2018 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:
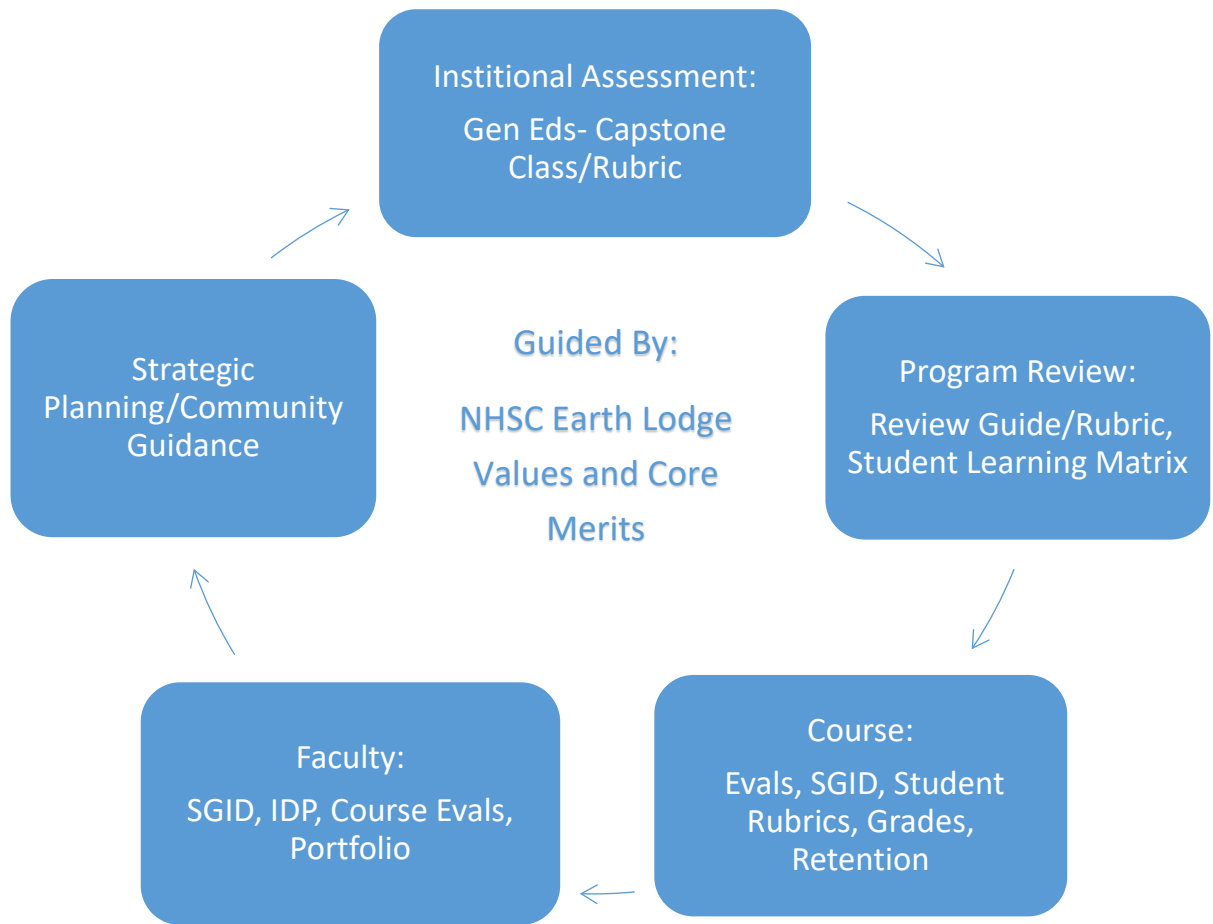
- Continual assessment and feedback produces an academic environment that enables each student to progress toward his or her potential

- 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

Program Review:

Review Guide/Rubric, Student Learning Matrix

Course:

Evals, SGID, Student Rubrics, Grades, Retention

Faculty:

SGID, IDP, Course Evals, Portfolio

Strategic Planning/Community Guidance

Guided By:

NHSC Earth Lodge Values and Core Merits

Assessment Academy Summary….
Instilling a Culture of Continuous Improvement

NUETA HIDATSA SAHNISH COLLEGE
PO Box 490 * 220 College Drive * New Town ND 58763

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

The NHSC 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. The assessment of these outcomes within the program is up to the program director and program 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 Institutional Learning Outcomes as well as General Education Learning Outcomes are assessed through the General Studies Capstone Course, called ASTM 200 Assessment of

Student Learning. Rubrics were created and implemented to quantify student learning through application of various products and/or projects. In addition to rubrics, the institution utalizes the ACT CAAP tool assess student learning by comparing student scores who take the test when they begin their programs and just prior to their graduation. Critical thinking, quantitative reasoning, sentence skills, reading skills, and scientific reasoning are evaluated.

