

2020 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.

Academic Assessment Steering Committee

The Academic Assessment Steering Committee (AASC) is a committee of faculty and staff appointed by the VP of Academics. It is a working group dedicated to academic assessment and are responsible for academic assessment, program review, academic assessment training, program review training, coordination of the program review process, and improvements to academic processes and workflow. One consistent member of AASC is the Director of Institutional Research and Effectiveness (DIRE). This is to ensure continuity with assessment activities across the institution as it relates to Institutional Assessment and Effectiveness. Additionally, the DIRE is the manager of all data and works closely with the AASC team to ensure academic data is current and made available to academics in shared drives as well as in the portal on our NHSC website.

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. At that time the academic assessment steering committee was/is responsible for disseminating assessment information from the academy to the NHS College campus.

Additional activities and products of the current Academic Assessment Steering Committee (AASC) will result in an annual assessment report that will be written and edited by the committee. A summary will be presented to the Board of Directors, administrative committee, assessment committee, student groups, and tribal groups. These summaries will also include 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 training, faculty evaluations, and assessment training.

Improved Program Review Report and Process

Based on recommendations and finding from our 2019 Assessment report and an Academic Process Kaizen (continuous improvement) Event held in December 2019, we made some improvements to our Program Review process for 2020. The first improvement is for programs to complete a program review every other year versus each year. This allows more time for programs to gather data and sufficiently prepare for program review. This will also allow time for more assessment trainings for faculty. Second, the program review process, program review template, and program review evaluation rubric were revised to be more data centered. NHSC faculty and staff are prioritizing data collection systems. We formalized a process for the creation, storage, and analysis of academic assessment data. The data is now collected by our Director of Institutional Research and Assessment (DIRE). This data resides in our Learning Management System, Jenzabar, and this data traverse's academic affairs and student services. The DIRE pulls academic assessment and program data and creates reports that are made available in several shared files and our online portal. The DIRE works with academic affairs and student services to help "close the loop" on all existing data. Third, we moved the program review due date from spring to fall. We conduct program review and assessment training in the spring. In the past, the program reviews were due just days after the training. With the move to program review due in fall, now program directors and faculty are able incorporate what was

learned from the training, have enough time to gather and analyze data on, and complete program reviews in a thorough and thoughtful manner. Program Directors/Faculty will now submit and present final program reviews in fall.

Program Review

Program Reviews are completed each year within the Academics Department and coordinated by the Academic Assessment Steering Committee. Every academic program completes a program review every two years. Half of the academic programs complete a program review one year and the other half the following year. The program review process includes completing a program review written report using the NHSC Program Review Template. The template can be found on the NHSC website under “Portal” > “Academics” > “Academic Program Review Materials” > “2019-2020 Program Review Template” (also see Appendix B). Additionally, each program completes and presents a 15-minute presentation on the highlights from their final program review report to Academic Administration and Faculty. Following the presentations, Academic Administration and Faculty break into teams. At that time, the teams review and assess two to three Program Review Reports using the Program Review Evaluation Rubric Scoring Sheet. The score sheet is found on the NHSC website under “Portal” > “Academics” > “Academic Program Review Materials” > “Program Review Evaluation” (also see Appendix C). Any programs that have a composite score below 1.5/4.0 will be reviewed by the VP of Academics, the Academics Assessment Committee, and NHSC Administration. The program will be made aware of the findings and 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 incorporates 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 the Academic Assessment Steering Committee. 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 VP of Academics works in conjunction with the chairperson of the Academic Assessment Steering Committee and program directors to ensure that training for Program Reviews is done in the spring during Assessment Week. The annual program reviews reports are to be completed and presented in the fall prior during Faculty Development Week in August prior to the first week of class. Each program is required to complete a program plan at the beginning of each

