**2019 Nueta Hidatsa Sahnish College Assessment Report**

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**Introduction**

This report is going to give an in-depth look at how assessment is conducted at NHS College from an institutional level down through to the course and students who attend. By reading this report, NHS Colleges’ task is to ensure that student learning assessment is paramount at each institutional level. Beginning with institutional learning outcomes, program learning outcomes and course learning outcomes. In order to have some understanding about NHS College, first you need to know about tribal colleges.

NHS College is a tribal college located in western North Dakota on the Fort Berthold Indian Reservation. New Town has a population of 2,500 whereas the reservation spans 930,000 acres with a total population of 6,300. There are currently 16,410 tribally enrolled members; of that 5,431 are between the ages 0-17, 9,520 are ages 18-59, and 1,459 are age 60+ (<https://www.mhanation.com/>, 2019). The closest “big” city to New Town is 70 miles away and has a population of 48,000. The College was chartered in 1973 by the Three Affiliated Tribes with a current mission of: “Nueta Hidatsa Sahnish College will provide quality cultural, academic, vocational education and services to the Mandan, Hidatsa, and Arikara Nation.”

Assessment of Student Learning at NHS College is designed to ensure that each segment of the college contributes in a positive way to the students’ learning experience. NHS College administration, faculty and staff believe that:

* Continual assessment and feedback produces an academic environment that enables each student to progress toward their 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 education and transfer to large research 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 certifies the expenditure of resources required to provide educational services.

**Assessment Committee**

The assessment committee consist of 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. Majority of committee members were appointed by the academic dean & the Vice President of Academic Affairs.

**Assessment Steering Committee**

The assessment steering committee is a subset of the assessment committee. The assessment steering committee is comprised of all faculty, & some staff members. 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. NHS College entered into a four-year agreement with the Higher Learning Commission’s assessment academy. About midway through the assessment academy, the assessment steering committee developed a presentation describing the progress made so far for dissemination.

The Vice President of Academic Affairs formed a team to represent NHS College. The team encompassed faculty from different disciplines across the institution. It was imperative that all departments be represented and are active participants in student learning assessment. The steering committee was/is responsible for disseminating assessment information from the academy to the NHS College campus.

The activities and products of the assessment steering committee will result in an annual assessment report that will be written and edited by the committee. A power point presentation will be created and presented to the Board of Directors, administrative committee, assessment committee, 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 NHS College by increasing the impact and reliability of the assessment committee’s procedures.

**Assessment Week**

Assessment week is conducted within two weeks after spring graduation. Topical areas covered throughout this time include; program review, faculty evaluations, and some assessment trainings.

*Program review*

Program review entails each Academic department presenting their NHSC program as a power point. Each program follows the review guide (Appendix A) 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. Any programs that have a composite score below 1.5/4.0 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. 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.

The program review process at Nueta Hidatsa Sahnish College incorporate methods and procedures to strengthen academic programs while goals of the review process include evaluating/enhancing our programs to promote student learning.

The program review process 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. It is also 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.

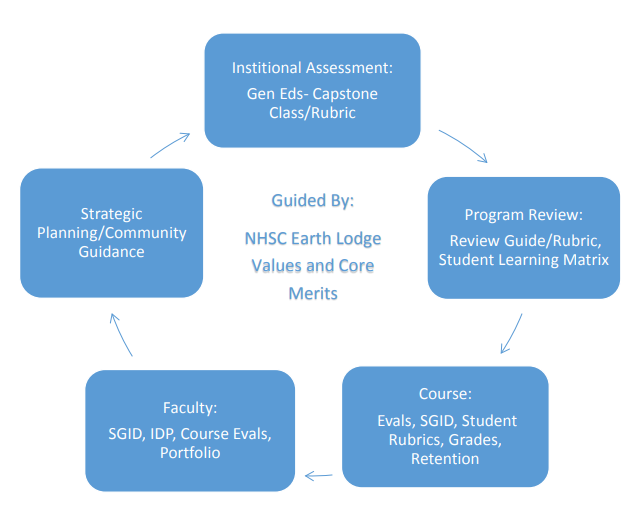
The academic dean works in conjunction with the chairperson of the assessment committee and program directors to ensure that the annual program reviews are completed before assessment week. Each program is required to complete a program plan at the beginning of each academic year that is approved by the assessment committee. The program plans include; program outcomes, measurement tools, and measurement goals. Findings, analysis of data, and recommendations are completed and presented during faculty development week in august.

