Aaniiih Nakoda College
Institutional Effectiveness Report, 2019

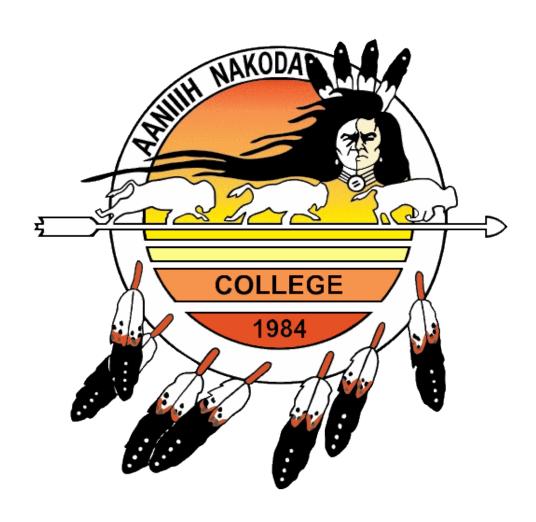# Table of Contents   1

I.   Introduction

In 2010, Aaniiih Nakoda College (ANC) began the process of identifying core themes that represent the essential elements of the college's mission and, together, reflect the sum total of the institution's mission and purpose. Core themes were approved by the President's Executive Team on October 6, 2010 and adopted by the Board of Directors in January 2011. After identifying core themes and articulating core theme goals, ANC established subcommittees for each core theme. During fall 2010, these subcommittees developed a set of measurable objectives for each core theme. At the same time, they also identified indicators for each objective, as well as anticipated outcomes to serve as standards against which to measure acceptable levels of achievement for each outcome. Throughout the 2011-12 academic year, ANC's core theme subcommittees reviewed and revised their respective objectives, indicators and outcomes based on feedback received from evaluators in response to the college's Year One Self-Evaluation Report, which was submitted to the Northwest Commission on Colleges and Universities in spring 2011. While no changes were made to the objectives during this process, each subcommittee made numerous revisions to the indicators and outcomes for their respective core themes.

From 2012 through 2017, ANC gathered outcome data for these indicators on an annual basis. Data for each indicator were compared with performance outcome targets, and these comparisons allowed college personnel to evaluate the institution's actual success in achieving core theme outcomes vis-à-vis anticipated thresholds of achievement. The college's success in achieving anticipated outcomes for the group of indicators associated with each core theme objective were, in turn, used to assess institutional success in achieving each of those objectives, as well as its success in accomplishing broader core theme goals and mission.

Using a numerical scoring system developed in 2016, ANC awarded one point for each indicator for which the college achieved its anticipated outcome, and it subtracted one point for each indicator for which the college failed to achieve the performance threshold established for the outcome. If the combined score for a core theme objective's indicators was above zero, then that objective received a +1 rating; if the combined score was below zero, the objective received a -1 rating. The ratings for each objective, in turn, were added together to produce a combined score for the college's success in achieving the overall core theme goal. Again, if the combined ratings for the four or five objectives yielded a positive score, the core theme goal received a +1 rating. If the combined rating was negative, the core theme goal received a -1 rating. Based on this system, ANC was able to use results from multiple core theme indicators to measure institutional success in achieving core theme objectives. In turn, summary results for the core theme objectives were used to determine overall success in achieving the associated core theme goal. Core Theme Achievement Tables were prepared to present annual results for each core theme indicator, objective and goal.

In a similar manner, ANC used the collective achievement of its three mission-based core theme goals to make determinations of quality and effectiveness with respect to mission fulfillment. Specifically, the college received a +1 rating for each core theme goal that had a collective score of +1 or higher (as determined by a similar rating system based on the collective score for the goal's core theme objectives, which was determined by a similar rating system based on the collective score for the objective's core theme indicators), and it received a -1 rating for each core theme goal that had a collective score of -1 or lower. If the collective score for a

core theme goal was a "net 0," then the college received a "net 0" rating. Annual results for core theme goals were presented in a Mission Fulfillment Table and used to assess the institution's overall effectiveness in fulfilling its mission. Given the interrelated and interdependent nature of the college's three core themes, ANC personnel agreed that genuine mission fulfillment should involve the simultaneous achievement of all three core theme goals. As such, ANC's goal was to earn a +3 rating each year. However, college personnel decided that positive ratings of +1 or +2 also indicated successful – albeit partial – fulfillment of its mission.

Between 2012 and 2017, ANC made a number of changes to its core theme indicators and outcomes based on feedback received from NWCCU evaluators, external reviewers, and college staff and faculty. However, the most significant changes took place in fall 2017, when ANC's Institutional Effectiveness Committee conducted a comprehensive review of the existing assessment framework and made numerous revisions based on recommendations and lessons learned from the past seven years. The results of the committee's efforts were presented in the revised institutional assessment framework included in ANC's Year One Self-Evaluation Report that was submitted to, and approved by, NWCCU. That revised assessment framework is presented in this report. Although the committee made significant changes to individual indicators and outcomes, the basic structure of the original institutional assessment framework remains unchanged.

ANC used its institutional assessment framework to evaluate mission fulfillment on an annual basis. Core theme goals and objectives guide institutional planning and development, while associated indicators and outcomes provide a comprehensive framework for evaluating the institution's effectiveness in achieving its core theme objectives, goals and, ultimately, mission. By assessing the college's success in achieving the objectives associated with its three core theme goals, the evaluation process provides a comprehensive overview of institutional effectiveness and overall mission fulfillment.