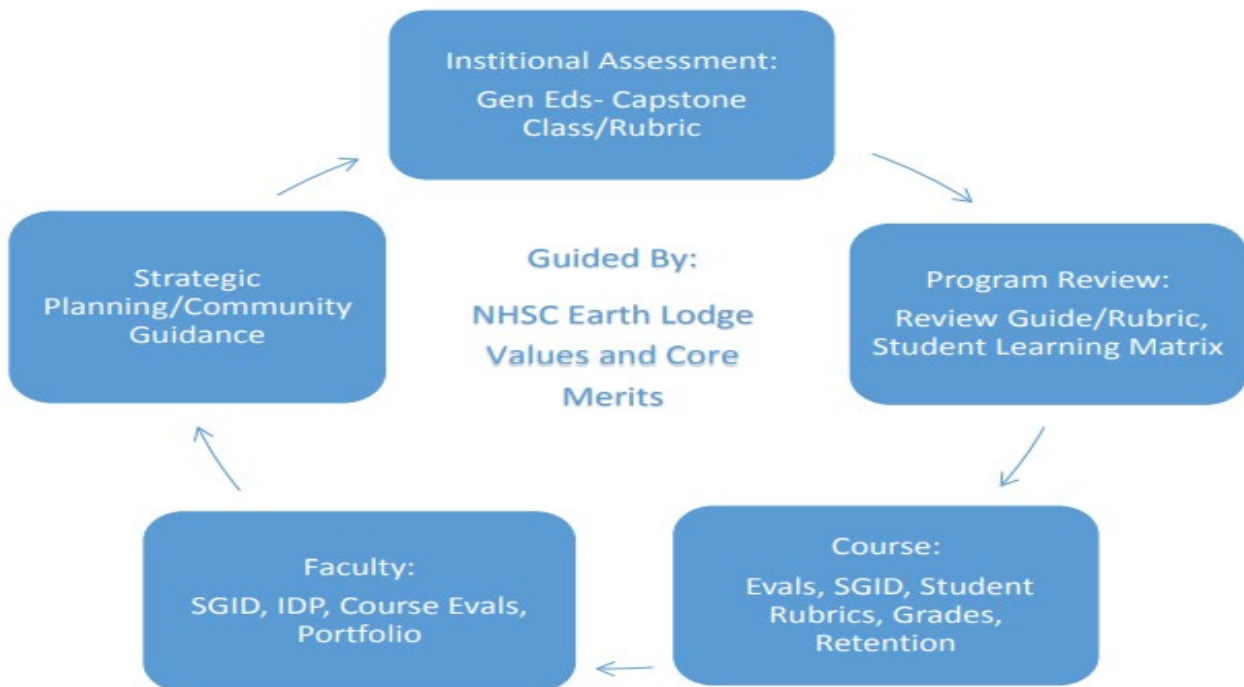
academic year that is approved by the assessment committee. The program plans include; program outcomes, measurement tools, and measurement goals. Findings, analysis of data, and recommendations are completed and presented during faculty development week in August.

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 report is due during the fall semester faculty development 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. The data from these evaluations are also useful and can be incorporated into the Program Review. 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. They should also master the four institutional learning outcomes.



Nueta Hidatsa Sahnish College Earth Lodge Values Model

Nueta Hidatsa Sahnish College Values


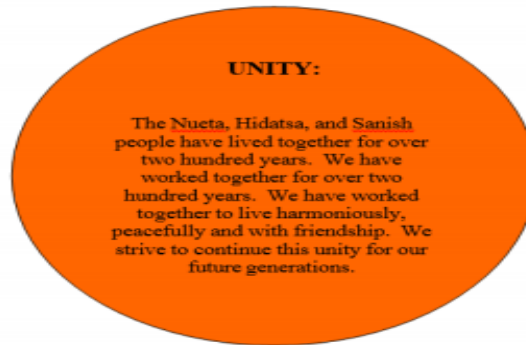
The Nueta Hidatsa Sahnish College's values are illustrated through the earth lodge, which is the common home to the Nueta, Hidatsa, and Sahnish people. Unity, being the key value, is located in the center (fire pit), which the rest of the values build around. Spirituality, People, Culture, and Future are the four domains represented by the four main posts. The outer twelve posts represent values within each of the four domains.



SPIRITUALITY:
We are a whole, not just a mind or a body. We have spirits we must take care of through practicing our spirituality.



CULTURE:
Our culture is a blessing that makes us unique. We must learn to appreciate, strengthen, and practice it.