The rubrics for General Studies are reviewed 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 electronic files. The General Studies students compile relevant assignments into portfolios that are presented during the student's ASMT 200 – Assessment of Student Learning Course along with their final project.

The following are the General Education Learning Outcomes for General Studies 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 learning outcomes are assessed in each department by the annual Program Review Process utilizing the NHSC Program Review Guide, Program Review Scoring Rubric, Program Curriculum Map, and Student Learning Assessment Matrix. Each program completes a program review annually. Programs and assessed by teams made up of both Administration and Faculty using the Program Review Scoring Rubric. 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, and 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 subset 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 2018. 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 was compared to student learning outcome goals to evaluate curriculum effectiveness and potential adjustments. The assessment of student learning was finalized during the Fall 2018 assessment week in August 2018.

Each Academic department presented 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 was 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 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 prior to graduation.

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
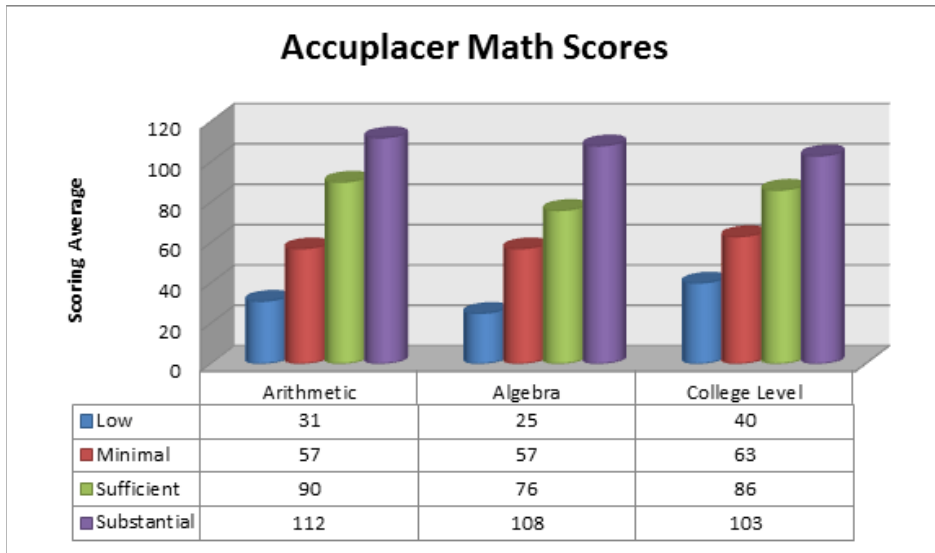
Minimum Score for Math 100   = 90 in Arithmetic

Minimum Score for Math 102   = 76 in Algebra

Minimum Score for Math 103-104   = 108 in Algebra
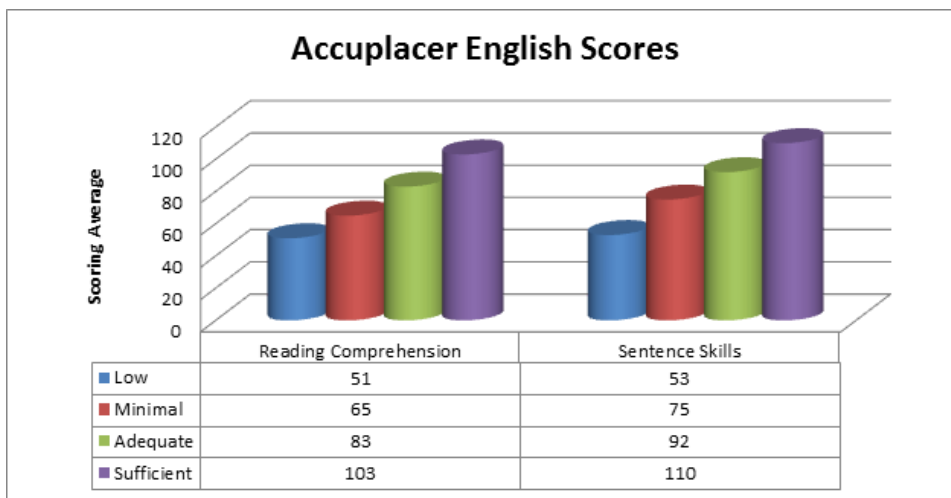
English

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 during Assessment Week. The plan includes the program learning 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 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 Fall academic semesters of 2016-2018. While enrollment is trending downward, 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.