II.   Document Organization

This report presents data gathered in summer and fall 2019 to measure the college's success during the 2018-19 academic year in achieving the anticipated outcomes established for the indicators developed for each of the college's identified core theme objectives. It begins with a one-page summary of institutional mission, core themes and core theme goals. In the pages that follow, each core theme goal is re-stated, followed by a brief narrative describing the core theme and a list of associated core theme objectives. Each core theme objective, in turn, is followed by an evaluation table that includes (1) the objective's identified indicators of achievement, (2) the anticipated outcomes that serve as the acceptable threshold of achievement for each indicator, and (3) annual data for each outcome. The report concludes with Core Theme Achievement Tables for each core theme, as well as a Mission Fulfillment Table.

In keeping with established institutional practices, the 2019 Institutional Effectiveness Report was shared with the President's Executive Team for review and discussion in the fall. Executive Team members use the results to guide decision making and inform

resource allocation and capacity application throughout the institution. The report was also shared with the ANC Board of Directors at this time.

The primary purpose of this report is to help college personnel assess the institution's overall effectiveness in achieving its core theme goals and, ultimately, fulfilling its mission. However, within ANC's integrated planning-assessment process, data used for evaluating institutional effectiveness also provide the information necessary to measure the impact of the college's efforts to implement its strategic plan. ANC's strategic plan is based on, and organized around, the college's mission, core theme goals, and core theme objectives. As such, implementation strategies are designed to achieve core theme objectives, and the success of those implementation efforts are best measured using the performance indicators and outcomes developed to assess institutional effectiveness in achieving those objectives. In order to obtain a comprehensive picture of the college's efforts to implement its strategic plan and the impacts of those efforts on achieving identified core theme objectives, readers are encouraged to read this report in tandem with institution's current strategic plan (*Aaniiih Nakoda College Strategic Plan, 2019-2023*), which was adopted by the ANC Board of Directors on September 17, 2019.

This institutional effectiveness report is intended to provide the data needed to *generate* discussion and inform ongoing planning efforts. At the same time, the report also provides an excellent opportunity to examine the evaluation process itself and continue to make improvements. ANC personnel need to continually ask: (1) Do the indicators yield meaningful and useful outcome data? (2) Do the indicators and their associated outcome data really provide a meaningful measure of the college's success in achieving its core theme objectives and, collectively, fulfilling its mission? And (3) Are there other – perhaps better – indicators the college should be using? As part of ANC's ongoing planning-assessment process, college personnel will continue to review and, where necessary, revise core theme goals, objectives, indicators and outcomes.

III. Aaniiih Nakoda College Mission, Core Themes and Core Theme Goals

Mission Statement

The mission of Aaniiih Nakoda College is to provide quality postsecondary education for residents of the Fort Belknap Indian Reservation and surrounding communities. The college promotes individual and community development by maintaining and revitalizing the indigenous lifeways of the Aaniinen and Nakoda Tribes and by preparing students to succeed in an American technological society.

Core Themes

Core Theme 1: Academic Quality

Core Theme 1 Goal: ANC will provide high quality postsecondary education opportunities.

Core Theme 2: Indigenous Lifeways

Core Theme 2 Goal: ANC will provide educational programs and services grounded in the lifeways of the Aaniinen and Nakoda nations.

Core Theme 3: Student Success

Core Theme 3 Goal: ANC will help all students succeed in achieving their academic and professional goals.

The overarching mission of the college is located at the intersection where these three interrelated goals meet - in the delivery of high quality, culturally-grounded, student-centered educational programs.

Core Theme 1: **Academic Quality**

Core Theme 1 Goal: ANC will provide high quality postsecondary education opportunities.

Brief Description of Core Theme 1

Academic programs are designed to provide students with skills and knowledge appropriate to the level of instruction and the standards of each discipline and, in some cases, industry. Each academic program, including general education and related instruction, identifies the skills and knowledge students are expected to possess upon program completion, as well as required levels of proficiency. Quality academic programs facilitate student success in achieving identified program goals and outcomes and meeting established performance standards.

Core Theme 1 Objectives

Objective 1.A: Students will demonstrate proficiency in acquiring identified skills and knowledge associated with their chosen field of study.

Objective 1.B: Faculty will provide quality instruction.

Objective 1.C: Academic programs and course offerings will reflect the educational needs, interests and aspirations of residents of the Fort Belknap Indian Reservation and surrounding communities.

Objective 1.D: Instructional support services (i.e., facilities, information resources, and technology) will provide the teaching/learning resources needed to deliver quality educational programs.

Evaluation Plans and Results for Core Theme Indicators

Objective 1.A: Students will demonstrate proficiency in acquiring identified skills and knowledge associated with their chosen field of study.