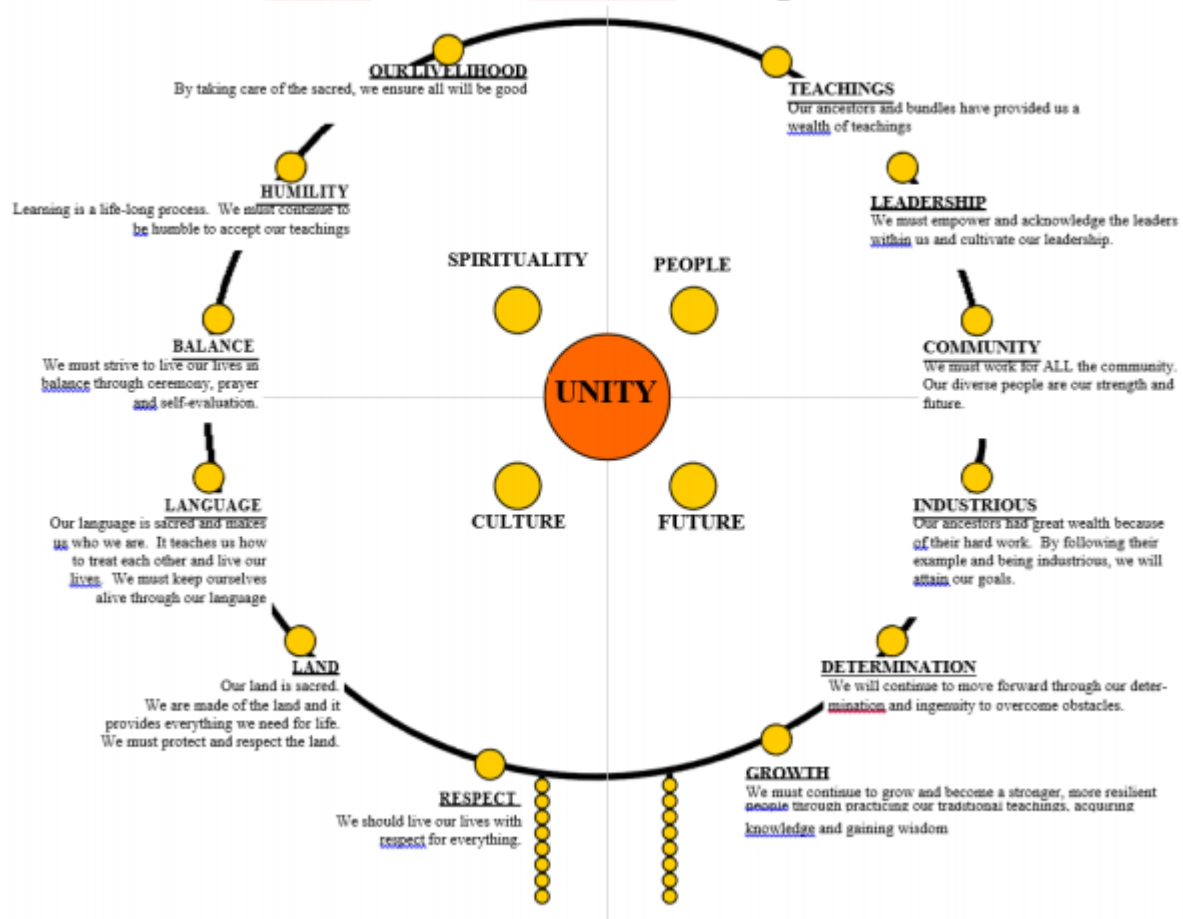


PEOPLE:
Our people, the Nueta, Hidatsa, and Sahnish people are sacred. We must respect and honor our children, elders and ourselves.



FUTURE:
Our people have been here from the beginning of time. We must take action to ensure the future of our people.

Nueta Hidatsa Sahnish College Values



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 Academic Assessment Steering Committee (AASC) along with the Director of Institutional Research (DIRE) have implemented procedures to utilize the analytical information. Both the AASC and DIRE have provided training on academic assessment data, however continued trainings are needed. 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 over the last five 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 team to attend the HLC 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 is to better utilize their learning platforms to make online learning more conducive to assessment. With the onset of COVID-19, in 2020 we ventured into online education utilizing our Learning Management System, Jenzabar and ZOOM for the face-to-face virtual instruction. All faculty received online instruction training; however, additional faculty training and an improved online instruction process needs to be developed to ensure there are no gaps in student learning. We have identified faculty that will continue with online instruction and will receive additional intensive training. We have future plans to develop additional on-line learning courses and programs and have a continuous improvement kaizen event schedule to define and develop an effective on-line learning process and internal workflow.