Total Fall Enrollment
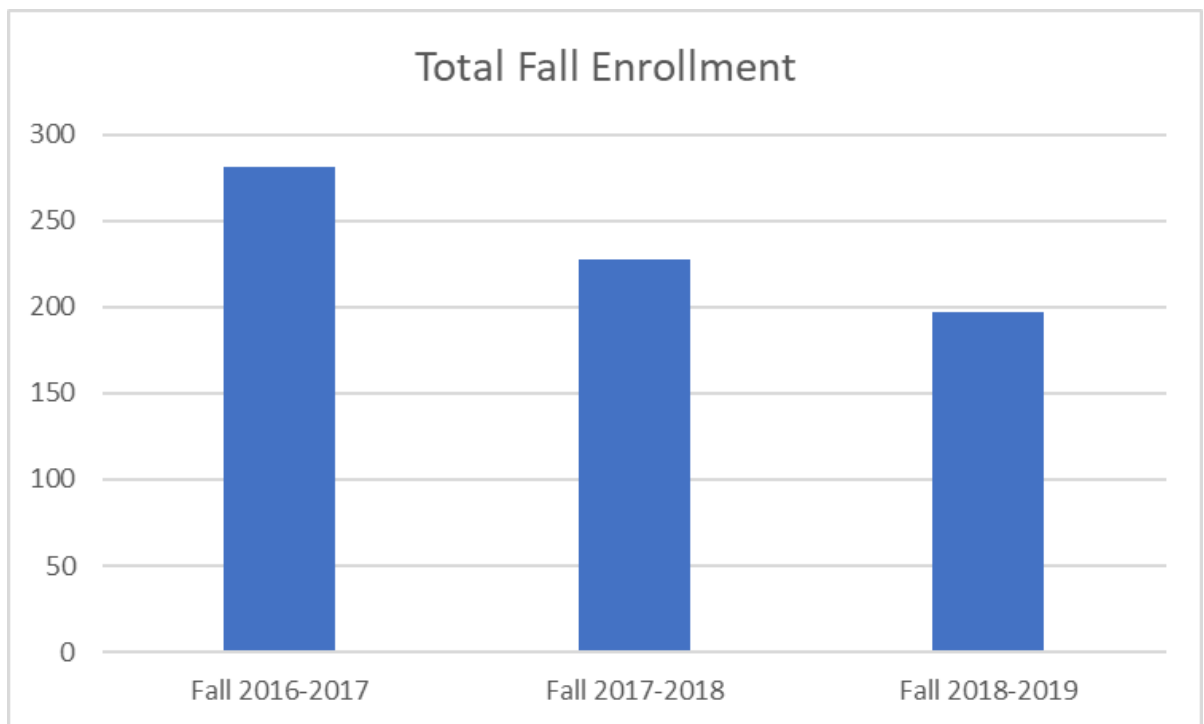
Persistence

The overall persistence rate for the academic years of 2014 - 2018 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
2014-2015	168	205	102	**61%**
2015-2016	233	215	128	**55%**
2016-2017	244	248	84	**34%**
2017-2018	196	159	108	**68%**
2018-2019	172	148	107	**72%**

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 2018 – 2019 (72%) shows a 4% in persistence when compared with the persistence rate of prior year 2017-2018 (68%). Unfortunately, the persistence rate in 2016 – 2017 dropped from prior year 55% to 34%. This is a very significant loss, 21%. But the loss was reconciled the following academic year i.e. 2017 – 2018 such that the 21% loss of the persistence rate was gained and was increased a total of 34%.