Indicators of Achievement	Anticipated Outcomes	2018 Results	2019 Results

Achievement of degree/certificate program learning outcomes among graduates	All graduates will score at a level of proficient or higher for their program learning outcomes.	Number/Percentage of students who scored at proficient or higher on **Allied Health** program learning outcomes PLO #1 6/7 = 86% PLO #2 6/7 = 86% PLO #3 7/7 = 100% <u>PLO #4 7/7 = 100%</u> **Total 26/28 = 93%**	Number/Percentage of students who scored at proficient or higher on **American Indian Studies** program learning outcomes (2013-2019) PLO #1 7/8 = 88% PLO #2 7/8 = 88% PLO #3 8/8 = 100% <u>PLO #4 7/8 = 88/%</u> **Total 29/32 = 91%**
Achievement of general education and related instruction learning outcomes among students completing the courses identified to measure those outcomes	Eighty percent of those completing the identified courses demonstrate proficiency, as indicated by a score of three or higher on the rubrics designed to measure student learning outcomes.	Number/Percentage of students who scored at proficient or higher <u>Cluster C</u> Information Literacy SLO #1 – (49/63) 78% proficient or higher SLO #2 – (47/62) 76% proficient or higher SLO #3 – (48/63) 76% proficient or higher SLO #4 – (50/63) 79% proficient or higher <u>SLO #5 – (43/55) 78% proficient or higher</u> Average – (237/306) 77% proficient or higher Society and Human Analysis SLO #1 – (10/12) 83% proficient or higher SLO #2 – (4/11) 36% proficient or higher	Number/Percentage of students who scored at proficient or higher <u>Cluster A</u> Aaniiih/Nakoda Lifeways SLO #1 – (99/136) 73% proficient or higher SLO #2 – (13/16) 81% proficient or higher <u>SLO #3 – (26/32) 81% proficient or higher</u> Average – (138/184) 75% proficient or higher Aesthetic Perspectives SLO #1 – (8/9) 89% proficient or higher SLO #2 – (7/8) 88% proficient or higher SLO #3 – (7/9) 78% proficient or higher SLO #4 – (7/8) 88% proficient or higher

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SLO #3 – (10/13) 77% proficient or higher
Average – (24/36) 67% proficient or higher

Technological Competency
SLO #1 – (29/30) 97% proficient or higher
SLO #2 – (23/24) 96% proficient or higher
SLO #3 – (27/30) 90% proficient or higher
Average – (79/84) 94% proficient or higher

Cluster C Average
(340/426) = **80%** proficient or higher

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SLO #5 – (8/8) 100% proficient or higher
Average – (37/42) 88% proficient or higher

Written Communication
SLO #1 – (43/59) 73% proficient or higher
SLO #2 – (39/56) 70% proficient or higher
SLO #3 – (35/53) 66% proficient or higher
SLO #4 – (43/59) 73% proficient or higher
Average – (160/227) 70% proficient or higher

Oral Communication
SLO #1 – (36/42) 86% proficient or higher
SLO #2 – (35/41) 85% proficient or higher
SLO #3 – (34/41) 83% proficient or higher
SLO #4 – (34/41) 83% proficient or higher
Average – (139/165) 84% proficient or higher

Cluster A Average
(474/618) = **77%** proficient or higher

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Objective 1.B: Faculty will provide quality instruction.

Indicators of Achievement	Anticipated Outcomes	2018 Results	2019 Results
Student perceptions of faculty availability	Each full-time faculty member will receive an average rating of 80 percent or higher on selected questions form course evaluations where students indicate their perceptions of faculty availability	Average faculty rating on course evaluation question, "The instructor is available to meet with me outside of class during office hours." (3.4) 10/11 – Fall 2017 11/13 – Spring 2018 21/24 – Total **88%** of full-time faculty received an average rating of 80% or higher	Average faculty rating on course evaluation question, "The instructor is available to meet with me outside of class during office hours." (3.4) 9/9 – Fall 2018 8/8 – Spring 2019 17/17 – Total **100%** of full-time faculty received an average rating of 80% or higher
Student perceptions of faculty knowledge and teaching skills	Each faculty member will receive an average rating of 80 percent or higher on selected questions from course evaluations where students indicate their perceptions of faculty content knowledge and teaching skills.	Average faculty rating on course evaluation question, "The instructor knows the course material and is prepared to teach it" (3.1) 11/11 – Fall 2017 12/13 - Spring 2018 23/24 – Total **96%** of full-time faculty received an average rating of 80% or higher	Average faculty rating on course evaluation question, "The instructor knows the course material and is prepared to teach it" (3.1) 9/9 – Fall 2018 8/8 – Spring 2019 17/17 – Total **100%** of full-time faculty received an average rating of 80% or higher

Objective 1.C: Academic programs and course offerings will reflect the educational needs, interests and aspirations of residents of the Fort Belknap Indian Reservation and surrounding communities.

Indicators of Achievement	Anticipated Outcomes	2018 Results	2019 Results
Average Indian Student Count (ISC) (relevance	Average annual ISC is 200 or higher.	Average annual ISC **191.98**	Average annual ISC **143.62**

of all program and course offerings)			
Number of full-time, degree seeking students (relevance of academic degree programs)	Average number of full-time, degree seeking students per semester is 107 or higher.	Average number of full-time, degree seeking students per semester 108 – Fall 2017 88 – Spring 2018 **98** – Average/per semester	Average number of full-time, degree seeking students per semester 109 – Fall 2018 97 – Spring 2019 **103** – Average/per semester
Number of part-time, non-degree seeking students (relevance of workshops and community education courses)	Average number of part-time, non-degree seeking students per semester is 89 or higher.	Average number of part-time, non-degree seeking students per semester 16 – Fall 2017 19 – Spring 2018 **17.5** Average/per semester	Average number of part-time, non-degree seeking students per semester 21 – Fall 2018 22 – Spring 2019 **21.5** Average/per semester

Objective 1.D: Instructional support services (i.e., facilities, library, and technology) will provide the teaching/learning resources needed to deliver quality educational programs.