Analysis

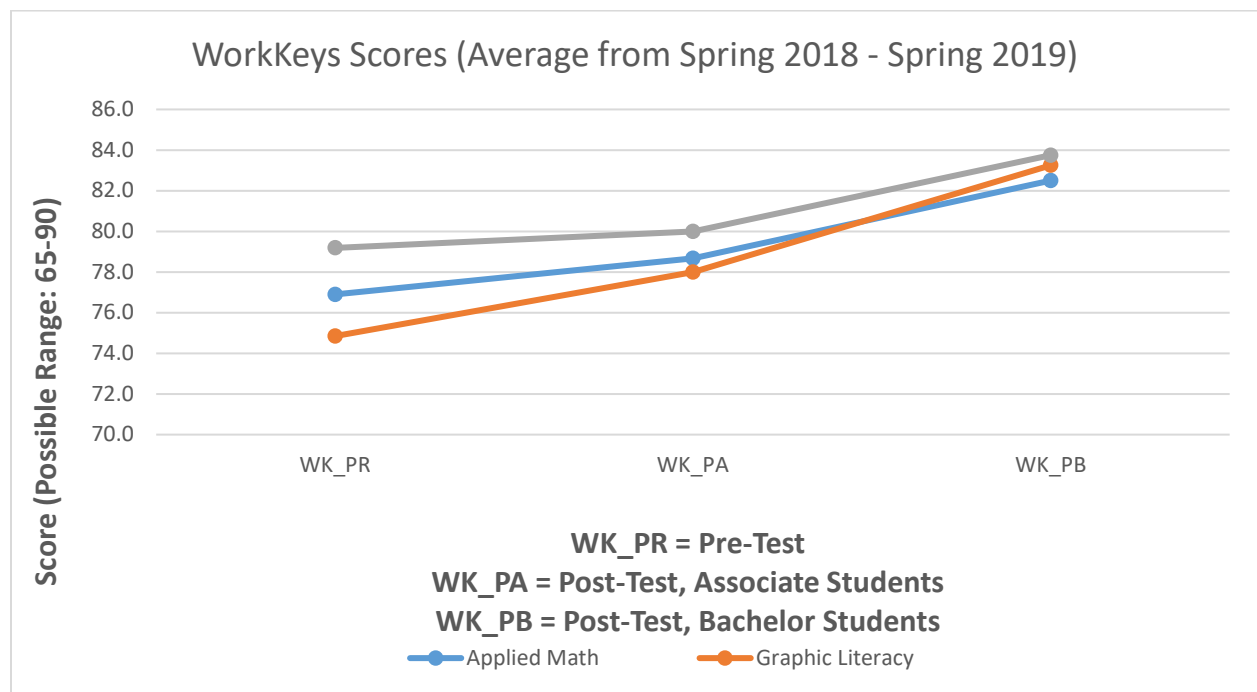
Placement test - Accuplacer

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

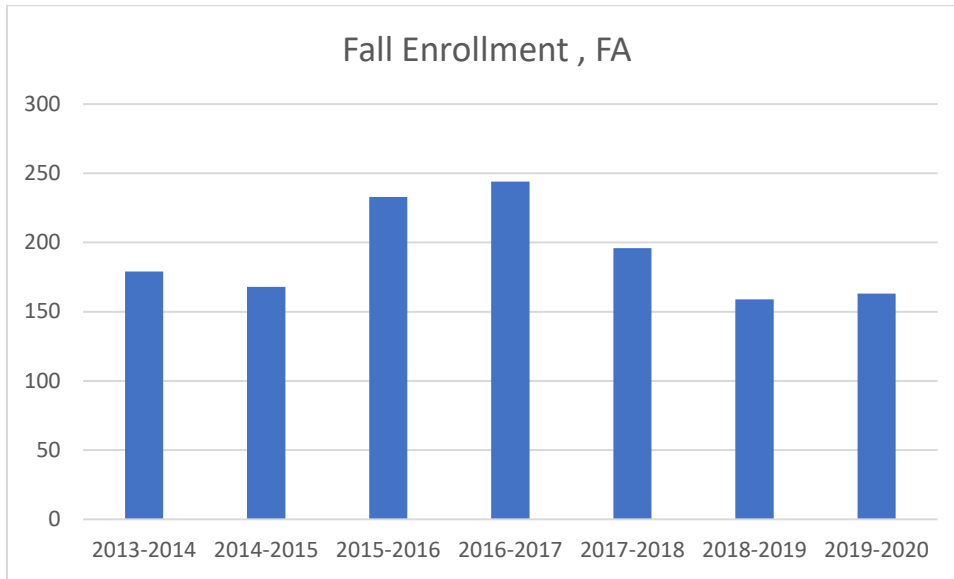
WorkKeys is an evaluation tool that NHSC uses as a pre-and post-test. Students take the exam during their PSY 100 course in the first semester of college, and subsequently during their ASMT 200 course.

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.



Enrollment Trends

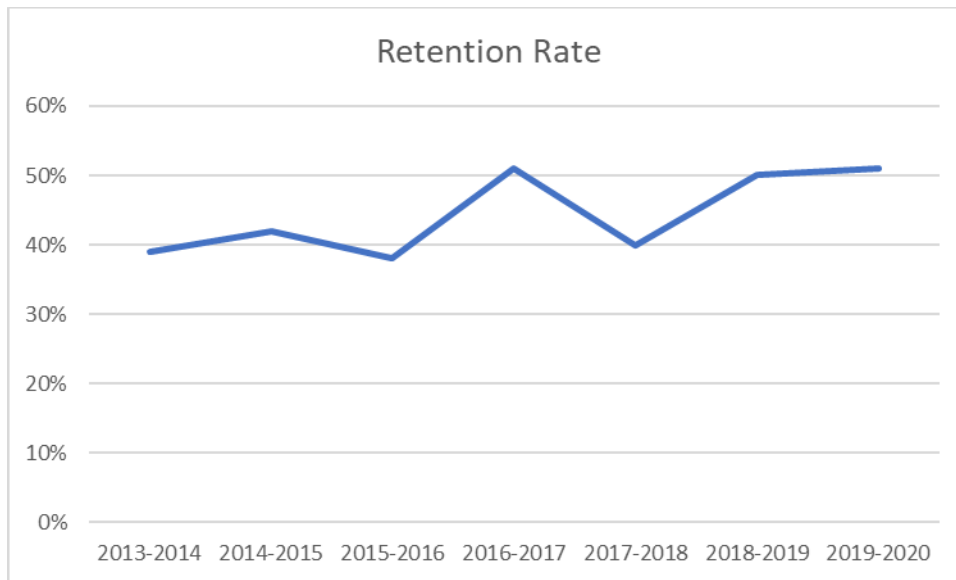
The bar chart below shows the enrollment by semester from the Fall academic semesters of 2013-2020. While enrollment showed an increase but is currently trending downward, it is anticipated through a concerted marketing effort and more strategic planning, that enrollment trends will increase and increase in persistence and retention as well.



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.

