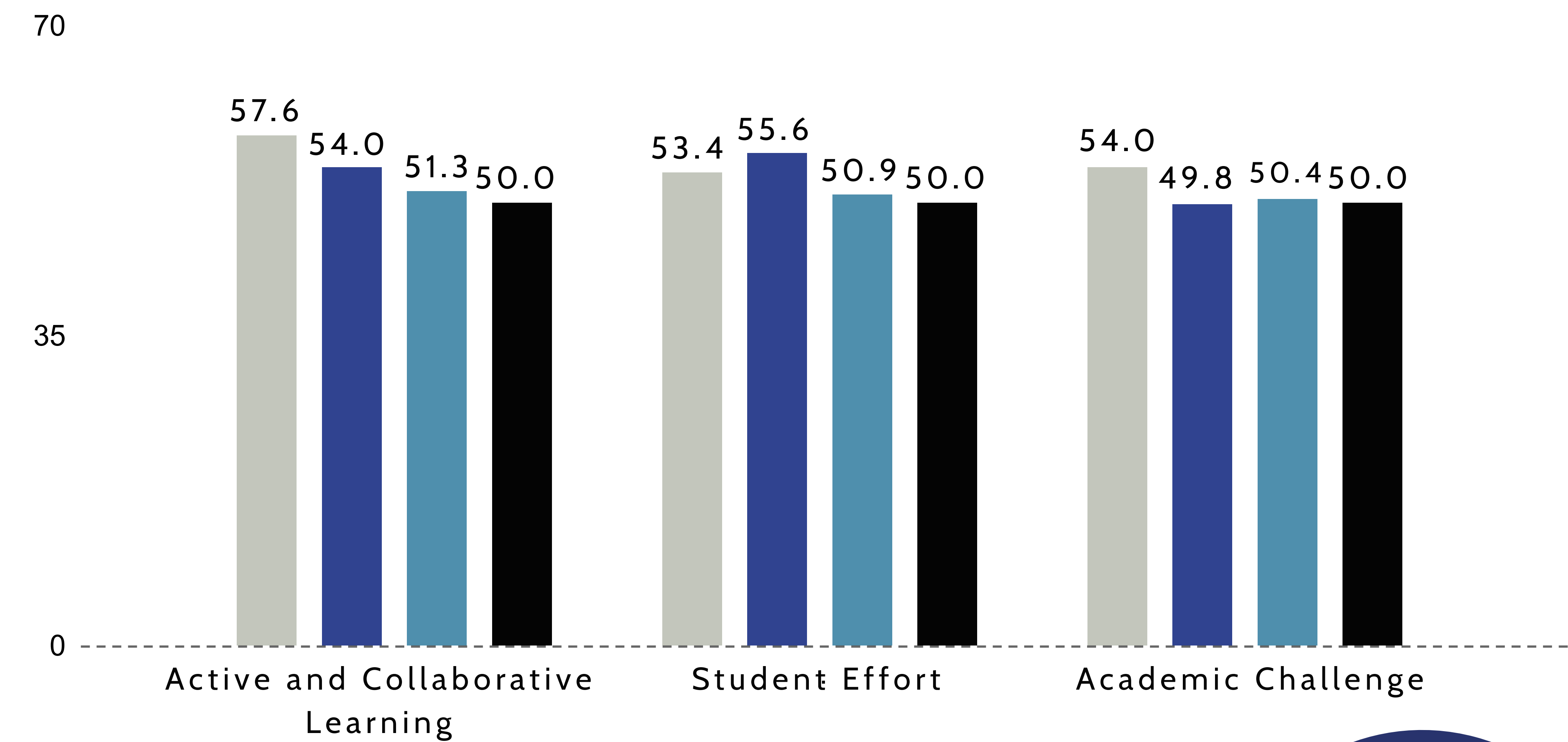
CCSSE, the Community College Survey of Student Engagement groups conceptually related survey items that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes.

Students completed the survey in the Spring. The results show how NHS College compared to Tribal Colleges, small colleges, and all colleges who participated in the survey.