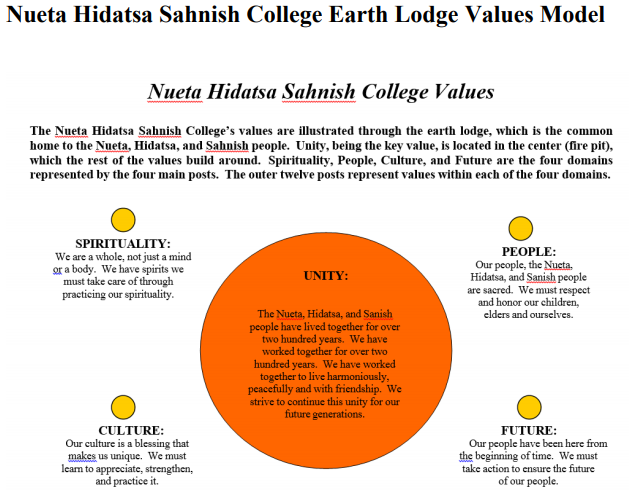
At the end of the academic year, faculty are also required to complete a one-page summary of their program along with completion data for their program plan and report to the assessment committee. A completed NHSC annual program review template is due during the spring semester assessment week.

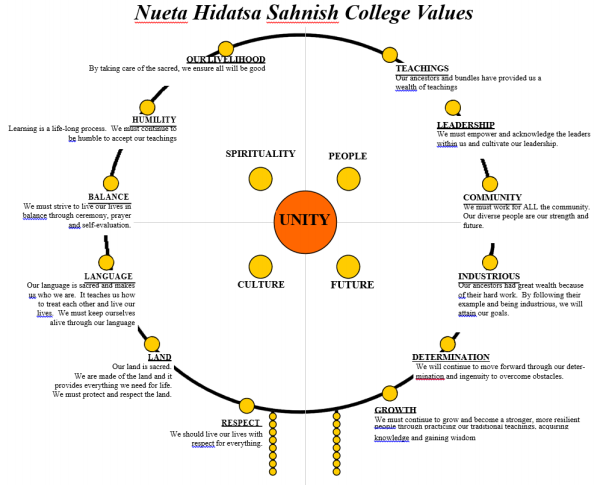
Also, during assessment week, full-time faculty are to complete their faculty evaluations per NHSC faculty handbook. Rating sheets are also completed including: Small Group Instructional Diagnosis (SGID) Reports, course evaluations, and Individual Development Plans (IDP). E-portfolios were also presented 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.

**Institutional/Program/Faculty/Course Learning Outcomes**

At the institutional level, students should internalize the Earth Lodge Model (Picture). 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.

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.

*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 e-portfolios. 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 conducted by another faculty (not the Instructor) tabulated, and the results are used to formally evaluate the instruction.

**Assessment goals**

One of the assessment goals is to gather and analyze data. The assessment steering committee 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

Another goal for faculty at is to better utilize their learning platforms to make online learning more conducive to assessment. We did start an online education process, but that individual has since moved on, however, we currently have a faculty coordinator who assist with creating on-line portions of class and usage of ZOOM. We have not ventured into the strictly on-line learning as of yet but it is a future plan.

**Analysis**

*Placement test*

*Accuplacer*

According to the College Board website, academic advisors and counselors at each institution use Accuplacer test results to help place students in classes that match their skill level. Accuplacer tests also help identify students’ knowledge, strength, and needs in math, reading, and writing. Along with information about their academic background, goals, and interests. Accuplacer results also help choose courses that match their skill level and give the student the best opportunity for success (<https://accuplacer.collegeboard.org/student/practice>, 2019). 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.

*WorkKeys*

WorkKeys is an evaluation tool that NHSC uses as a pre-and post-test. Students take the exam during their PSY 100 course in the first semester of college, and subsequently during their ASMT 200 course.

The following chart shows the average score for students who have taken the test to date (since Fall 2018). It shows the scores taken as a Pre-Test, a Post-Test after earning an Associate’s Degree, and a Post-Test after earning a Bachelor’s Degree.

