



CANKDESKA CIKANA COMMUNITY COLLEGE

Spirit Lake Dakota Nation

Start Here...Go Anywhere!

2016-2017

Assessment Report

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.*

PROGRAM ASSESSMENTS

Fall 2016

Program	Program Outcomes	Measurement Tools	Type of Measurement	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Results	Recommended Actions	Opportunities
Business Admin	3	0	3	3	3	3	3	Need Indirect form of measurement tool -
								AVERAGE: 2.6

Spring 2017

Program	Program Outcomes	Measurement Tools	Type of Measurement	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Results	Recommended Actions	Opportunities
Business Admin	3	3	3	3	3	3	3	
								AVERAGE: 3

Fall 2016

Opportunities								See if can change qualitative to quantitative
Recommended Actions							3	
Analysis of the Results							3	
Findings (Actual Results)							3	
Measurement Goal (Expected Results)							3	
Type of Measurement							3	
Measurement Tools							3	
Program Outcomes							3	
Program							ECE	
								AVERAGE: 3

Spring 2017

Opportunities								
Recommended Actions							3	
Analysis of the Results							3	
Findings (Actual Results)							3	
Measurement Goal (Expected Results)							3	
Type of Measurement							3	
Measurement Tools							3	
Program Outcomes							3	
Program							ECE	
								AVERAGE: 3

Fall 2016

Opportunities	Recommended Actions	Analysis of the Results	Findings (Actual Results)	Measurement Goal (Expected Results)	Type of Measurement	Measurement Tools	Program Outcomes	Program
under measurement tool need to specify who - need indirect measurement - goals need to be clearly defined - findings need to be clearly stated - findings need to be clearer	3	1	1	1	0	2	3	Professional Truck Driving
AVERAGE: 1.6								

Spring 2017

Opportunities	Recommended Actions	Analysis of the Results	Findings (Actual Results)	Measurement Goal (Expected Results)	Type of Measurement	Measurement Tools	Program Outcomes	Program
Please condense information – too wordy	3	3	3	3	3	3	3	Professional Truck Driving
AVERAGE: 3								

Fall 2016

Program	Program Outcomes	Measurement Tools	Type of Measurement	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Results	Recommended Actions	Opportunities
HVAC	3	3	3	3	3	1	2	Indirect survey analysis needs to be broken down - formulate surveys into skill levels and incorporate a pre and mid-term survey to know learning to make changes
								AVERAGE: 2.6

Spring 2017

Program	Program Outcomes	Measurement Tools	Type of Measurement	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Results	Recommended Actions	Opportunities
HVAC	3	3	3	2	3	3	3	Need measurement goal % or expectation noted
								AVERAGE: 2.9

Fall 2016

Program	Program Outcomes	Measurement Tools	Type of Measurement	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Results	Recommended Actions	Opportunities
Pre-Nursing	3	3	3	3	3	3	2	Put updates in italicized red so we can keep track
								AVERAGE: 2.9

Spring 2017

Program	Program Outcomes	Measurement Tools	Type of Measurement	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Results	Recommended Actions	Opportunities
Pre-Nursing	3	3	3	2	2	2	2	Need goals, findings, analysis, and recommendations explained and analyzed
								AVERAGE: 2.4

Fall 2016

Opportunities	Recommended Actions	Analysis of the Results	Findings (Actual Results)	Measurement Goal (Expected Results)	Type of Measurement	Measurement Tools	Program Outcomes	Program
	3	2	3	3	3	3	3	Pre-Engineering
AVERAGE: 2.9								

Spring 2017

Opportunities	Recommended Actions	Analysis of the Results	Findings (Actual Results)	Measurement Goal (Expected Results)	Type of Measurement	Measurement Tools	Program Outcomes	Program
	3	2	3	3	3	3	3	Pre-Engineering
AVERAGE: 2.9								

Fall 2016

Opportunities	Recommended Actions	Analysis of the Results	Findings (Actual Results)	Measurement Goal (Expected Results)	Type of Measurement	Measurement Tools	Program Outcomes	Program
	2	3	1	3	3	0	3	Finish Carpentry
AVERAGE: 2.1								

Spring 2017

Opportunities	Recommended Actions	Analysis of the Results	Findings (Actual Results)	Measurement Goal (Expected Results)	Type of Measurement	Measurement Tools	Program Outcomes	Program
							3	Finish Carpentry
AVERAGE:								

Fall 2016

Opportunities	Recommended Actions	Analysis of the Results	Findings (Actual Results)	Measurement Goal (Expected Results)	Type of Measurement	Measurement Tools	Program Outcomes	Program
Need to analyze results and have concise findings of % average and range	3	1	2	3	3	3	3	Dakota Studies
AVERAGE: 2.6								