Indicators of Achievement	Anticipated Outcomes	2018 Results	2019 Results
Student perceptions of campus facilities	On facilities-related questions on the Noel-Levitz Student Satisfaction Inventory, a gap of 0.75 or lower between Importance and Satisfaction	Gap analysis of student responses to Question #13 (safety and security) and Question #39 (maintenance) regarding campus facilities Q#13 ("The campus is safe and secure for all students.") Importance **Gap 0.2**	Gap analysis of student responses to Question #13 (safety and security) and Question #39 (maintenance) regarding campus facilities Q#13 ("The campus is safe and secure for all students.") Importance **Gap 0.08**

		Q#39 ("On the whole, the campus is well-maintained.") **Gap 0.2**	Q#39 ("On the whole, the campus is well-maintained.") **Gap 0.21**
Student perceptions of library resources and services	On library-related questions on the Noel-Levitz Student Satisfaction Inventory, a gap of 0.75 or lower between Importance and Satisfaction	Gap analysis of student responses to Question #6 ("Library resources and services are adequate.") **Gap 0.2**	Gap analysis of student responses to Question #6 ("Library resources and services are adequate.") **Gap 0.03**
Student perceptions of campus computer availability and quality	On computer-related questions on the Noel-Levitz Student Satisfaction Inventory, a gap of 0.75 or lower between Importance and Satisfaction	Gap analysis of student responses to Question #18 ("Computer labs are adequate and accessible.") **Gap 0.1**	Gap analysis of student responses to Question #18 ("Computer labs are adequate and accessible.") **Gap 0.11**
Faculty perceptions of campus facilities	On the annual Faculty Survey, faculty rate campus instructional facilities as "satisfactory" or higher (3.0 or higher)	Average faculty response to Questions #1 and #2 ["On a scale of 1-5, rate your level of satisfaction with ANC's classroom/laboratory (1) facilities and (2) equipment."] 52/14=**3.71**	Average faculty response to Questions #1 and #2 ["On a scale of 1-5, rate your level of satisfaction with ANC's classroom/laboratory (1) facilities and (2) equipment."] 55/16=**3.44**
Faculty perceptions of library resources and services	On the annual Faculty Survey, faculty rate library resources and services as "satisfactory" or higher (3.0 or higher)	Average faculty response to Questions #3 and #4 ["On a scale of 1-5, rate your level of satisfaction with ANC's library (3) resources and (4) services."] 62/14=**4.43**	Average faculty response to Questions #3 and #4 ["On a scale of 1-5, rate your level of satisfaction with ANC's library (3) resources and (4) services."] 64/16=**4.00**

Faculty perceptions of campus information technology resources	On the annual Faculty Survey, faculty rate campus information technology resources and services as "satisfactory" or higher (3.0 or higher)	Average faculty response to Questions #5 and #6 ["On a scale of 1-5, rate your level of satisfaction with ANC's information technology (5) resources and (6) services."] 52/14=**3.71**	Average faculty response to Questions #5 and #6 ["On a scale of 1-5, rate your level of satisfaction with ANC's information technology (5) resources and (6) services."] 53/16=**3.32**

Core Theme 2:   **Indigenous Lifeways**

Core Theme 2 Goal: ANC will provide educational programs and services grounded in the lifeways of the Aaniinen and Nakoda nations.

Brief Description of Core Theme 2

Aaniiih Nakoda College is a tribal college chartered by the governing body of the Aaniinen and Nakoda nations. Established by and for the Aaniiih and Nakoda people, Aaniiih Nakoda College is defined by, and grounded in, the lifeways of these two nations. The rich and enduring lifeways of the Aaniiih and Nakoda people permeate all aspects of the institution, find embodiment in the delivery of all programs and services, provide the unifying framework that integrates all college functions, and establish the unique identity of Aaniiih Nakoda College.

Core Theme 2 Objectives

Objective 2.A: Students will demonstrate a general knowledge of Aaniiih or Nakoda language and lifeways.

Objective 2.B: Campus facilities and events will physically and philosophically reflect Aaniiih and Nakoda lifeways.

Objective 2.C: Aaniiih and Nakoda lifeways will be intertwined throughout each academic course.

Objective 2.D: ANC will provide members of the Fort Belknap community with opportunities to participate in Aaniiih and Nakoda cultural education activities and programs.

Evaluation Plans and Results for Core Theme Indicators

Objective 2.A: Students will demonstrate a general knowledge of the Aaniiih or Nakoda language and lifeways.

Indicators of Achievement	Anticipated Outcomes	2018 Results	2019 Results
Students demonstrate basic proficiency in speaking the Aaniiih or Nakoda language	All graduates will introduce themselves (with minimum requirements) in the Aaniiih or Nakoda language and demonstrate a basic understanding of the structure and syntax of the language.	Number/Percentage of graduates who introduced themselves demonstrating a basic understanding of Aaniiih or Nakoda language 14/14 Nakoda 27/27 Aaniinen 41/41 Total* **100%**	Number/Percentage of graduates who introduced themselves demonstrating a basic understanding of Aaniiih or Nakoda language 7/8 Nakoda 17/21 Aaniinen 24/28 Total** **86%**

		*42 total graduates; one graduate did not attend graduation	**31 total graduates; three graduates did not attend graduation. One student didn't introduce himself/herself in either language and is counted in the subtotals for both Aaniinen and Nakoda but not in the overall total.
Students demonstrate knowledge of Aaniiih and Nakoda lifeways	Using an existing rubric, 80 percent of students will score proficient or higher on an assessment dealing with Aaniiih and/or Nakoda lifeways.	Number/Percentage of students who scored proficient or higher on an assessment dealing with Aaniiih and/or Nakoda lifeways 10/13 (**77%**) students scored at proficient or higher on assessment conducted during spring semester 2018.	Number/Percentage of students who scored proficient or higher on an assessment dealing with Aaniiih and/or Nakoda lifeways 7/10 (**70%**) students scored at proficient or higher on assessment conducted during spring semester 2019.