*Retention*

Retention Rates are calculated by the number of students who return to NHSC the subsequent spring or fall semester after enrolling in the fall. The following Retention Rates are based on students who are not dual credit, did not graduate during that time frame, and are degree/certificate seeking. The rates are calculated with some limitations from NHSC’s software system, Jenzabar. Accurate data on declared majors cannot be pulled historically. For example, if a student graduated with a major and then took additional classes as non-degree seeking, he/she is categorized as non-degree seeking historically and thus, are not counted in the retention rates. Similarly, if a student was dual credit and now has a declared major, the retention report does not recognize the student as dual credit historically.

Nueta Hidatsa Sahnish College (NHS College) was asked for fall to fall retention rates and an explanation a report as a result of Weak Graduation/Persistence Rates Compared to Peers in the 2019 HLC Institutional Update. The last three years of demographics demonstrate that the NHS College student body is: 65% female and 35% male, 64% full time and 36% part time, and 88% American Indian and 12% non-American Indian. The average student count for fall and spring semesters was 217 students.

Fall 2017-Fall 2018 Retention Rate

|  |  |
| --- | --- |
| Number of students enrolled Fall 2017 | 228 |
| Number of Dual Credit, Non-Degree Seeking, and Graduates (SP17) not eligible for FA-FA Retention | 46 |
| Students eligible for FA-FA Retention | 182 |
| Students eligible for FA-FA Retention who enrolled Fall 2018 | 62 |
|  |  |
| Overall FA17-FA18 Retention Rate | 34.1% |

Fall 2017-Fall 2018 Retention Rate by Student Population:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Students Eligible for FA-FA Retention** | **Students Eligible for FA-FA Retention who enrolled Fall 2018** | **FA17-FA18 Retention Rate** |
| Full-Time | 132 | 45 | 34.1% |
| Part-Time | 50 | 17 | 34.0% |
|  |  |  |  |
| Female | 117 | 43 | 36.8% |
| Male | 65 | 19 | 29.2% |
|  |  |  |  |
| American Indian or Alaska Native | 167 | 58 | 34.7% |
| Non-American Indian or Alaska Native | 15 | 4 | 26.7% |
|  |  |  |  |
| Certificate Seeking | 14 | 1 | 7.1% |
| Associate Seeking | 154 | 55 | 35.7% |
| Bachelor Seeking | 14 | 6 | 42.9% |
|  |  |  |  |
| Age 18-21 | 41 | 15 | 36.6% |
| Age 22-25 | 54 | 11 | 20.4% |
| Age 26-35 | 57 | 22 | 38.6% |
| Age 36-45 | 22 | 10 | 45.5% |
| Age 46 and up | 8 | 4 | 50.0% |

|  |
| --- |
| **explanation of the fall 2017-fall 2018 retention rate** |

Nueta Hidatsa Sahnish College recognizes that retention rate is an area of concern. We have been focusing on decreasing the number of stop-outs with a multi-direction approach.

* Pre-Registration – NHS College began registering students for the approaching semester prior to “registration week” in 2018. The College now encourages faculty advisors to contact and meet with each of their currently enrolled students to register for courses prior to the end of the current semester. There is even an award for any faculty advisor who can meet with 100% of their advisees before the end of the term.
* Enrollment Policies – NHS College has started enforcing stricter enrollment policies. While we realize that it may have a negative impact for a while, we believe it will help to increase the student enrollment and retention in the future.
  + In fall 2018, students were not allowed to register for classes if they owed more than $2,500 to the College. They either had to pay their bill down to that amount, or enter into a payment agreement with the College.
  + We also now require all students to complete a FAFSA and complete admission paperwork prior to the start of class. If students do not have this accomplished, they are not allowed to register.
  + In addition, this spring, we reinstated Satisfactory Academic Progress. If students do not maintain a 2.0 GPA, they may be put on probation or suspended for a semester.

Stricter enrollment policies may decrease student numbers, which we have experienced, but we believe it will change our retention and completion rates over time.