Spring 2017

Opportunities	Recommended Actions	Analysis of the Results	Findings (Actual Results)	Measurement Goal (Expected Results)	Type of Measurement	Measurement Tools	Program Outcomes	Program
							3	Dakota Studies
AVERAGE:								

Fall 2016

Opportunities	Recommended Actions	Analysis of the Results	Findings (Actual Results)	Measurement Goal (Expected Results)	Type of Measurement	Measurement Tools	Program Outcomes	Program
	3	3	3	3	3	3	3	Carpentry
AVERAGE: 3								

Spring 2017

Opportunities	Recommended Actions	Analysis of the Results	Findings (Actual Results)	Measurement Goal (Expected Results)	Type of Measurement	Measurement Tools	Program Outcomes	Program
							3	Carpentry
AVERAGE:								

Fall 2016

Opportunities	Recommended Actions	Analysis of the Results	Findings (Actual Results)	Measurement Goal (Expected Results)	Type of Measurement	Measurement Tools	Program Outcomes	Program
Needs better analysis and need some recommendations	0	1	3	3	3	3	3	HPER
AVERAGE: 2.3								

Spring 2017

Opportunities	Recommended Actions	Analysis of the Results	Findings (Actual Results)	Measurement Goal (Expected Results)	Type of Measurement	Measurement Tools	Program Outcomes	Program
Need results more expanded under findings	3	3	2	3	3	3	3	HPER
AVERAGE: 2.9								

Fall 2016

Opportunities	Recommended Actions	Analysis of the Results	Findings (Actual Results)	Measurement Goal (Expected Results)	Type of Measurement	Measurement Tools	Program Outcomes	Program
	2	2	3	3	3	0	3	Fine Arts
AVERAGE: 2.3								

Spring 2017

Opportunities	Recommended Actions	Analysis of the Results	Findings (Actual Results)	Measurement Goal (Expected Results)	Type of Measurement	Measurement Tools	Program Outcomes	Program
Need recommendations from analysis results	2	3	3	3	3	3	3	Fine Arts
AVERAGE: 2.9								

Fall 2016

Opportunities	Recommended Actions	Analysis of the Results	Findings (Actual Results)	Measurement Goal (Expected Results)	Type of Measurement	Measurement Tools	Program Outcomes	Program
	3	3	3	3	3	3	3	Natural Resources
AVERAGE: 3								

Spring 2017

Opportunities	Recommended Actions	Analysis of the Results	Findings (Actual Results)	Measurement Goal (Expected Results)	Type of Measurement	Measurement Tools	Program Outcomes	Program
	3	3	3	3	3	3	3	Natural Resources
AVERAGE: 3								

Fall 2016

Opportunities	Recommended Actions	Analysis of the Results	Findings (Actual Results)	Measurement Goal (Expected Results)	Type of Measurement	Measurement Tools	Program Outcomes	Program
	3	3	3	2	3	3	3	Office Technology
AVERAGE: 2.9								

Spring 2017

Opportunities	Recommended Actions	Analysis of the Results	Findings (Actual Results)	Measurement Goal (Expected Results)	Type of Measurement	Measurement Tools	Program Outcomes	Program
							3	Office Technology
AVERAGE:								

Fall 2016

Opportunities	Recommended Actions	Analysis of the Results	Findings (Actual Results)	Measurement Goal (Expected Results)	Type of Measurement	Measurement Tools	Program Outcomes	Program
	3	3	3	2	3	3	3	Computer Applications
AVERAGE: 2.9								

Spring 2017

Opportunities	Recommended Actions	Analysis of the Results	Findings (Actual Results)	Measurement Goal (Expected Results)	Type of Measurement	Measurement Tools	Program Outcomes	Program
							3	Computer Applications
AVERAGE:								

Fall 2016

Opportunities	Recommended Actions	Analysis of the Results	Findings (Actual Results)	Measurement Goal (Expected Results)	Type of Measurement	Measurement Tools	Program Outcomes	Program
Findings need % average and range	3	3	2	3	3	3	3	Social Work
AVERAGE: 2.9								

Spring 2017

Opportunities	Recommended Actions	Analysis of the Results	Findings (Actual Results)	Measurement Goal (Expected Results)	Type of Measurement	Measurement Tools	Program Outcomes	Program
Too lengthy and wordy – please condense	3	3	3	3	3	3	3	Social Work
AVERAGE:								

