



CANKDESKA CIKANA COMMUNITY COLLEGE

Spirit Lake Dakota Nation

Start Here...Go Anywhere!

2014-2015 Assessment Report

Revised 1/31/17

MISSION:

Cankdeska Cikana Community College provides opportunities that lead to student independence and self-sufficiency through academic achievement and continuation of the Spirit Lake Dakota language and culture.

VISION:

Cankdeska Cikana Community College builds a strong and viable Dakota community that enjoys physical, mental, emotional, and spiritual health.

KEY VALUES:

Shared Responsibility

We strive to be respectful of each other.

We believe in the value of education.

We value working together – student, College, family, and the community.

Commitment to Quality

We strive toward being the best tribal community college.

We strive to provide appropriate courses and academic programs.

We employ fully qualified faculty and staff in all positions.

We structure the institution to optimize the skills and contributions of staff, faculty, students, and Board of Regents.

CCCC INSTITUTIONAL OUTCOMES:

- *Students will demonstrate the use of innovative and critical thinking skills through effective communication.*
- *Students will demonstrate skills that promote ethical, responsible, dependable, and respectful behavior.*
- *Students will search, process, present, and distribute information using various modes of technology.*
- *Students will demonstrate an understanding of Dakota culture and language.*

Cankdeska Cikana Community College

Summary of Assessment Plan

Assessment of Student Learning

Assessment begins with the Cankdeska Cikana Community College (CCCC) mission statement. CCCC's mission and corresponding vision, key values, and Institutional Outcomes inspire all assessment activity. Cankdeska Cikana Community College has the responsibility of delivering a high quality American curriculum, as well as a high quality tribal-focused curriculum for the citizens of this nation.

Assessment procedures at the course, program, and institutional level are at the core of the institutional activities and strategic planning at CCCC. Feedback collected through Assessment Days provides support for the decisions made for CCCC planning and to coordinate future resource allocation. The feedback through assessment is used to guide institutional effectiveness and student learning.

The Assessment Committee meets weekly throughout the academic year. Minutes are kept for all Assessment Committee meetings. The minutes are stored on the college's server under a shared assessment notes folder that can be accessed by all faculty and staff.

Objectives for the assessment team were:

1. Revise institution syllabi template.
2. Review faculty assessment reports for both fall and spring terms to include assessment team's comments/recommendations.
3. Create a new assessment template for formative/summative.
4. Establish assessment team's mission, vision and goals respective to CCCC's mission.
5. Choose one or two essential studies outcomes over several semesters to measure.
6. Create an institutional wide rubric to be used in grading any writing assignments.

The 2014-2015 academic year posed many trials for the assessment team to overcome and resolve. Roughly half-way through the academic year brought about the release of the institution's VP of Academics who was tasked with overseeing the assessment team. Upon release, the assessment team did not have a direct supervisor to lead and steer the assessment team's work. The team decided to keep with the stated objectives and continue.

March of the spring 2015 term was CCCC's accreditation visit. After the few days of visiting with the peer reviewers, it was apparent that what the assessment team was previously doing for assessment was not complete. The meetings to follow the accreditation visit involved discussions on how to create an assessment process that would perpetuate itself and yield data to guide institutional decisions. The rest of the term also included some of our team's members to travel to Chicago in July to attend an HLC assessment seminar. This seminar helped guide the team's discussion of assessment into the later summer months.

Because CCCC was without a VP of Academics for most of the spring 2015 term to June 2015 and the recent accreditation visit from HLC, the assessment team decided not to continue with reviewing spring semester's faculty assessment reports. As stated earlier, the accreditation visit made it clear to the assessment team that the current process was under achieving the proper information needed to guide any institutional decision. The team determined that an annual assessment report was not realistic due to current events and pursued creating a new process, waiting for CCCC to hire a new VP of Academics to lead a new assessment process that was in creation.

Assessment Team's Annual Recommendations

The assessment team recommends that the team to create a new means of approaching assessment throughout the institution. Until a new VP of Academics is hired, the assessment team still plans on working together to create a complete method of assessment. Upon hiring of a VP of Academics, this person would be the focal point of the assessment team to guide and steer the new assessment processes.

The assessment team recommends that the team create a new faculty assessment template. There had been many comments and concerns from faculty about the ambiguity of the current assessment template. The assessment team is hoping to create a user-friendly assessment template with the help of faculty feedback.

The assessment team is considering a day or days of assessment. This would gather many students to be asked to perform an outcome chosen by the assessment team. The assessment team is looking to select an outcome regarding to writing in order to measure performance.