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%
2019-2020	163	64	19	51%



Nueta Hidatsa Sahnish College recognized that retention rates were falling in Fall 2017 to Fall 2018 and saw this as an area of concern. NHSC therefore focused 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 and continued to increase in Fall 2019. Because we had a lower enrollment in the fall 2018 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 have continued with the student-centered efforts into the following calendar years with additional successes.

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.

Persistence

The overall persistence rate returning students from fall to spring for the academic years of 2014 - 2020 are represented in the table below:

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%
2019-2020	163	180	116	64%

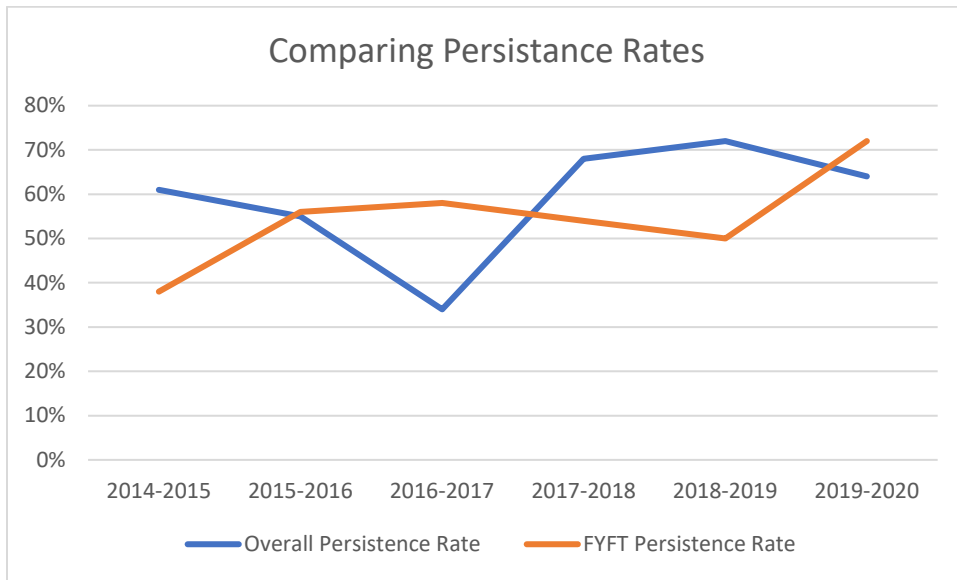
The overall persistence for a period of 6 years tabulated above gives the trend at which students persist in NHSC. The rate of persistence shown in the above table portrays an increasing and decreasing trend of persistence. In other words an upward and downward fashion of students' persistence. Persistence 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 2019 – 2020 dropped from prior year 72% to 64%. This is a significant loss of 11%.

First Year First Time (FYFT) Persistent Rate for academic year 2014 – 2020 is represented in the table below:

Year	Fall Enrollment(F A)	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%
2019-2020	163	47	34	72%

The first year first time persistent rate is does not depict that of the overall persistence. The persistent rate in the above table has lower rate compared to the overall persistent rate. Within the period of 6 years, the persistent rate ranged between 38% and 72%. The 2015 – 2016 academic year persistent rate happened to be great leap of 18% increase from prior year.

Additionally, there was a large leap in the 2019-2020 academic year with a 22% increase from the year before.

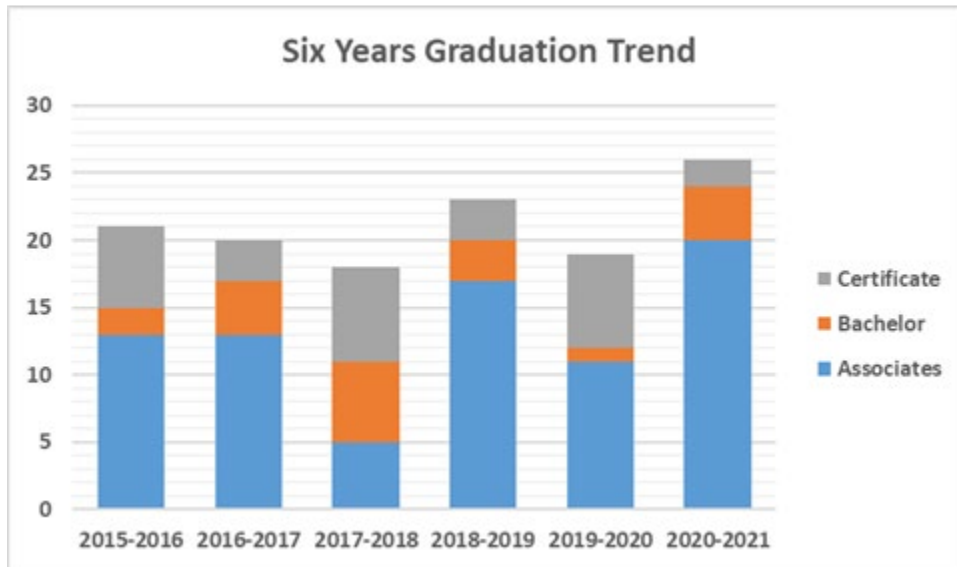


A comparison of the two set of data (overall persistence and first year first time persistence) shows the lower rate in first year first time student with an increase in 2016-2017 and then back down and then an increase in 2019-2020.