Active and Collaborative Learning:	Student Effort:	Academic Challenge:	Student-Faculty Interaction:	Support for Learners:
Active involvement and opportunities to collaborate with others to solve problems	Students' own behaviors contributing to their success	Challenging intellectual and creative work	Increased interactions with instructors lead to increased learning	Higher performances result from positive relationships and support

CCSSE Scores - Spring 2019



Students Agreed or Strongly Agreed with the following statements for Tribal Colleges:

83.1%

The college's focus on native language and culture has improved my self-image/ confidence.

88.7%

I feel that this college has taken a holistic approach to student development (mind, body, and spirit).

92.5%

[At this college] I have felt a sense of belonging.

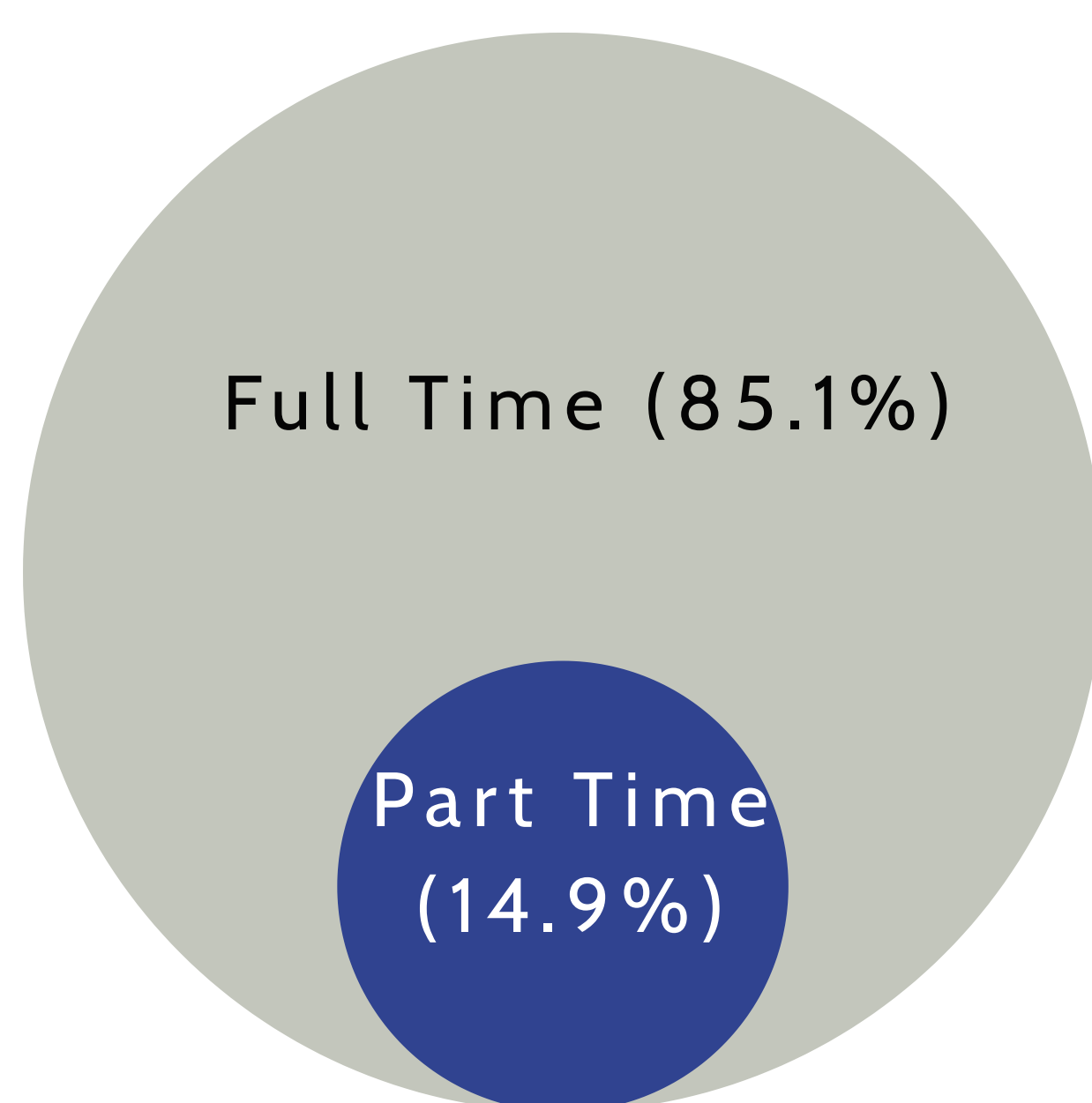
87.1%

I feel that this college has helped me develop Native American identity and values.