First Year First Time (FYFT) Persistent Rate for academic year 2014 – 2018 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
2014-2015	169	24	9	**38%**
2015-2016	233	39	22	**56%**
2016-2017	244	12	7	**58%**
2017-2018	196	56	30	**54%**
2018-2019	172	58	29	**50%**

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 38% and approximately 58%. The 2015 – 2016 academic year persistent rate happened to be great leap of 18% increase from prior year with slight increases and decreases to follow.
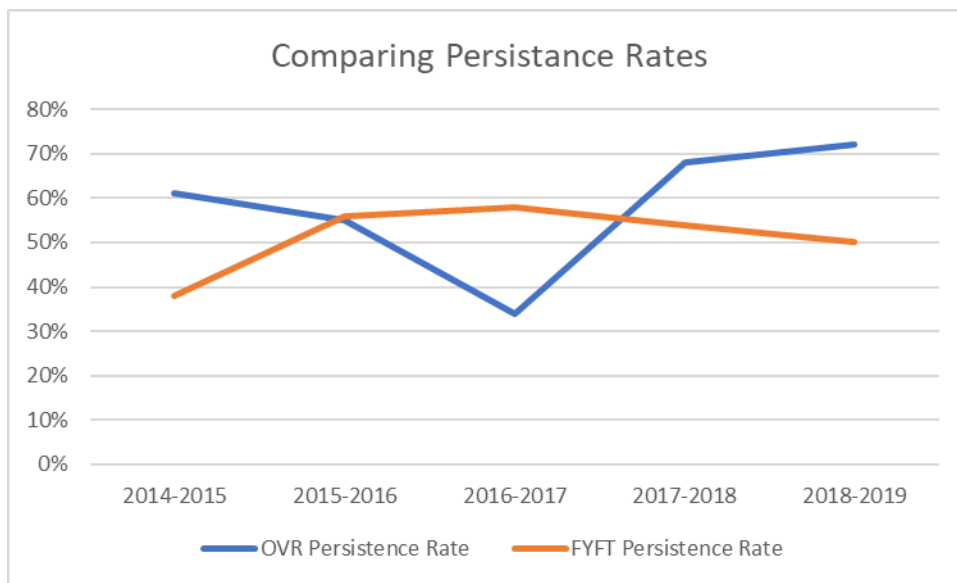
A comparison of the two set of data (overall persistence and first year first time persistence) shows the lower rate in first year first time student with an increase in 2016-2017 and then back down.

Retention

Overall Retention Rates for last 6 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%**
2016-2017	244	104	20	51%
2017-2018	196	58	20	40%
2018-2019	159	64	16	50%

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

+Retention rates are in percentages

The above table and graph provides the retention rate over 6 academic years. The retention rates over these periods ranges from 38% to 51%. By observing the rates, an increase of 13% occurred from Fall 2015 to Fall 2016, i.e. from a rate of 38% to a rate of 51%. But a decrease of 9% occurred from Fall 2016 to Fall 2017, i.e. from a rate of 51% to a rate of 40%. In increase of 10% occurred from Fall 2017 to Fall 2018, i.e. from a rate of 40% to 50%.

Completion:

Evidence of Completion Rates for the academic years of 2013-2018 can be noted in the table below:

Graduation Numbers from Spring 2013 to Spring 2018

	Certificate	Associate	Bachelor
2013	6	5	8
2014	7	20	6
2015	6	13	2
2016	3	13	4
2017	7	5	6
2018	3	17	3

Six Year Graduation Trend
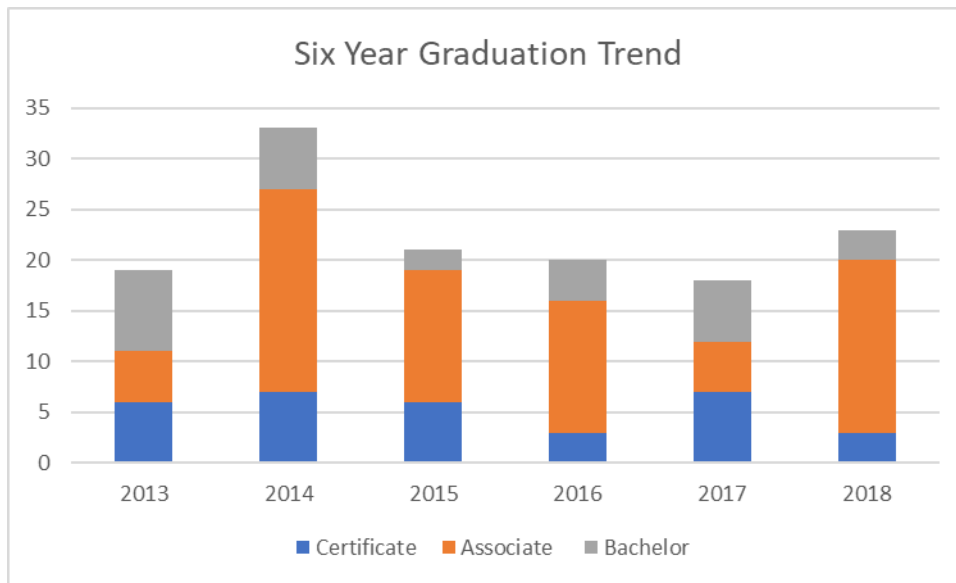
A focused effort on the part of faculty, who also serve as academic advisors, to follow-up with students regarding attendance and instructional needs and the ongoing communication from the Retention and Student Development Counselor, Academic Dean, Vice President of Academics, and Vice President of Student 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. ASSESSMENT 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 2018-2019 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 has implemented ZOOM as an online learning platform along with our current LMS system, Jenzabar.