* In 2018, NHS College unveiled a new THRIVE model for our faculty, staff, and students. THRIVE is an all-encompassing model that has helped to make everyone aware of the resources available to students and gives a more holistic look at the challenges that NHS College students face.   
  T – Tuition and Finances

H – Health and Resources

R – Resources and Supports

I – Instruction and Academics

V – Vocation and Career Paths

E – Extracurricular and Events

While the 2017 Fall to 2018 Fall Retention Rate decreased from the previous year, NHS College was very pleased to see the 2018 Fall to 2018 Spring Retention Rate increase by over 10% from the 2017 rate. Because we had a lower enrollment in the fall semester, our President challenged the NHS College employees to retain more students in the spring semester. Because of our previously listed efforts, bolstered by our participation in achieving the dream, the NHS College employees succeeded and intend to continue with the student-centered efforts into the next calendar year.

These charts were generated for a 2019 Higher Learning Commission report by our Director of Institutional Research and Effectiveness.

*Achieving the Dream*

NHSC participated in a program put on by the department of education titled “Achieve the Dream” (ATD) that focuses on bolstering Persistence and Completion through supports that include emergency funding, internships, strategic math programs, financial aid literacy and other methods that support our students being successful. 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*

Persistence and completion rates continue to be in the forefront of student success. The team consist of four to six members and 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 is led by the Vice President of Student Services and is composed of the Retention and Student Development Counselor, the Data Manager, Director of Native American Career and Technical Education Program (NACTEP) and a Faculty Member. The P & C team applied and was accepted to HLC’s Persistence and Completion Academy in the spring of 2016. The P & C Academy had participated in the initial training, a Round Table and presented a poster at the annual HLC Poster Academy. The Persistence and Completion team continue to align & communicate regularly with the assessment steering committee, through emails, and meetings. Communication is a huge part that we at NHSC try to exercise in order to help our students succeed.

Completion Rates are calculated by dividing the total number of students who enrolled in a course by the number of students who received a grade of A, B, or C in a course. Withdrawals count in the total number of enrolled students.

The following chart compares Math 011 (Statway Fundamentals) to Math 012 (Foundations of Mathematics). Math 011 replaced Math 012 as the foundational math course for students who placed lowest in placement testing.

The following chart compares Math 099 (Statway I) to Math 101 *plus* Math 102 (Elementary and Intermediate Algebra). Math 099 is somewhat equivalent to passing both Math 101 and 102 in the older NHSC Math Pathway, although 099 leads to the equivalent of Statistics, whereas 101 and 102 lead to College Algebra.

The following chart compares Math 209 (Statway II) to Math 103 (College Algebra). Although passing the Statway series ending in Math 209 is equivalent to passing Statistics, it can be compared to completing the math pathway for a degree for *most* students’ degree plans. In the older NHSC Math Pathway, there were few students who had a requirement of Statistics or higher.

The following chart shows the completion rate of all lower level math courses through Math 103 (College Algebra) and Math 209 (Statway II). Higher level math courses such as Trigonometry and Calculus are not included.

The following chart shows the completion rate of ENG 110 (Composition I) and ENG 120 (Composition II).

The following chart shows the completion rate of PSY 100 (Psychology of Student Success). The course is not offered during the summer semester.

A *Stop-Out* is considered a student who takes one or more semesters off from attending NHSC. For this rate, all dual credit students, non-degree seeking students, students who did not have a declared major, and students who just started in spring 2019 (SP18 academic semester) were not included. This left 777 unique students from 2013-147 to present.

Of the 777 total students: 72 are still attending and have not stopped out; 625 stopped-out (one or more times) and have not returned; 17 graduated without stopping-out; and 63 graduated with one or more semesters of stopping-out. These numbers were calculated by looking at enrollment from the 2013-14 academic year through present term.

These charts were generated in 2019 by our Director of Institutional Research and Effectiveness. One key for us is to find out why these students are stopping out and how can we help them avoid stopping out and finish their degrees.

**Recommendations for future assessment**

One of the first recommendations I think could enhance assessment at NHS College is adding a couple student leaders to the assessment committee. According to Banta & Palomba, when students know what is expected of them and have the appropriate support, as well as some incentives they are more likely to be successful and stay motivated (2015, p. 54). This in-turn will give NHS College an opportunity to hear things from a student viewpoint. Even though we were all students at one point, we are always willing to allow students to aid in making things better.

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, physically printed and stored in the vice president of academic affairs office.