Objective 2.B: Campus facilities and events will physically and philosophically reflect Aaniiih and Nakoda lifeways.

Indicators of Achievement	Anticipated Outcomes	2018 Results	2019 Results
Faculty and staff know and understand the Aaniiih and Nakoda names for campus facilities	Based on the results of assessments completed during annual faculty/staff retreats, at least 75 percent of college staff and faculty demonstrate "satisfactory" or better knowledge and understanding of Aaniiih and Nakoda names for campus facilities.	Number/Percentage of faculty and staff who score "satisfactory" or higher on an assessment of their knowledge and understanding of Aaniiih and Nakoda names for campus facilities Not available	Number/Percentage of faculty and staff who score "satisfactory" or higher on an assessment of their knowledge and understanding of Aaniiih and Nakoda names for campus facilities Not available
Students know and understand Aaniiih and Nakoda names for campus facilities	Based on results of an assessment conducted in Finding Place, at least 75 percent of first-year students will demonstrate "satisfactory" or better knowledge and understanding of	Number/Percentage of students in Finding Place who score "satisfactory" or higher on an assessment of their knowledge and	Number/Percentage of students in Finding Place who score "satisfactory" or higher on an assessment of their knowledge and

	Aaniiih and Nakoda names for campus facilities.	understanding of Aaniiih and Nakoda names for campus facilities Not available	understanding of Aaniiih and Nakoda names for campus facilities Not available
Participation in campus events emphasizing Aaniiih and Nakoda lifeways	At least 500 participants attend campus events that emphasize and celebrate Aaniiih and Nakoda lifeways.	Number of participants attending campus events emphasizing and celebrating Aaniiih and Nakoda lifeways **576** participants (Native American Week activities, stick game tournaments, garden tours)	Number of participants attending campus events emphasizing and celebrating Aaniiih and Nakoda lifeways **540** participants (Native American Week activities, stick game tournaments, garden tours)

Objective 2.C: Aaniiih and Nakoda lifeways will be intertwined throughout each academic course.

Indicators of Achievement	Anticipated Outcomes	2018 Results	2019 Results
Student perceptions of the extent to which Aaniiih and Nakoda lifeways are incorporated into each course offering	Based on responses provided on course evaluation forms, at least 75 percent of students will say their instructors "sometimes" or "frequently" incorporate information about Aaniiih and Nakoda lifeways into their classes.	Number/Percentage of students who say their instructors "sometimes" or "frequently" incorporate information about Aaniiih and Nakoda lifeways in response to the following statement included on all course evaluation forms: "The instructor incorporates information about the Aaniinen and Nakoda cultures" (Question 11). 78% - Fall 2017 83% - Spring 2018 **80.5%** - Average	Number/Percentage of students who say their instructors "sometimes" or "frequently" incorporate information about Aaniiih and Nakoda lifeways in response to the following statement included on all course evaluation forms: "The instructor incorporates information about the Aaniinen and Nakoda cultures" (Question 11). 92% - Fall 2018 100% - Spring 2019 **96%** - Average

Course descriptions presented in syllabi	At least 80 percent of course syllabi will provide a "substantive" (as contrasted with "superficial") description of how the course incorporates some aspect of Aaniiih and Nakoda lifeways.	Percentage of course syllabi providing a substantive description of how the course incorporates some aspect of Aaniiih and Nakoda lifeways, as determined through a review process conducted by the academic dean Not available	Percentage of course syllabi providing a substantive description of how the course incorporates some aspect of Aaniiih and Nakoda lifeways, as determined through a review process conducted by the academic dean **80%** of syllabi reviewed (31/39) contained a substantive description of how the course incorporated some aspect of Aaniiih and Nakoda lifeways.

Objective 2.D: ANC will provide members of the Fort Belknap community with opportunities to participate in Aaniiih and Nakoda cultural education activities and programs.

Indicators of Achievement	Anticipated Outcomes	2018 Results	2019 Results
Radio station programming* that features the American Indian languages and lifeways, with primary emphasis on the Aaniinen and Nakoda nations	The college radio station, KGVA, will broadcast 15 or more hours per month of programming that features American Indian languages and lifeways, with primary emphasis on the Aaniinen and Nakoda nations	Average number of hours per month that KGVA broadcasts programming that features American Indian languages and lifeways, with primary emphasis on the Aaniinen and Nakoda nations Not available	Average number of hours per month that KGVA broadcasts programming that features American Indian languages and lifeways, with primary emphasis on the Aaniinen and Nakoda nations 109 hours/6 months = **18.17 hours/month****
Continuing viability of the White Clay Immersion School	The immersion school will maintain a minimum enrollment of 15 students.	Number of students attending the White Clay Immersion School **17** students (Spring 2018)	Number of students attending the White Clay Immersion School **15** students (Spring 2019)

*includes activities that address one or more identifiable phases of media programming

**based on programming summaries included in station manager monthly reports

Core Theme 3:   **Student Success**

Core Theme 3 Goal: ANC will help all students succeed in achieving their academic and professional goals.

Brief Description of Core Theme 3

Aaniiih Nakoda College prides itself on being a student-centered institution committed to helping all students achieve their individual educational goals. The college seeks to foster student success throughout the duration of a student's time at ANC, from admission to graduation. The college also strives to prepare students for success following graduation as they transfer to baccalaureate degree-granting institutions and/or enter the workforce.

Core Theme 3 Objectives

Objective 3.A: ANC will provide educational opportunities that are readily accessible to all residents of the Fort Belknap Indian Reservation and surrounding communities.

Objective 3.B: Students will make satisfactory progress in completing their coursework and graduating in a timely manner.