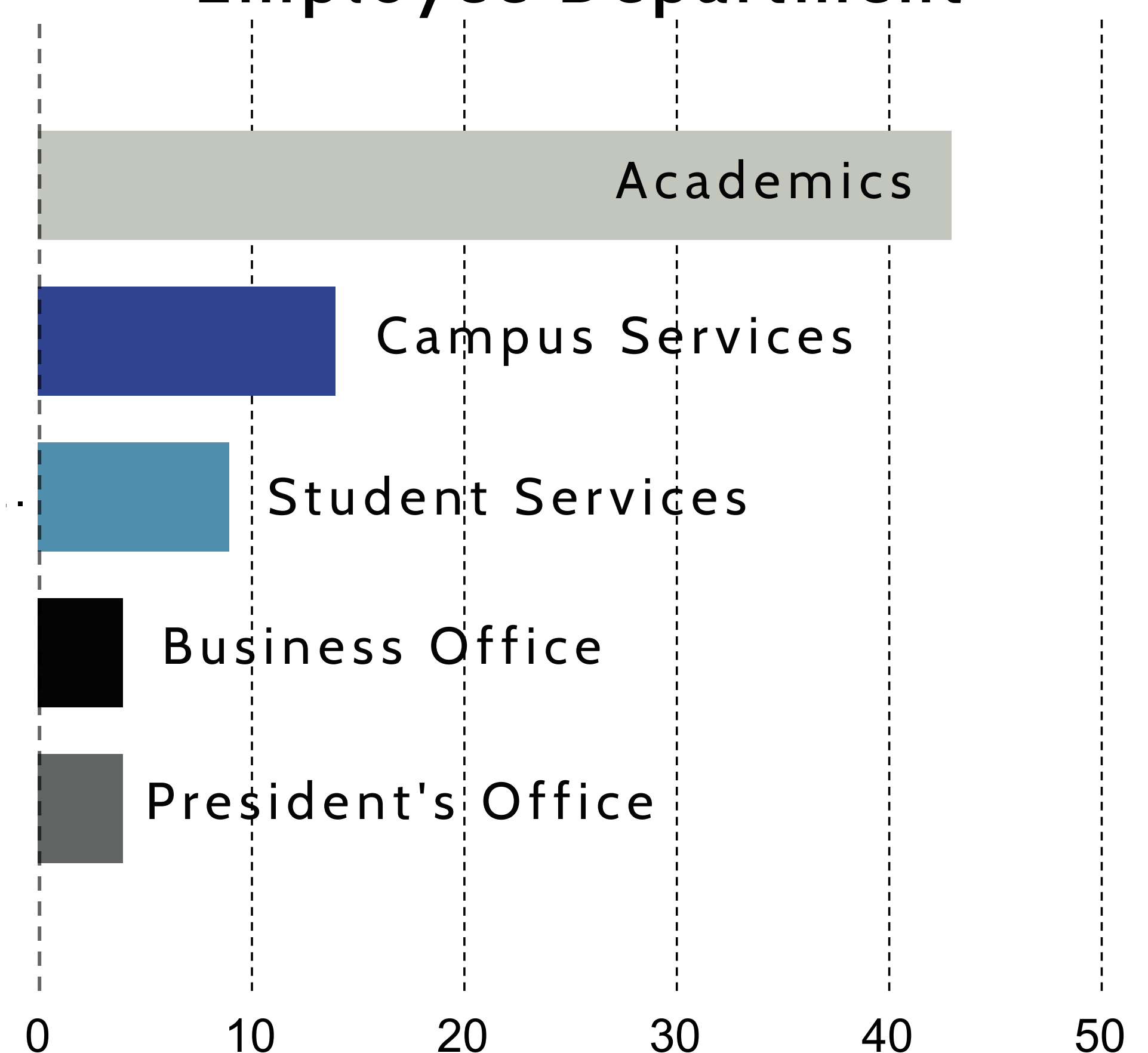
EMPLOYEE DEMOGRAPHICS

As of November 2018, NHS College employed 74 faculty and staff members.

