



Native American Student Center  
**Impacting Student Development through the Use of Dream  
Catchers**  
Assessment Report

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**Choose One:** Learning Outcome

**Date of Assessment Implementation:** May 2010

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**Purpose of Assessment**

Students are offered several programs managed by the Cultural Centers that strive to impact their development through cultural enhancement. The Cultural Centers also strive to impact student development by providing programming that supports identity development and promotes cultural awareness. The Dream Catcher program is managed by the professional staff in the Native American Student Center. This assessment evaluated the effectiveness of the Dream Catcher workshop in understanding the significance of Dream Catchers to cultural identity and the connection to Native American history/culture.

**Targeted Learning Outcome**

Participants will learn how to make a Dream Catcher, the story/meaning of the Dream Catcher and about the Native American Tribe who is credited with originating the Dream Catcher.

**Assessment Methodology**

A paper survey was administered at the completion of the program asking 4 open ended questions.

**Results**

**What did you learn?**

- I learned where and from what tribe dream catchers originated from.
- I learned the significance/ history of dream catchers.
- How to make a dream catcher & the history/ culture background of it.
- Dream catcher was originated in northern areas and made originally for children.
- The origin of dream catchers
- Dream catchers catch good and bad dreams.

**How has this program advanced your academic learning?**

- That creativity helps thinking outside the norm.
- Culture competency development
- Expanded my knowledge about the dream catchers
- Paying attention
- Learned about the meaning and history
- Learning about different cultures
- Through learning how to make a dream catcher, I also learned about the culture that follows it.
- Helped me concentrate

**Did this program motivate you to build/strengthen your relationship with the campus community? If yes, how would you do it?**

- It made me want to know more about different cultures.
- Yes, and now I will start visiting the Native American center more often.
- Yes, enjoyed interacting with the NASC
- Not sure
- Yes, want to get more involved
- Motivated me to be in more campus events, I would volunteer in events similar to this one.
- Yes, to stop by the NASC more often
- Sure, more involved in activities

**Did you learn any new information about Native American history/culture? If yes, what did you learn?**

- I generalized that dream catchers came from all tribes. It doesn't.
- Yes, the bead acts as a dew in which the bad charms will be evaporated in the morning light.
- Yes, how to make a dream catcher
- Yes, the beliefs people had towards dream catchers
- Yes, learned that they were made to last only through childhood
- Dream catchers came from black foot.

## **Conclusion**

Responses indicated that participants were able to create Dream Catchers. Students were also able to understand the historical significance and implications of the creations.

## **Implications for Practice**

The content of the program was well received and the overall learning outcomes were achieved. Due to the popularity of the this program we will need to explore opportunities to train more facilitators who are equipped with the skills to teach the skill of making dream catchers and who are also knowledgeable of the history and cultural significance of the dream catcher.