One recommendation for the program reviews is to go every other year with each program. Even though we are not a large institution listening to the program reviews can get monotonous so we are looking at rotating programs to present every other year. This will also allow time for more assessment trainings as well.

*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.

**Conclusion**

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**References**

Accuplacer. (n.d.). Retrieved from <https://accuplacer.collegeboard.org/student/practice>.

MHA Tribal History. (n.d.). Retrieved from <https://www.mhanation.com/>.

Palomba, C. A., & Banta, T. W. (2015). *Assessment essentials: Planning, implementing, and*

*improving assessment in higher education (*2nd ed.)*.* San Francisco: Jossey-Bass.

Appendices A

Nueta Hidatsa Sahnish College

Program Review Guide



Vision

A dynamic presence that preserves our past and prepares us for the future

Mission

Nueta Hidatsa Sahnish College will provide Quality Cultural, Academic, and Vocational Education and Services for the Mandan, Hidatsa and Arikara Nation

Institutional Learning Objectives

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

Prologue

The Assessment Committee officially formed in 2014, and the committee adopted an annual program review process. The college initially relied on the curriculum committee to disseminate information about program review and student learning. However, the Curriculum Committee suggested the implementation of an active Assessment Committee with a chairperson. The Assessment Committee conducts annual program reviews of each program,

Introduction

Nueta Hidatsa Sahnish College strives to achieve continuous improvement in all endeavors. Program review is a vital component of evaluating the strengths and weaknesses of the programs NHSC devotes resources to. Each year, the assessment committee evaluates the current program review processes. The committee determines how to alleviate any weaknesses in the system, and the components are adaptable to necessary change. Currently, each program is reviewed annually. The components are scored by the assessment committee, and the results are used to determine which program requires a three year comprehensive program review. Programs scoring low, the elimination of grants, and inordinately low student counts all warrant three year comprehensive reports.

Responsibilities

Responsibilities are distributed as follows for the Program Review process:

1. Vice President of Academic Affairs

2. Assessment Committee Chairperson

3. Assessment Committee

4. Curriculum Committee

5. Administrative Committee

Annual Program Review Calendar for Existing Programs

May - Assessment Week

May - Annual Program Reviews due to the Vice President of Academic Affairs

September - Notification of programs scheduled for a three year comprehensive report

November - Program self-study, data analysis, planning, drafting of the report, and consultation as needed with constituencies

March 1 - Submit Completed Program Review as an electronic file to Assessment Committee Chair & Vice President of Academic Affairs

March 15 - Recommendation of Assessment Committee to the Program, Vice- President of Academic Affairs, and Faculty

April - Program Review Report goes to the President and NHSC Board of Trustees

New (Potential) Program Review Calendar

New (potential) programs will be examined as they are proposed. Deadlines for the potential program review reports will be arranged with the Assessment Committee through the committee chairperson.

Completed Program Reviews

Upon approval of the program review report at an official assessment committee meeting, a corrected final electronic copy of the report will be sent to the Vice-President of Academic Affairs and the assessment committee chairperson. This report will be submitted within one (1) week of assessment committee approval of the final report.

Annual Program Review Report

Each program is required to complete an annual program review plan at the end of each academic year. 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.

Task and Action Plans

In 2014, the Nueta Hidatsa Sahnish College 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. 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 Academic Affairs.

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.

**ABSTRACT (EXECUTIVE SUMMARY)**

Summarize each section of the Program Review Report. Following the summary, list the names and titles/positions of all program members who participated in the program review and contributed to the report.

Part I: Program Description Summary

Part II. Program Self-Evaluation Summary

Part III. Program Planning Summary

**COMPREHENSIVE ANALYSIS**

Discuss program review information in detail as outlined on the following pages.

**Part I. Program Description**

1. Describe the Role of the Program within Nueta Hidatsa Sahnish College and the community.

• Program’s Mission Statement

• Courses Offered

• Degrees and/or Certificates Offered

2. Describe the current Staff of the Program, as follows:

• Name

• Title/Position

• Classification: Full-time, Part-time, Temporary, etc.