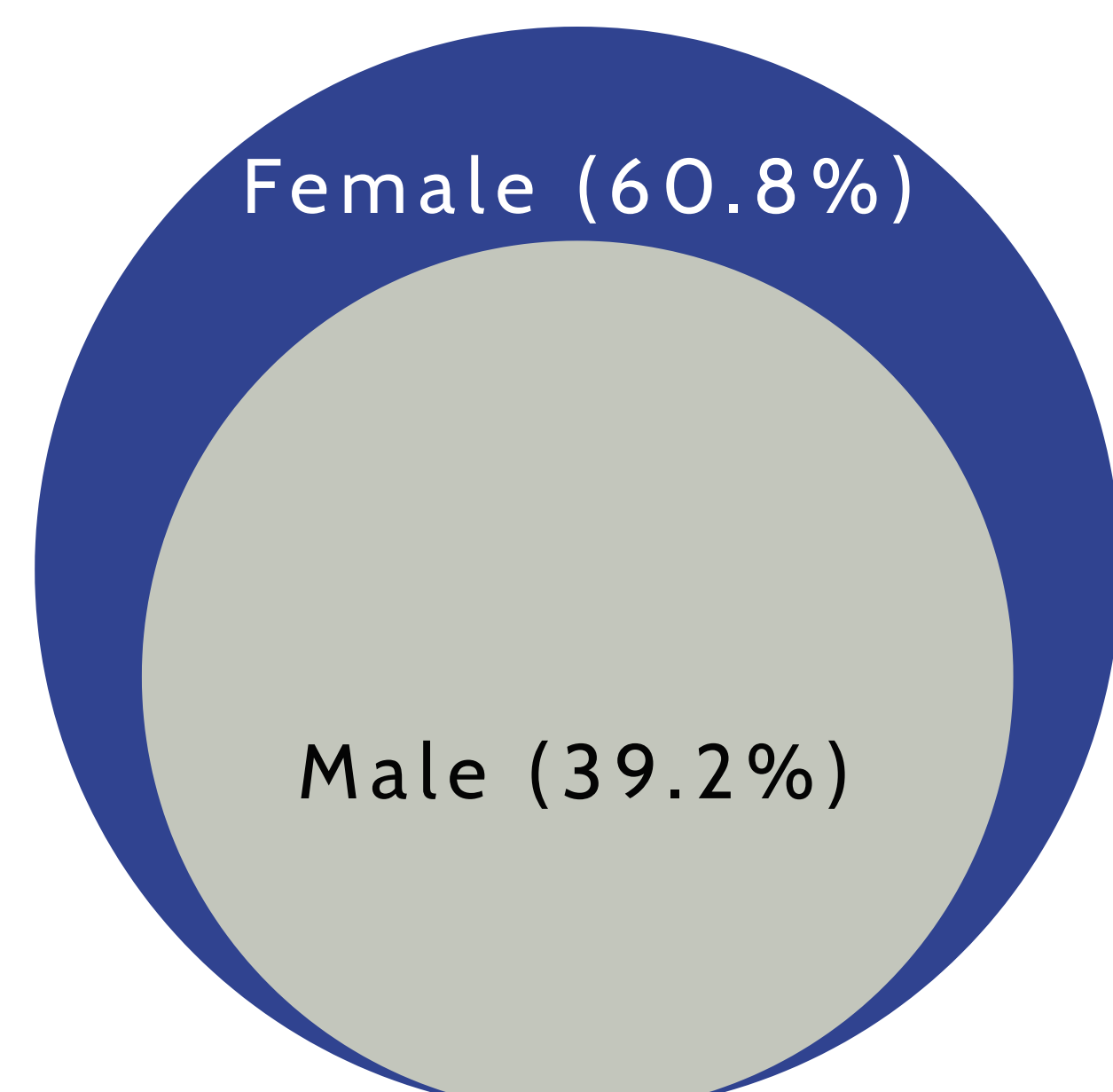
Employee Status



Employee Department