Completion

Six Year Graduation Trend for the academic years of 2015-2022 can be noted in the table and graph below:

	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
2019	7	11	1
2020	2	20	4



Recommendations for Future Assessment

Continued improvement to the program review process needs to be considered. The process has undergone considerable improvements. However, at the end of each program review academic faculty and administration are surveyed to find out areas for continued improvements to ensure programs are assessed appropriately with student-learning at the core of all academic assessment. Some areas for improvement include improved access to data to academic program directors and faculty. While data is provided by the DIRE and uploaded to shared folders and the document portal on our website, it is worth exploring that academic program directors have direct access to academic data so that it may be more thoroughly analyzed. This would mean direct access to academic data within NHSC's Learning Management System, Jenzabar as well as other academic data, including but not limited to, faculty evaluations, advisor student data, and other records specific to their programs.

Procedures for academic data need to continue to be formalized and improved for the creation, storage, and analysis of assessment data. This data as always will traverse academic affairs and student services.

Conclusions

While there have been considerable improvements to academic assessment and program review including integration of a formalized process, a commitment of continuous improvement by academic administration, staff, and faculty should be embraced to ensure that the assessment of student learning is at the forefront of the Academic Department.

References

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Appendix 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 has conducted annual program reviews of each program. In late 2019 there was a continuous improvement event conducted on academic processes and it was determined that a smaller committee be formed, called the Academic Assessment Steering Committee to become a working group responsible for the program review process, academic assessment, and improvements to academic processes and workflow.

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 academic assessment steering 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 every two years. The components are scored by the peer reviewers and 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. Academic Assessment Steering Committee Chairperson
3. Academic Assessment Steering Committee
4. Curriculum Committee
5. Administrative Committee

Annual Program Review Calendar for Existing Programs

May - Assessment Week (Assessment & Program Review Training)

August - 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 every other academic year. The VP of Academics works in conjunction with the chairperson of the Academic Assessment Steering Committee and directors to ensure that assessment and program review training is done in the spring during assessment week and the annual program reviews are completed and presented during Faculty Development Week in the Fall. The plan includes the program outcomes, measurement tools, and measurement goals. Findings, analysis of data and action or recommendations are completed and presented during faculty development 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.

Task and Action Plans

In 2019, the NHS College Academic Assessment Steering Committee revised our existing rubric for scoring year end reports. The rubric utilizes a rating scale of 1 – Does Not Meet Expectations, 2 – Meets Expectations with Concerns, and 3 – Meets Expectations, and 4 – Exceeds Expectations. Each program presents their assessment plan along with their End of Year Report to the VP of Academics, Dean of Academics, Academic Assessment Steering Committee, NHSC Administration, and Faculty Peers. 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 Peer Evaluation and 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

Appendix B

NHSC ACADEMIC PROGRAM REVIEW

Program	
Degree/Certification	
Academic Year	
Review Completed by	
Date of Submission	

The purpose of Academic Program Review at Nueta Hidatsa Sahnish College is to assess, evaluate and ultimately assist in the strengthening of programs. Undergoing the process will help program faculty to understand weaknesses, strengths, and opportunities for growth and improvement. The review will help NHS College to determine future priorities and to aid in shaping Academics to best serve its students and community.

Program Description as per Bulletin

Does the Program Description need updating? Yes No

If yes, by what date will you accomplish this?

Have you submitted the change to the Bulletin? Yes No

I. RESOURCE EFFICIENCY

I-a. Explain why the program is a good fit for the College and the community.

I-b. Describe the evidence that the courses in the program meet the learning and/or employment needs of the students.

I-c. Estimated Revenue from Tuition/Fees/ISC:

	2019-20*	2018-19	2017-18	2016-17	2015-16
Program					N/A
Average of All Programs					N/A

*Current year may not include summer term if report completed with data collected prior to June

I-d. Please list additional program revenue/ income:

Grants:	\$
Donations:	\$

Services:	\$
Other:	\$

I-e. Does the program have appropriate facilities, equipment, supplies, services, and technology for the program to function at a high level? Please explain.

--

I-f. Describe faculty accessibility to students outside of class. How are course schedules designed to meet the needs of the program's student population.

--

II. PROGRAM ACCOMPLISHMENTS

II-a. What are the recognitions of quality of the program? e.g. student and faculty awards, publications, grants, research, collaborations

--

II-b. List and describe faculty accomplishments since the last review.

--

II-c. List and describe the faculty committee participation, recruitment efforts, leadership roles, involvement in the NHS College Strategic Plan, and other contributions to the College.

--

II-d. List and describe any specialized accreditation and attach most recent review findings and recommendations.

--

II-e. Provide graduate placement information and employer satisfaction.

--

II-f. How does the program contribute to General Education at NHS College?

II-g. Does the program contribute to community service-based programs or continuation education courses? Please explain.