• Number of credits taught each semester by each adjunct instructor

• Summarize Changes in Staffing (Past Five Years)

• Enrollment, success (graduation) data

• Employment data

• Number of students transitioning from a lower degree to a more advanced degree, if applicable (i.e. continuing from a certificate program to an AAS or an AA/AS program to a BS program)

4. Program Revenue: (Past Five Years or data that is available) (See VP of Academic Affairs)

• Tuition and ISC (Indian Student Count) Revenue

• Summarize Revenue Trends for the Past Five Years

5. Program Budget: (Past Five Years) (See VP of Academic Affairs)

• List annual expenditures by the program in the following categories: salaries and fringe

• If grant funded, include travel, supplies, equipment, and other (as applicable).

• Specify Grants, Additional Funding, Fundraising, etc.

6. Does the program have an advisory committee? \_\_\_\_\_Yes \_\_\_\_\_No

• If yes, describe the role, and list the members of the advisory committee.

**Part II. Program Self-Evaluation**

A. Faculty

1. Describe the program’s ability to communicate and collaborate among all program faculty (including adjunct and pertinent faculty) and staff with such issues as curriculum design and review, state-of-the-art content, professional development activities, and program delivery.

2. Describe the program’s defined schedule of observation and evaluation of adjunct faculty, assurance that instructors distinguish between personal conviction and professionally accepted views in the discipline, and confirmation that faculty are sufficient in number and training to provide effective instruction.

B. Student Relations

1. Describe faculty accessibility to students (for example, through office hours, voice mail and email), appropriateness of class schedule designs that meet the needs of its student populations, availability, and demand.

2. Describe how the program employs methods and systems of instructional delivery that are appropriate to the discipline and to the educational needs of students.

3. Describe the evidence that the program’s courses and programs successfully meet the learning and/or employment needs of students.

C. Curriculum Content, Design, Delivery

1. Describe how the curriculum and course content, design, and delivery are reviewed regularly by the program and its advisory committee, and when all course outlines have been updated (at least once since the last annual program review).

2. Describe how the program's academic courses conform in content, textbooks, and instructional methods to current disciplinary standards and are designed to meet the degree and/or general education needs of students.

3. Describe how the program systematically collects and reviews student learning outcome data for courses and programs, takes active steps to improve achievement, and reports the results to the Assessment Committee

D. Institutional Support

1. Does the program possess adequate facilities, equipment, and technology to maintain the effectiveness of its courses and programs (if not, explain).

2. Does the institution provide adequate student services (library services and collections, tutoring, writing lab, counseling, etc.) to maintain the effectiveness of the program's courses and programs? Please explain.

3. Does the institution support professional development activities that are adequate for faculty members to maintain and upgrade their knowledge and skills in the discipline?

Please explain.

E. Other

1. Describe the program’s contribution to other NHSC programs through its significant involvement in the general education program, its support to other college programs through service course offerings, or in other ways.

2. Describe any particularly successful aspects of the program as well as any honors, awards, or achievements earned by the program and/or its members.

3. Describe any particularly difficult obstacles, either internal or external to the institution, which influence the effectiveness of the program's courses and programs (include response to problems identified in previous program reviews or other relevant assessments, internal or external).

**Part III. Program Planning**

A. Identify and describe any important trends in the following areas which have an effect on program goals (see below):

• Changes within the discipline of the program.

• Changes within the student population served by the program.

• Changes within the educational, social, or economic sector served by the program.

• Changes within the organizational structure and direction of the institution.

• Changes within tribal colleges.

• Changes in federal or state laws that have an effect on program functions.

B. Described any new and revised goals and objectives for program improvement that were identified through the Program Review.

C. Identify additional resources needed to maintain and improve program quality and to reach the goals and objectives (for example: hours for part-time employees, cost of remodeling, adjunct faculty hours, software, equipment, faculty development, etc.

Recommendations of the Program Review Process

**Existing Program Review:**

The review should result in a recommendation from the Assessment Committee. Program reviews will include one of the following program recommendations:

• Maintain the Program

• Enhance the Program

• Reconfigure the Program

• Reduce the Program

• Phase-Out the Program

In addition, all program reviews except those resulting in a recommendation to phase out a program should result in specific recommendations that can improve a program and ensure that it more effectively and efficiently meets the needs of the students and community.

New (Potential) Review Program Review Report Review

The proposed (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.

**ABSTRACT (EXECUTIVE SUMMARY)**

Summarize each section of the Feasibility Report. Following the summary, list the names and titles/positions of all program members who participated in the program review and contributed to the report.