Objective 3.C: Graduates will be prepared for successful transfer and/or employment.

Objective 3.D: ANC will provide effective support services to prospective and enrolled students in order to reduce barriers and promote success.

Evaluation Plans and Results for Core Theme Indicators

Objective 3.A: ANC will provide educational opportunities that are readily accessible to all residents of the Fort Belknap Indian Reservation and surrounding communities.

Indicators of Achievement	Anticipated Outcomes	2018 Results	2019 Results
Participation in dual enrollment and dual credit course offerings	At least 25 students from local high schools will complete dual enrollment or dual credit classes	Number of local high school students completing dual enrollment or dual credit classes	Number of local high school students completing dual enrollment or dual credit classes

among local high school students		**26** dual enrollment or dual credit courses were completed by local high school students	**28** dual enrollment or dual credit courses were completed by local high school students
Enrollment rates among local high school graduates	At least 60 percent of high school graduates from the three reservation-serving high schools will enroll at ANC during the fall semester following their graduation	Number/Percentage of high school graduates from the three reservation-serving high schools who enroll at ANC during the fall semester following their graduation 60 local high school graduates 20 enrolled at ANC the following fall **33%**	Number/Percentage of high school graduates from the three reservation-serving high schools who enroll at ANC during the fall semester following their graduation 53 local high school graduates 20 enrolled at ANC the following fall **38%**
~~Participation in HiSET preparation classes~~ Attainment of HiSET certification	~~At least 50 students will participate in HiSET classes per year.~~ At least 6 students who receive HiSET instruction will earn HiSET certifications each year.	~~Number of students enrolled in HiSET classes~~ Number of students earning HiSET certification **10** students (9.1.2017-9.1.2018)	Number of students earning HiSET certification **6** students (9.1.2018-9.1.2019)

Objective 3.B: Students will make satisfactory progress in completing their coursework and graduating in a timely manner.

Indicators of Achievement	Anticipated Outcomes	2018 Results	2019 Results
Students in Academic Skills courses make a successful transition to college level courses	At least 25 percent of students in Academic Skills courses will transition into college level classes each year.	Number/Percentage of students in Academic Skills courses who transition to college level classes 9 enrolled in M 096 2 completed M 096 **22%**	Number/Percentage of students in Academic Skills courses who transition to college level classes 9 enrolled in M 096 3 of those students enrolled in M 121 **33%**

Course completion	At least 55 percent of students will complete their courses with a grade of "C" or better.	Numbers/Percentages for course completion rates (in terms of # of student-classes completed/attempted) 477/678 = 70% Fall 2017 457/581 = 79% Spring 2018 934/1,259 = **74%** Average	Numbers/Percentages for course completion rates (in terms of # of student-classes completed/attempted) 478/695 = 69% Fall 2018 443/613 = 72% Spring 2019 921/1,308 = **70%** Average
Annual student retention	The annual fall-to-fall retention rate among first-time, full-time students (IPEDS cohort) will exceed 49 percent.	Annual fall-to-fall retention rates for first-time, full-time students **63%** (Fall 2015-2016 IPEDS cohort)	Annual fall-to-fall retention rates for first-time, full-time students **59%** (Fall 2016-2017 IPEDS cohort)
Graduation rates	The percentage of the incoming full-time student cohort that graduates within two, three or four years will equal or exceed that of other ~~Montana~~ tribal colleges.	Percentages of full-time student cohort that graduate within two, three or four years, as compared with other ~~Montana~~ tribal colleges 100% time 23% - ANC 14% - comparison group 150% time 31% - ANC 17% - comparison group 200% time 35% - ANC 24% - comparison group (2012 IPEDS cohort compared to tribal college comparison group, n=20) ANC graduation rate was **11% higher** than other tribal colleges in the comparison group.	Percentages of full-time student cohort that graduate within two, three or four years, as compared with other tribal colleges 100% time 14% - ANC 7% - comparison group 150% time 28% - ANC 8% - comparison group 200% time 48% - ANC 14% - comparison group (2014 IPEDS cohort compared to tribal college comparison group, n=17) ANC graduation rate was **34% higher** than other tribal colleges in the comparison group

Graduation numbers	At least 30 degrees and certificates will be awarded annually.	Number of degrees and certificates awarded **43** degrees/certificates awarded	Number of degrees and certificates awarded **34** degrees/certificates awarded

Objective 3.C: Graduates will be prepared for successful transfer and/or employment.

Indicators of Achievement	Anticipated Outcomes	2018 Results	2019 Results
Graduates transferring to an academic institution to continue their education at the next academic level	At least 25 percent of ANC graduates will continue their education at the next academic level.	Number/Percentage of graduates who continue their education at the next academic level 17/42 = **40%** of 2017 graduates continued their education at the next academic level.	Number/Percentage of graduates who continue their education at the next academic level 11/33 = **33%** of 2018 graduates continued their education at the next academic level.
Graduates completing their transfer program	At least 50 percent of transferring graduates will complete their transfer program and earn a credential within five years	Number/Percentage of transferring graduates who complete their transfer program within five years 3/6 = **50%** of transferring graduates (2013) completed their transfer program within five years.	Number/Percentage of transferring graduates who complete their transfer program within five years 6/6 = **100%** of transferring graduates (2014) completed their transfer program within five years.
Non-transferring graduates find employment within one year of graduation	The percent of non-transferring graduates who find employment within one year of graduation will equal or exceed the percent employed on the Fort Belknap Indian Reservation.	Number/Percentage of non-transferring graduates employed within one year of graduation, as compared to unemployment rates at Fort Belknap 18/31 = 58% of non-transferring graduates (2017) are employed one year after graduation. The BIA	Number/Percentage of non-transferring graduates employed within one year of graduation, as compared to unemployment rates at Fort Belknap 18/25 = 72% of non-transferring graduates (2018) are employed one year after graduation. The BIA