Fall 2016

Opportunities	Recommended Actions	Analysis of the Results	Findings (Actual Results)	Measurement Goal (Expected Results)	Type of Measurement	Measurement Tools	Program Outcomes	Program
Need both direct/indirect measurement tool	3	3	3	3	3	0	3	Math
AVERAGE: 2.6								

Spring 2017

Opportunities	Recommended Actions	Analysis of the Results	Findings (Actual Results)	Measurement Goal (Expected Results)	Type of Measurement	Measurement Tools	Program Outcomes	Program
Need both direct/indirect measurement tool	3	3	3	3	3	0	3	Math
AVERAGE: 2.6								

Fall 2016

Opportunities	Recommended Actions	Analysis of the Results	Findings (Actual Results)	Measurement Goal (Expected Results)	Type of Measurement	Measurement Tools	Program Outcomes	Program
							3	English/Speech
								AVERAGE:

Spring 2017

Opportunities	Recommended Actions	Analysis of the Results	Findings (Actual Results)	Measurement Goal (Expected Results)	Type of Measurement	Measurement Tools	Program Outcomes	Program
							3	English/Speech
								AVERAGE:

Fall 2016

Opportunities	Recommended Actions	Analysis of the Results	Findings (Actual Results)	Measurement Goal (Expected Results)	Type of Measurement	Measurement Tools	Program Outcomes	Program
								Social Sciences
								AVERAGE:

Spring 2017

Opportunities	Recommended Actions	Analysis of the Results	Findings (Actual Results)	Measurement Goal (Expected Results)	Type of Measurement	Measurement Tools	Program Outcomes	Program
							3	Social Sciences
								AVERAGE:

The following are examples of changes that were made based on assessment data:

Area of Concern made from spring 2016 Assessment Plan Review Templates – Result of Recommendation implemented in fall 2016

Program of Study: Pre-Engineering

1. Area of Concern	Students were having difficulty recalling prior knowledge that was needed to progress into higher level sequential classes.
Recommendation of assessment committee and/or faculty	Find a way to incorporate common concepts throughout the curriculum to help reinforce prior knowledge learned.
Result of Recommendation	Implemented embedded questions of common concepts throughout the curriculum coursework needed to progress to continually reinforce prior knowledge.

Program of Study: Graphic Arts

1. Area of Concern	The students showed competency in each of the programs for their video. A few struggled with creating their storyline so they ended up hurrying through the project to get finished. This showed in their final video.
Recommendation of assessment committee and/or faculty	We will be spending more time on developing and writing the storyline of the video. I am going to require more time be spent outside of class to get their pictures and clips. That way we can spend more time on editing the video in class. I liked the rubric I used for grading so I will continue to use that.
Result of Recommendation	I am currently incorporating in Spring 2017 semester the deficiencies that was found in this evaluation.

Program of Study: Early Childhood Education

1. Area of Concern	Students tend to show lower confidence level in incorporating the social/emotional and language/literacy domains in their lesson plans.
Recommendation of assessment committee and/or faculty	Provide hands-on opportunities or assignments that would allow more practice using these specific domains.
Result of Recommendation	Provided concrete examples of social/emotional and language/literacy domain activities (besides reading books), to include into their daily lesson plans for providing a holistic learning experience for children throughout the day.
2. Area of Concern	Validity of Pre/post test
Recommendation of assessment committee and/or faculty	Eliminate pre/posttest and incorporate cumulative final semester grade to receive a better overall quantitative results of student learning throughout the semester.
Result of Recommendation	Used cumulative final semester grade as an indirect measurement tool to provide information about student perception of their learning.
3. Area of Concern	Limited scope of number of assessment tools available to assess student learning to positively influence the development of every child.
Recommendation of assessment committee and/or faculty	Provide more examples via videos, case studies, and observations as learning tools to increase student confidence in using a broader spectrum of assessment tools.
Result of Recommendation	Implemented videos, case studies, examples, and observations of the different types of assessment tools available to assess student learning to positively influence the development of every child.
4. Area of Concern	Lack of cultural relevancy in assignments
Recommendation of assessment committee and/or faculty	Provide cultural relevancy in a minimum of 4 assignments to reinforce Dakota Culture.
Result of Recommendation	Provided cultural relevancy in a minimum of 4 assignments of their choice to reinforce Dakota Culture.