**FEASIBILITY OF PROGRAM**

Discuss program feasibility information as outlined on this page.

1. Rationale

• Describe the program that is being proposed

• Include any important trends which affect this proposed program

• Include benefits and limitations of implementing the program

2. Describe the Role of the Program within Nueta Hidatsa Sahnish College

• Program’s Mission Statement: must include a description of the Program’s function that relates to the NHSC Mission Statement and to the goal of achieving student learning outcomes.

• Proposed Courses

• Proposed Degrees and/or Certificates

3. Target Audience

• Who is the program for?

• Where would these graduates be employed (job opportunities)?

• What job opportunities are available on or near the reservation for these students after graduation? Document need for program graduates

• Recruitment Plan

4. Describe the staff needed for the Program, as follows

• Title/Position

• Classification: Full-time, Part-time, Temporary, etc.

• Summarize projected changes in Staffing (Next Three Years)

5. Program Budget (Next Three Years)

• List a proposed annual budget for the program in the following categories: salaries (based upon the Nueta Hidatsa Sahnish College Faculty Scale), fringe (Use 25% of the salary), supplies & equipment, technology, memberships, travel

6. Identify non-financial resources needed to develop and maintain the program (for example: space, equipment, technology, reference resources, and practice sites if applicable.

**PROGRAM DEVELOPMENT**

Once the feasibility study has been reviewed and approved by the Assessment Committee this portion of the program review is done.

1. Development Timeline

• Outline a proposed schedule for implementation of the program

2. Degree Plan

3. Curriculum Outline

• This is an outline of the program showing when the courses would be offered

• Include all course requirements both general education and core courses

• Include a suggested sequence for student progression through the program

4. Course Syllabi

• Utilizing the approved syllabus format submit completed syllabi for every course proposed for the program, include proposed textbooks

**PROGRAM PLANNING SUMMARY**

1. Student learning outcomes for the program

• Draft measurable student outcomes for the program

2. Describe how the program will assess the program effectiveness and student outcomes

New (Potential) Program Review

Program reviews for potential programs should result in a recommendation from the Assessment Committee. Program review will include one of the following program recommendations:

• Adopt the Program

• Enhance the Program

• Reconfigure the Program

• Program not recommended for adoption

Appendices

Notice of Three Year Comprehensive Report…………………………Appendix A

Annual Program Review Template……………………………………Appendix B

Scoring Rubric for the Annual Review Template……………………..Appendix C

**Appendix A**



Waylon Baker, Ph.D.

Nueta Hidatsa Sahnish College

P.O. Box 490

220th Ave. N

New Town, ND 58763

Dear:

… has been selected to complete a three year comprehensive program review based on low enrollment. An imperative grant that funded … is also coming to an end, and it is unclear if the program is sustainable at this juncture. This pivotal process will ensure that the faculty have the opportunity to explain the importance of this program to our institution. I understand that this process may be somewhat arduous, but I will assist you anyway I can. A copy of the program review guide should be online, but you can also procure a copy through my office.

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.

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Please adhere to the following dates and deadlines. It is imperative that we follow these dates closely, because the process involves an external evaluator, administration, the president, and other constituencies. The director should be meeting with the Vice President of Academic Affairs regularly throughout this process.

• November - Program self-study, data analysis, planning, drafting of the report, and consultation as needed with constituencies

• January 15 - Program Review Report due to External Reviewer (tentative)

• January 30 - Feedback on the Program Review Report is returned to the

Program by External Reviewer (tentative)

• March 1 - Submit Completed Program Review as an electronic file to Assessment Committee Chair and the Vice President of Academic Affairs

• March 15 - Recommendation of Assessment Committee to the Program, Vice-President of Academic Affairs, and Faculty

• April - Program Review Report goes to the President and Board of Trustees

At the conclusion of the process, the following actions may be taken:

• Maintain the Program

• Enhance the Program

• Reconfigure the Program

• Reduce the Program

• Phase-Out the Program

Your compliance with this process is crucial to the continuation of this program. Please feel free to contact me with any questions and concerns throughout the process. I have every confidence in the faculty’s ability to complete a thorough and compelling review.

Sincerely,

Waylon Clyde Baker, Ph.D.