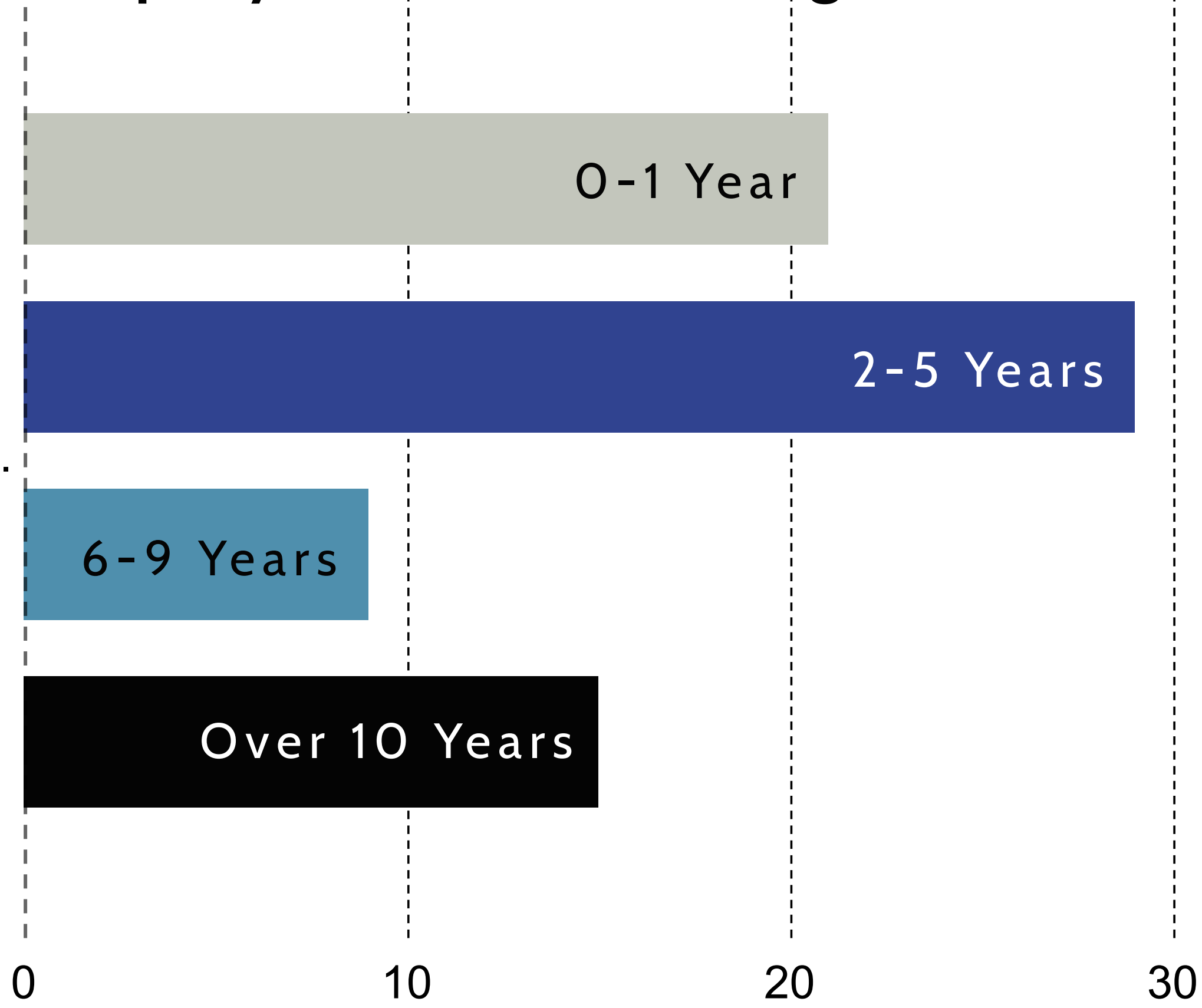
Employee Gender



NHS
College
employs
five
married
couples!