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 is reviewed by all disciplines each year. It is imperative that the assessment steering committee identifies weaknesses and work to rectify the rubrics as needed. The academic affairs administration and assessment steering committee are working collaboratively to assemble 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.

IX. CO-CURRICULAR ASSESSMENT

Methodology: Students that participate in the following co-curricular activities are surveyed in the spring to determine if the Institutional Learning Outcomes (ILOs) are being met:

All Chief's Society

American Indian Business Leaders (AIBL)

Annual AIHEC Conference

American Indian Science & Engineering Society (AISES)

Athletics

Horse Nation

Student Senate

NHSC Institutional Learning Outcomes (ILOs)

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.

ILO 1: Students will develop critical thinking skills.

    1A. Participating in this NHSC program has helped me to evaluate a situation and determine a solution.

    1B. Participating in this NHSC program has helped me to think of possible results before I take action.

    1C. Participating in this NHSC program has helped me to get ideas from other people when I have a task to do.

Score: 3.45 / 4.0

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

    2A. Participating in this NHSC program has helped me to communicate with other students.

    2B. Participating in this NHSC program has helped me to communicate more effectively.

Score: 3.34 / 4.0

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

3A. While in this program, I increased my understanding of technology.

3B. While in this program, I learned to apply mathematical concepts to real life and/or research projects.

Score: 3.6 / 4.0

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.

4A. Participating in this NHSC program has helped me to interact with people from diverse backgrounds.

4B. Participating in this NHSC program has increased my knowledge of tribal customs and traditions.

4C. Participating in this NHSC program has increased my involvement in the community.

Score: 3.09/4.00

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

5A. Participating in the NHSC program has increased my mental, physical, social, or spiritual wellness.

Score 2.93 / 4.0

X. GRADUATE EXIT SURVEY ASSESSMENT

Methodology: Students that graduated spring 2018 completed the following survey in spring 2018:

NHSC Graduating Class of 2018

Demographics

Age Range	19-24 (6)
	25-30 (9)
	Over 30 (7)
Sex	Female (14)
	Male (8)
Highest Education	High School Diploma (16)
	GED (3)
	Transfer (3)
Tribal Affiliation	TAT (14)
	Sioux (3)
	None (2)
	Eastern Shoshone (1)
	Navajo (1)

Majors

Environmental Science (5)

Business Administration (5)

Welding (1)

Native American Studies (4)

Construction Technology (3)

Liberal Arts (2)

Certificate Marketing / Entrepreneurship (1)

Human Services (1)

Future Plans

Continue Education (Masters, Bachelors, Attend 4 year university)

Obtain Employment

Come back for NHSC for a second degree

Work and take care of children

Work on ranch

After graduate school return home to teach at NHSC

Average Rating of NHSC Experiences (Based on 0-5 scales, with 5 being the highest rating)

	Extra Curricular
4	Clubs/organizations
4	Sports
4	Students Senate
5	AIHEC(competition)
5	Other

	Services areas
5	Administration
5	Library
5	Advisor
3	Business Office
4	Technology
5	Financial Aid
5	Registrar
1	Retention & Success Counseling
0	Dorms
4	Cafeteria

Rate on Scale of 0-5, with 5 being highest and provide comments

1) NHSC provided quality preparation for my education goals and career objectives: Avg. 3.45