Vice President of Academic Affairs

Nueta Hidatsa Sahnish College

**Appendix B**

NUETA HIDATSA SAHNISH COLLEGE PROGRAM REVIEW GUIDE ANNUAL TEMPLATE

Summary Page

|  |  |  |
| --- | --- | --- |
| Review of Program’s  Mission | Program’s Mission | Changes to Program’s Mission (If Any) |
| Is Program Mission consistent with FBCC Mission? | Explain: | |
| Does the Program remain consistent with academic and professional standards within discipline? | Explain: | |
| Review of Program’s Program of Study | Program’s Program of Study: Please attach. | Changes to Program of Study (If Needed) |
| Review of Program’s Assessment Data | Program’s Assessment Data: Please attach. | Assessment Data recommendations of improving student learning outcomes (If Any) |
| Review of Program’s Student Learning Outcomes | Program’s Student Learning Outcomes: | Change in Program’s Student Learning Outcomes (If Any) |

**1. Mission, Student Learning Outcomes and Program of Study**

A. Mission:

B. Student Learning Outcomes

SLO #1

SLO #2

SLO #3

SLO #4

C. Program of Study (Please attach to this section.)

**2. Description of the Academic Program and Syllabi**

A. Provide a catalog description of the Academic Program (Attach if necessary)

B. Provide a syllabi for each required course. Please attach.

C. Provide Capstone Syllabi. Please attach.

D. List all course in the course catalog that have not been offered in the last three years.

**3. Outcomes Assessment Plan**

**4.**

A. Describe the multiple methods that will be used to assess the Student Learning Outcomes.

B. Provide Data for each Student Learning Outcome

C. List the courses in which the Student Learning Outcomes is addressed, advanced, and mastered.

D. Provide feedback on the results gathered.

E. Describe how the data will be used to improve teaching and learning.

F. Describe the assessment used in capstone to ensure that the program has met its knowledge, skill, and ability goals as defined in the Student Learning Outcomes.

G. Provide any relevant graduating student or alumni data.

H. Provide any data from employers (if applicable).

**5. Rubrics and other tools, Final Exams**

A. Provide copies of all rubrics used in the program.

B. If there are any other tools used (e.g. checklists, dispositions, etc.), please describe or provide copies and attach.

C. Provide a copy of final examinations, projects, papers for all mandatory or high-frequency courses.

6. **Statistical Data-Provide statistical trend data on the academic program for the last four years**.

A. Enrollment Headcount Tribal/Other

B. Number of transfer and graduates Tribal/Other

C. Average time to graduation

D. Number of Faculty at the time of review

E. Number of adjunct faculty and total number of sections taught during the fall semester before the review.

F. List of all sites where courses are held.

G. Percentage of core courses that require a paper of seven pages or longer.

**7. Discussion of Trends**

A. Provide a narrative explanation of the significant trends in any of the fields found in #5, Statistical Data.

**8. Faculty**

A. Provide a roster of faculty, including their titles and courses they’ve taught over the last three years.

B. Provide resumes for all faculty.

**9. Students**

A. Include a description of the academic profile of the students served and consideration of whether or not they reflect the diversity of the student body as a whole.

B. Include any other survey data gathered from students, including but not limited to SGID, etc.

C. List any student-related groups that supported the program (e.g. AISES, Heart Society, etc.)

**10. Degree Criteria and Requirements**

A. Provide a copy of the latest Program of Study

B. List the admission requirements (if any). Provide a rationale.

C. If necessary, discuss any changes or possible changes to any of the above.

**11. Nontraditional Course Delivery**

A. List any courses using nontraditional methods of instructional delivery (online, hybrid)

B. List any courses under consideration for online or hybrid.

C. List the assessment procedures used to monitor the quality of instruction in these courses.

**12. Accreditation Organizations**

A. Specify professional accreditation organizations which the program may be subject (e.g. NCATE, etc.). For each accreditation organization, list the last date (s) of their visit.

**13. Summary and Recommendations**

A. Summarize the main elements in the current review and curricular (and other related) changes proposed as a result of this review.

14. **Additional Resources Needed-Indicate what needed** resources are needed the next three years in:

A. Enhance the current program

B. Preserve the strengths of the current program

C. Address the weaknesses in the program identified in the review

D. Address any technological impacts on the discipline

E. Address any material needs for the program.