		Labor Force Report (2015) shows that 36% of the enrolled membership at Fort Belknap is employed. ANC graduates are employed at a rate **22% higher** than the overall FBIC rate.	Labor Force Report (2015) shows that 36% of the enrolled membership at Fort Belknap is employed. ANC graduates are employed at a rate **36% higher** than the overall FBIC rate.
Long-term employment success for graduates	At least 75 percent of all graduates are employed five years after graduation.	Number/Percentage of graduates employed after five years 30/35 = **86%** of graduates (2013) are employed five years after graduation.	Number/Percentage of graduates employed after five years 31/42 = **74%** of graduates (2014) are employed five years after graduation.

Objective 3.D:　　　　ANC will provide effective support services to prospective and enrolled students in order to reduce barriers and promote success.

Indicators of Achievement	Anticipated Outcomes	2018 Results	2019 Results
Student perceptions concerning the registrations and admissions process	On questions concerning registration and admissions included in the Noel-Levitz Student Satisfaction Inventory, a gap of 0.75 or lower between Importance and Satisfaction	Gap analysis of student responses to Questions #7, 9 and 19 in the Noel-Levitz Student Satisfaction Inventory: "Admissions staff provide personalized attention prior to enrollment" (#7); "I am able to register for classes I need with few conflicts" (#9); and "Registration processes are reasonable and convenient" (#19). **Question #7**: **Gap 0.2** **Question #9: Gap 0.2** **Question #19: Gap 0.2**	Gap analysis of student responses to Questions #7, 9 and 19 in the Noel-Levitz Student Satisfaction Inventory: "Admissions staff provide personalized attention prior to enrollment" (#7); "I am able to register for classes I need with few conflicts" (#9); and "Registration processes are reasonable and convenient" (#19). **Question #7**: **Gap 0.00** **Question #9: Gap 0.29** **Question #19: Gap 0.13**

Student perceptions concerning the financial aid process	On questions concerning financial aid included in the Noel-Levitz Student Satisfaction Inventory, a gap of 0.75 or lower between Importance and Satisfaction	Gap analysis of student responses to Questions #5, 15 and 23 in the Noel-Levitz Student Satisfaction Inventory: "Financial aid awards are announced in time to be helpful in college planning" (#5); "Financial aid counseling is available if I need it" (#15); and "This institution helps me identify resources to finance my education" (#23). **Question #5: Gap 0.4** **Question #15: Gap 0.2** **Question #23: Gap 0.5**	Gap analysis of student responses to Questions #5, 15 and 23 in the Noel-Levitz Student Satisfaction Inventory: "Financial aid awards are announced in time to be helpful in college planning" (#5); "Financial aid counseling is available if I need it" (#15); and "This institution helps me identify resources to finance my education" (#23). **Question #5: Gap 0.18** **Question #15: Gap 0.09** **Question #23: Gap 0.34**
Student perceptions concerning the accessibility and usefulness of tutoring	On questions concerning tutoring in the Noel-Levitz Student Satisfaction Inventory, a gap of 0.75 or lower between Importance and Satisfaction	Gap analysis of student responses to Question #27 in the Noel-Levitz Student Satisfaction Inventory: "Tutoring services are readily available." **Question #27: Gap 0.2**	Gap analysis of student responses to Question #27 in the Noel-Levitz Student Satisfaction Inventory: "Tutoring services are readily available." **Question #27: Gap 0.03**
Use of tutoring services ~~by students referred for tutoring by instructors~~	~~At least 80 percent of students referred for tutoring by their instructors attend tutoring sessions during the semester in which they were referred.~~ At least 75 students attend formal tutoring sessions with ANC tutors	Number/~~Percentage~~ of students ~~referred for tutoring~~ who attend tutoring sessions ~~during the semester in which they were referred~~ **87** students attended tutoring sessions.	Number of students who attend tutoring sessions **57** students attended tutoring sessions.

Core Theme Achievement Tables

Core Theme 1 Achievement Table

Core Theme Indicator	2018	2019
Objective 1.A (Student Learning)		
Indicator 1.A.1 – Student achievement of degree program learning outcomes	-1	-1
Indicator 1.A.2 – Student achievement of general education learning outcomes	+1	-1
Objective 1.A Subtotal	**0 (0)**	**-2(-1)**
Objective 1.B (Faculty)		
Indicator 1.B.1 – Student perceptions of faculty availability	-1	+1
Indicator 1.B.2 – Student perceptions of faculty content knowledge and preparation	-1	+1
Objective 1.B Subtotal	**-2 (-1)**	**+2 (+1)**
Objective 1.C (Curriculum Relevance)		
Indicator 1.C.1 – Institutional enrollment (overall relevance)	-1	-1
Indicator 1.C.2 – Full-time, degree-seeking student enrollment (degree program relevance)	-1	-1
Indicator 1.C.3 – Part-time, non-degree-seeking student enrollment (relevance of workshops and community education)	-1	-1
Objective 1.C Subtotal	**-3(-1)**	**-3(-1)**
Objective 1.D (Instructional Support Services)		
Indicator 1.D.1 – Student perceptions-campus facilities	+1	+1
Indicator 1.D.2 – Student perceptions-library resources and services	+1	+1
Indicator 1.D.3 – Student perceptions-information technology resources	+1	+1
Indicator 1.D.4 – Faculty perceptions-instructional facilities	+1	+1
Indicator 1.D.5 – Faculty perceptions-library resources and services	+1	+1
Indicator 1.D.6 – Faculty perceptions-information technology resources	+1	+1
Objective 1.D Subtotal	**+6(+1)**	**+6(+1)**
CORE THEME GOAL 1	**-1(-1)**	**0(0)**