- I loved the mentors within the science department. Advice constructive criticism helped me strive for my goals.
- My advisor prepared me for what I need
- Professor always explained how the next level would be and what to expect

2) NHSC integrated cultural aspects of Three Affiliated Tribes into its curriculum: Avg. 3.32

- I loved taking history of the TAT because I learned a lot about how life was where I come from
- Majority of the NAS courses provided cultural aspects. Enjoyed the Arikara classes and the instructors
- Every class provides some culture/ historical aspect regarding our tribe

3) My education at NHSC helped me to learn the culture and languages of the Three Affiliated Tribes: Avg. 3.14

- Through the apprenticeship in 2001 and language immersion camps in 2000-2003/2004 also learning Arikara on my own.
- Greatly helped me learn more about my MHA heritage
- Hidatsa and History of TAT are great classes

4) NHSC provided "out of class" activities such as; guest Speakers, special presentations, powwows, and field trips. Enabling me to understand the history, culture, and future Of Native American society: Avg. 2.0

- Many guest speakers/museums visits/conferences
- The school participated in AICHEC
- Field trips to the museum walked on the bridge and did a reaction paper on a influential leaders powwows after graduation

5) NHSC provided quality advising to its students: Avg. 3.59

- My instructor has supported my 100% and encouraged me
- Was able to meet and visit with advisors regarding plans, classes and graduation
- I wouldn't have made it very far without my advisor

6) NHSC provided quality retention and success counseling to its students: Avg. 3.36

- The events I went to assured me if I need any help or someone to talk to there was someone
- Advisors and student retention counselor have provided me with the most info and help

7) NHSC provided quality student support services: Avg. 3.73

- They will go above and beyond to help their students
- Instructors have made me always feel welcome

8) Have you had opportunities to use…

Computers: Yes (20) No (2)
Distance Learning: Yes (3) No (8)
Other technology: Yes (14) No (8)

Specific examples of something you learned or would have like to learn:

- I've learned much more than a regular education I learned a lot about myself, my tribe, and much more.
- Computers for the Arikara language to make games and learning techniques realizing computer software's
- Learned how to work well with other students, Learned a lot more about psychology & human services field
- I learned to quality research and have earned experience that I can apply to my future goals.

9) I developed skills, and obtained knowledge that I did not have prior to attending college: Avg. 3.36

- My instructor helped me to see my creative side, in turn giving me confidence
- Time management
- Science areas, water testing and air samples

10) While at NHSC I developed leadership skills that will benefits my community and the Three Affiliated Tribes: Avg. 2.68

- Student senate/ACS/AIBL/AISES
- My business classes help provide me with skills to be a leader and be part of a team to achieve a goal
- I learned to communicate ideas on how to finish a project

11) My experience at NHSC enables me to meet the challenges of life on or off the reservations: Avg. 3.14

- I am confident in my abilities and skills obtained from college anywhere I go
- Had the opportunity to work with MHA language program and help with the Arikara language taped my voice speaking Arikara and is available online
- I've gotten better at communicating with people to fulfill my needs

12) What inspired you to stay at NHSC and complete your degree?

- The faculty I have had the pleasure of learning from gave me a sense of family that I haven't felt anywhere else in a long time
- The athletic program helped me with tuition and such so that I could go to school
- I wanted to prove to myself and the peers that I grew up with that I can do it on top of that I truly believe in the work done here

13) What was the greatest obstacle for you in completing your degree and how did you overcome this obstacle?

- Time management was one of the greatest obstacles I have overcome because I've had help and I attended the student services seminar
- Having to travel to class, being a parent, my family and support team helped me overcome this obstacle
- Heath issues with immediate family, worked around schedules to make it work out as best as I could

14) What do you think will help NHSC recruit students?

- More advertisement
- More degree programs especially bachelor's programs
- Students are looking for sports, dorms, transportation, money, and funding
- Reaching out to more high schoolers

15) What do you think will help NHSC to better retain students?

- More involvement makes each student feel involved
- Nothing, NHSC is a great place once you come you won't want to leave
- More involvement makes each student feel involved

16) What do you think will help NHSC support students to program completion and graduation?

- A lot of the students who attend college at NHSC have children, Childcare is so hard to find. It would be great if the college had daycare for the staff and student's children
- Seem to do an alright job as is. If someone wants to really graduate its mostly up to them
- Scholarships and dorms