III. ENROLLMENT & DEGREE PRODUCTION

III-a. Fall Enrollment and Graduate Data:

	2019-20	2018-19	2017-18	2016-17	2015-16
Fall Enrollment					N/A
Graduates					

III-b. Fall Courses: Fill in the chart for all core courses offered in the fall. Include independent study courses. Add more lines as needed.

III-c. From your Academic Sequence Plan (please attach), which regular fall courses were not offered and why?

--

III-d. Spring Courses: Fill in the chart for all core courses offered in the spring. Include independent study courses. Add more lines as needed.

Core Program Courses	Instructor	Instructor FT or Adjunct	Course Type (Classroom, Online, Hybrid, Ind. Study)	# Students Enrolled	# Successful Completion (Grade of A, B, C)	% Successful Completion	# Unsuccessful Completion (Grade of D or F)	% Withdrawals	% Withdrawals
					#:	#:	#:	#:	#:
					%:	%:	%:	%:	%:
					#:	#:	#:	#:	#:
					%:	%:	%:	%:	%:
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					%:	%:	%:
					#:	#:	#:
					%:	%:	%:

III-e. From your Academic Sequence Plan (please attach), which regular spring courses were not offered and why?

III-f. Average Class Size*:

	2019-20	2018-19	2017-18	2016-17	2015-16
Program Core Courses					
All NHSC Courses**					

*Do not include summer term in class size.

**CEU courses are not included.

III-g. Percent of Successful Course Completion (Grades of A, B, C)**

	2019-20	2018-19	2017-18	2016-17	2015-16
Program Core Courses					
All NHSC Courses*					

*CEU courses are not included.

**Spring 2020 and Summer 2020 Courses not included

III-h. Percent of Unsuccessful Course Completion (Grades of D or F)**

	2019-20	2018-19	2017-18	2016-17	2015-16
Program Core Courses					
All NHSC Courses*					

*CEU courses are not included.

**Spring 2020 and Summer 2020 Courses not included

III-i. Percent of Course Withdrawals (Grades of W)**

	2019-20	2018-19	2017-18	2016-17	2015-16
Program Core Courses	N/A				
All NHSC Courses*					

*CEU courses are not included.

**Spring 2020 and Summer 2020 Courses not included

III-j. Retention for Majors: (# students retained + #graduates) / # students enrolled

	2019 FA18-FA19	2018 FA17-FA18	2017 FA16-FA17	2016 FA15-FA16	2015 FA14-FA15
Fall to Fall, Program:			N/A	N/A	N/A
Fall to Fall, All Students			N/A	N/A	N/A

III-k. Retention for Majors: (# students retained + #graduates) / # students enrolled

	2019-20 FA19-SP19	2018-19 FA18-SP19	2017-18 FA17-SP17	2016-17 FA16-SP16	2015-16 FA15-SP15

Fall to Spring, Program:			N/A	N/A	N/A
Fall to Spring, All Students			N/A	N/A	N/A

III-I. Fall Enrollment Demographics: # of students and % of students

	Full - Tim e	Part - Tim e	AI	Non -AI	Mal e	Fe- mal e	Und er 18	18- 21	22- 24	25- 34	35- 54	Ove r 54
Program Students	#: %:	#: %:	#: %:	#: %:	#: %:	#: %:	#: %:	#: %:	#: %:	#: %:	#: %:	#: %:
All Students	#: %:	#: %:	#: %:	#: %:	#: %:	#: %:	#: %:	#: %:	#: %:	#: %:	#: %:	#: %:

IV. ASSESSMENT OF STUDENT LEARNING

IV-a. Please list the Course Descriptions and Course Learning Outcomes for the core courses in the program. Have you ensured that all sections of the same course have the same Course Learning Outcomes (Dual Credit courses included)?

IV-b. If any of the program's core courses are taught via Dual Credit, explain how the courses maintain the same rigor for high school students.

IV-c. What are the Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs)? Also, attach the Curriculum Map demonstrating where the PLOs and ILOs are introduced, reinforced and mastered.

--

IV-d. Describe the plan for Programmatic Student Learning Assessment (SLA). Include both summative and formative assessment and how and where PLOs are measured. Describe how assessment ensures students have met the knowledge, skills and abilities incorporated in the PLOs. Attach the SLA Matrix.

--

IV-e. As a result of the previous SLA results, what improvements in programming, instruction, or assessment have been implemented in the program?

--

IV-f. Explain how the outcome of SLAs will be used to improve teaching and learning.

--

IV-g. Explain any major curricular changes since the last review and why they were necessary.

--

IV-h. Explain how and where culture is embedded in the program's curriculum.

--

V. REFLECTIONS

V-a. What does the data mean to you? To the program? To the College? To the community?

--

V-b. What is the future employment outlook/projections for your program at the regional, state, and national levels? (Include reference)

--

V-c. Explain any capacity for growth in the program. Is there anything inhibiting growth?

--

V-d. After reviewing this Program Review (with other program faculty if applicable), what do you feel are the:

- **strengths of the program?**

--

- **weaknesses of the program?**

--

- **opportunities of the program?**

--

- **threats of the program?**

--

V-e. What three things (minimum) are you going to work on to improve or strengthen the program before the next Program Review?