Program of Study: Natural Resource Management

1. Area of Concern	Students were taking classes out of order which makes it hard to cover all material adequately.
Recommendation of assessment committee and/or faculty	Students need to stick to the order of classes taught to the best of their abilities.
Result of Recommendation	Classes are now organized into spring only and fall only classes. Few classes will be available during the summer semester.
2. Area of Concern	Students suggested more hands on labs and activities during class.
Recommendation of assessment committee and/or faculty	More hands on learning
Result of Recommendation	More smaller hands on labs/projects were incorporated into the class
3. Area of Concern	Students need to learn scientific nomenclature to attend higher classes in the field at future schools.
Recommendation of assessment committee and/or faculty	Create more of an emphasis on the scientific nomenclature for future classes.
Result of Recommendation	Nomenclature was weak again this semester, but is getting better. The students seem to have a hard time with other languages. A different approach is going to be applied for next semester.

Program of Study: Social Work

1. Area of Concern	Students were having difficulty understanding micro, mezzo, macro social work practice
Recommendation of assessment committee and/or faculty	Continue to expand discussion in the use of micro, mezzo and macro practice in relationship to social work
Result of Recommendation	Implemented the use of micro, mezzo, macro concepts by the instructor through the use of coursework and handouts and in class review and discussion
2. Area of Concern	Students were struggling with completing detailed client assessments
Recommendation of assessment committee and/or faculty	Find a way to incorporate assessment concepts throughout the curriculum to help reinforce prior knowledge learned. Instructor added the movie character assessment to the assignments in order to provided practice on a non-existent client.
Result of Recommendation	Student assessments improved. Observations and greater client detail increased based on the written structured template provided to them to complete.

Program of Study: Pre-Nursing

1. Area of Concern	The area of concern for the Pre-Nursing Program is enrollment which has been low for the past couple of years as well as retention. The sample population in which to evaluate program outcomes is small. Which doesn't allow for the collection of sufficient supportive data to evaluate the program outcomes.
Recommendation of assessment committee and/or faculty	Given the class sizes, (most pre-nursing courses N = 0-1). The Pre-Nursing program has little data to evaluate. So changing courses or making new recommendations is premature until we can obtain data and results.
Result of Recommendation	Implement a survey addressed directly to pre-nursing students that will would include questions that pertain to the retention issue.

Program of Study: Essential studies (MATH102 intermediate algebra)

1. Area of Concern	Not having enough data to extract to analyze and assess essential studies education outcomes.
Recommendation of assessment committee and/or faculty	Faculty recommended embedding questions throughout the course to create a larger number of items to assess the essential studies outcomes.
Result of Recommendation	The recommendation was instead replaced with a mandatory final exam. The final exam included items that would assess an essential study outcome. The results gave great evidence whether or not a student was able to perform the outcome.

Program of Study: Essential studies (MATH103 college algebra)

1. Area of Concern	Not having enough data to extract to analyze and assess essential studies education outcomes.
Recommendation of assessment committee and/or faculty	Faculty recommended embedding questions throughout the course to create a larger number of items to assess the essential studies outcomes.
Result of Recommendation	The recommendation was instead replaced with a mandatory final exam. The final exam included items that would assess an essential study outcome. The results gave great evidence whether or not a student was able to perform the outcome.

The Institutional Outcomes were measured during the spring 2017 semester and will be measured every fall/spring semester thereafter during Assessment Days.

The students were provided with the Institutional Outcomes and were then asked to rate the Institutional Outcomes from 1 to 5 with 1 = College is failing to teach you this outcome and 5 = College is successfully teaching you this outcome. Cankdeska Cikana Community College wanted to get an idea of student perception regarding the teaching of these Institutional Outcomes in our coursework and in our relations with students. This provided us with baseline data.

Out of the 168 students enrolled, 107 participated in the spring 2017 Assessment Days. The following are the results from the Institutional Outcomes (IO) Survey:

IO#1 – *Students will demonstrate the use of innovative and critical thinking skills through effective communication*

95/107 students or 89% rated us average or above on successfully teaching this outcome.

IO#2 - *Students will demonstrate skills that promote ethical, responsible, dependable, and respectful behavior.*

95/107 students or 89% rated us average or above on successfully teaching this outcome.

IO#3 - *Students will search, process, present, and distribute information using various modes of technology.*

93/107 students or 87% rated us average or above on successfully teaching this outcome.

IO#4 - *Students will demonstrate an understanding of Dakota culture and language.*

91/107 students or 85% rated us average or above on successfully teaching this outcome.

Overall, this data shows that our student population agrees that our college is successfully teaching these Institutional Outcomes. The goal of the Institutional Outcomes was set at >70%. Relative to the other Institutional Outcomes, IO#4 was the lowest at 85% which is a 5% increase over fall 2016. In order to continually improve our ratings, the college stressed to faculty the importance of implementing Dakota Culture into their coursework and instruction.