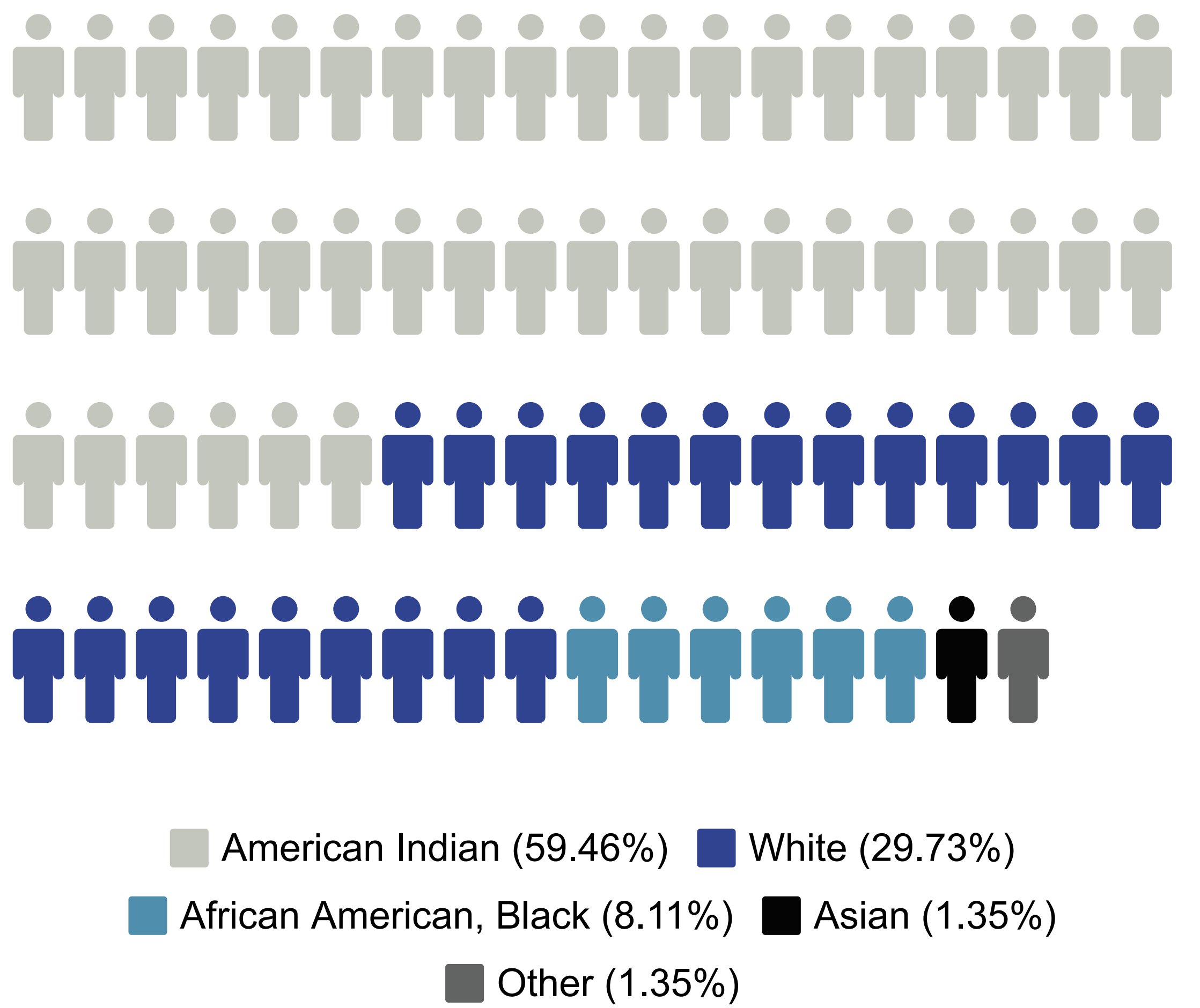
Employee Years Serving NHS College



Employee Education



Employee by Race





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