Core Theme 2 Achievement Table

Core Theme Indicator	2018	2019
Objective 2.A (Student Learning)		
Indicator 2.A.1 – Aaniiih/Nakoda language	**+1**	**-1**
Indicator 2.A.2 – Aaniiih/Nakoda lifeways	**-1**	**-1**
Objective 2.A Subtotal	**0(0)**	**-2(-1)**
Objective 2.B (Facilities and Events)		
Indicator 2.B.1 – Knowledge of Aaniiih and Nakoda campus names (faculty and staff)	**--**	**--**
Indicator 2.B.2 – Knowledge of Aaniiih and Nakoda campus names (students)	**--**	**--**
Indicator 2.B.3 – Participation in campus events	**+1**	**+1**
Objective 2.B Subtotal	**+1(+1)**	**+1(+1)**
Objective 2.C (Instruction)		
Indicator 2.C.1 – Student perceptions of cultural integration in the classroom	**+1**	**+1**
Indicator 2.C.2 – Syllabi	**--**	**+1**
Objective 2.C Subtotal	**+1(+1)**	**+2 (+1)**
Objective 2.D (Community Education)		
Indicator 2.D.1 – Radio programming	**--**	**+1**
Indicator 2.D.2 – Immersion School enrollment	**+1**	**+1**
Objective 2.D Subtotal	**+1(+1)**	**+2(+1)**
CORE THEME GOAL 2	**+3(+1)**	**+2(+1)**

Core Theme 3 Achievement Table

Core Theme Indicator	2018	2019
Objective 3.A (Access)		
Indicator 3.A.1 – Dual enrollment/dual credit course enrollment	+1	+1
Indicator 3.A.2 – Enrollment rates for local high school graduates	-1	-1
Indicator 3.A.3 – HiSET completion	+1	+1
Objective 3.A Subtotal	+1(+1)	+1 (+1)
Objective 3.B (Student Progress)		
Indicator 3.B.1 – Academic Skills success	-1	+1
Indicator 3.B.2 – Course completion	+1	+1
Indicator 3.B.3 – Retention	+1	+1
Indicator 3.B.4 – Graduation rate	+1	+1
Indicator 3.B.5 – Graduation number	+1	+1
Objective 3.B Subtotal	+3(+1)	+5(+1)
Objective 3.C (Transfer and Employment)		
Indicator 3.C.1 – Graduate transfer rate	+1	+1
Indicator 3.C.2 – Transfer completion rate	+1	+1
Indicator 3.C.3 – Non-transferring graduate employment rate (1 year)	+1	+1
Indicator 3.C.4 – Overall graduate employment rate (5 years)	+1	-1
Objective 3.C Subtotal	+4(+1)	+2(+1)
Objective 3.D (Student Services)		
Indicator 3.D.1 – Student perceptions (registration and admissions)	+1	+1
Indicator 3.D.2 – Student perceptions (financial aid)	+1	+1
Indicator 3.D.3 – Student perceptions (tutoring)	+1	+1
Indicator 3.D.4 – Tutored usage	+1	-1
Objective 3.E Subtotal	+4(+1)	+2(+1)
GOAL 3	+4(+1)	+4(+1)

Mission Fulfillment Table

Mission Fulfillment Table

Core Theme Goal	2018	2019
Goal 1 – Academic Quality	-1(-1)	0(0)
Goal 2 – Indigenous Lifeways	+3(+1)	+2(+1)
Goal 3 – Student Success	+4(+1)	+4(+1)
Mission Fulfillment	**(+1)**	**(+2)**

IV. Conclusion

As mentioned in the report's introduction, the data presented in this report are intended to *generate* discussion about the college's success in implementing its strategic plan, achieving core theme goals and objectives, and, ultimately, fulfilling its mission. In general, the data indicate that ANC is fulfilling its mission, albeit in a partial manner. The college received positive ratings for achieving Core Theme Goal 2 (Indigenous Lifeways) and Core Theme Goal 3 (Student Success) and received a neutral (net 0) rating for Core Theme Goal 1 (Academic Quality). Data reveal numerous institutional strengths that ANC needs to maintain and build on. At the same time, for indicators, objectives and goals where ANC failed to meet expectations, college personnel need to review the data to identify challenges that need to be addressed. For example, declining enrollment across all student sectors contributed to negative scores for Core Theme Objective 1.C.

The numbers, of course, only tell part of the story. However, gathered over several years' time, they do help identify trends and offer useful indicators of relative increases and decreases. When used as a point of departure for thoughtful reflection and conversation about institutional effectiveness, they provide the common ground needed for meaningful dialogue. Therefore, it is important that college personnel take the time to review the results of this report. However, it is even more important that they take the time to discuss these results, draw their own conclusions, and institute creative and constructive responses that result in continuous improvement of ANC's educational programs and services.

ANC's overall framework for evaluating institutional effectiveness includes a number of critical indicators that provide extremely useful information in assessing strengths and challenges, as well as areas of improvement and areas of decline. However, college personnel must continue to review and, as necessary, refine these indicators and outcomes, as well as the data collection and reporting processes used in order to ensure that information provided in the report is relevant, useful, consistent and reliable.