V-f. From the last program review, please comment on the progress and results of the three (minimum) things you were going to work on to improve or strengthen the program.

V-g. How has survey data (e.g. course evaluations, SGIDs) been used to improve teaching and learning in the program since the last program review.

--

Appendix C

Program Review Evaluation

Who: Each Spring, half of the NHS College academic programs will be reviewed. There will be no less than six NHS College faculty/staff members evaluating each Program Review and the reviews will be broken into two panels, A and B, so that there can be different evaluators for each group and lessen the load of any one evaluator. Either the Vice President of Academics or the Academic Dean must serve on each panel.

How: Reviews will be emailed out to each evaluator a minimum of one week prior to meeting. The evaluators must read each review and complete an evaluation rubric and give an overall rating for each review.

The panels will then convene and discuss each review and give it an overall rating of:

- Exceeds Expectations
- Meets Expectations
- Meets Expectations with Concerns
- Does Not Meet Expectations

During the panel meeting, evaluators will go over each program review individually and discuss its strengths and weaknesses. One scribe will be assigned per review and will type/prepare a summary of the panel discussion that gives constructive feedback (both positive and negative) to the program faculty in an anonymous fashion.

After the panel discussion, the program faculty will be given the scribe's summary, as well as the average values from the rubric's evaluators completed prior to the panel discussion.

Outcomes: The outcome of the Program Review will result from the conclusive overall rating of the panel evaluators:

Exceeds Expectations	No future actions are required.
Meets Expectations	No future actions are required.
Meets Expectations with Concerns	Program faculty must meet with the Curriculum Committee to discuss the concerns and complete an Improvement Plan to follow for the next two years detailing how and when improvements will occur. Program must complete the Program Review next year and the following year (regularly scheduled).
Does Not Meet Expectations	Program faculty must meet in a special combined session of the Curriculum and Administrators Committee to discuss the concerns. The Admin Committee will decide if a two-year Improvement Plan is

	sufficient or if the program should be discontinued. If the program is continued, it must complete the Program Review next year and the following year (regularly scheduled).
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Program Review Evaluation Rubric

Program	
Degree/Certification	
Academic Year	
Review Completed by	
Date of Submission	

	Rubric Scores
I. Resource Efficiency	
II. Program Accomplishments	
III. Enrollment & Degree Production	
IV. Assessment of Student Learning	
V. Reflections	
Total	
Section Average	

Recommendations

Overall Rating:

	Exceeds Expectations
	Meets Expectations
	Meets Expectations with Concerns
	Does Not Meet Expectations

	Exceeds Expectations - 4 -	Meets Expectations - 3 -	Meets Expectations with Concerns - 2 -	Does Not Meet Expectations - 1 -	Score
I. Resource Efficiency	The program is confident in its place within the College and the community, is well established and contributes greatly to the College.	The program serves a purpose and meets the needs of its students. It has maintained or increased its contributions to the College over the last five years.	Although the program serves a purpose for the community, the program has not expanded enough to make a great impact on the community or the College.	The program does not serve a clear purpose for the community or the College and there is a downward trend for providing to the College.	
II. Program Accomplishments	Program faculty do an exemplary job of growth and improvement while significantly contributing to the College in roles other than what is described on their contract.	The program influences the College and community overall through service and student and alumni excellence.	A fair job at improvement beyond the scope of teaching is accomplished; however, the program needs to increase efforts of working with students, alumni, and the community.	There have been no efforts to improve, work with students and alumni, or contribute to NHS College in ways other than teaching courses.	
III. Enrollment & Degree Production	The program has an increasing trend for class size and retention while honoring its Academic Sequence Plan to best serve its students.	The Academic Sequence Plan has been honored each semester to best serve its students.	Trends for the program's enrollment and graduation is troubling and/or the development and adherence to an Academic Sequence Plan is negligible.	Enrollment and graduate data is incomplete.	
IV. Assessment of Student Learning	An established assessment process is articulated and there is a systematic process embedded in the curriculum that regularly informs curricular changes.	A developing assessment process is articulated and there is evidence of an ongoing cycle of assessment.	A minimal assessment process is articulated but does not appear to represent an ongoing cycle of assessment.	There is no evidence that assessment data is being gathered or that there is a system in place for continual review.	

<p>V. Reflections</p>	<p>All four sections of the report have been carefully considered and thoughtfully discussed within the department on a continual basis and there are multiple examples of how the reflection will lead to positive changes for the program.</p>	<p>Qualitative and quantitative data and assessment have been considered and improvements are relevant and achievable.</p>	<p>High-level reflection is not evident; improvements are surface and will not likely significantly impact the program.</p>	<p>There is no evidence that the results of the report have been analyzed or considered for useful decision-making and improvements for the program.</p>	
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Appendix D

Three-Year Comprehensive Program Review Notification Letter

Vice President of Academics
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.

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
- 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,

Vice President of Academic Affairs

Nueta Hidatsa Sahnish College