
PROGRAM REVIEW

Cankdeska Cikana Community College



CANKDESKA CIKANA
COMMUNITY COLLEGE

Spirit Lake Dakota Nation

Liberal Arts
Program Review Report
2015 - 2016

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Executive Summary

Program Description Summary

The current Liberal Arts Program resulting in an Associate of Arts Degree consists of a 63 credit curriculum divided between 41 essential study credits and 22 elective credits. The Liberal Arts Program was last updated in June of 2016.

The Liberal Arts Program has shown a consistent pattern of high enrollment over the past five years. However, the percentage of students to total enrollment has been on a slow decline from 35.2% to 22.7% at Cankdeska Cikana Community College (CCCC). The decrease in program enrollment reflects the decrease in enrollment of CCCC overall.

While there is no budget dedicated specifically to cost for the Liberal Arts Program, the costs for the program are handled through CCCC's general funds. Faculty costs are covered by either the general fund, or for some a combination of grant funds and those of the CCCC's general fund. Revenue in the general fund is generated by Indian Student Count, tuition and indirect costs from grants.

Program Self-Evaluation Summary

The Liberal Arts Program consists of five different disciplines, one being institutional specific: communications, arts/humanities, social science, mathematics/science/technology and which is institutional specific. Instruction in three of the five disciplines, communications, social science and mathematics/science/technology are provided by five full-time liberal arts faculty members. The liberal art's instructors have expertise and training in the subject areas which they are responsible for teaching. Several faculty have, or are, obtaining advanced degrees in their academic area.

The overall climate of accessibility is long standing at CCCC. The unspoken open door policy of instructors and staff is well-known to students, allowing for easy access when a need arises. Students are encouraged to seek out instructors and staff members not only for problem solving but also for social interaction.

Program Planning Summary

To improve student success in college level courses, discussion within the educational communities of North Dakota have addressed the need for remedial instruction in various subject areas, but particularly in mathematics and written language. Cankdeska Cikana Community College has already implemented a three-course-remedial program in mathematics. A similar approach has been established for the English courses to improve writing skills. A writing lab course has been created to be paired with English College Composition I course for students scoring lower in writing. This was created based on the success at other tribal colleges trying to remediate unsatisfactory writing skills amongst students.

Part I: Program Description

Role of Program within Cankdeska Cikana Community College (CCCC)

In keeping with CCCC's mission to provide opportunities for students to develop independence and self-sufficiency through academic achievement and continuation of the Spirit Lake Dakota language and culture, course work for the Liberal Arts Program was selected in accordance with North Dakota's General Education Requirement Transfer Agreement (GERTA). Courses within this framework are approved and transferable between North Dakota University System campuses and the five (5) Tribal Colleges. The Liberal Arts Program at CCCC is designed to provide students with a foundation in general education. Completion of the Liberal Arts Program provides students the opportunity to develop or improve existing skills needed to continue on to the Baccalaureate level and beyond or compete in entry level positions in the job market.

According to data from the Bureau of Labor Statistics, the top two professions, according to projected growth from 2014-2024, are healthcare occupations and industries. The chart below presents data from the Bureau of Labor Statistics, showing occupations with the most projected job growth. The occupations listed below will require no formal education to an associate's degree. Students majoring in liberal arts will have more opportunities in these fields.

Occupations with the most job growth, 2014-24

Occupational Category	Projected Increase
Home health aides	38.1%
Personal care aides	25.9%
Construction laborers	12.7%
Custom service representatives	9.8%

Cankdeska Cikana Community College is located in Benson County where the 2010 Census indicated a population of 6,600 individuals. Benson County's unemployment rate is 5.6%, higher than North Dakota's overall unemployment rate of 2.7%. Data in the charts below was gathered from the North Dakota Job Service website.

Top 5 ND Projected Percent Growth by Occupational Groups, 2014-24

Occupational Category	Projected Increase
Wind Turbine Service Tech	96.8%
Personal Financial Advisors	40.0%
Nurse Practitioners	40.0%
Web Developers	35.5%
Physical Therapist Assistants	32.3%

Top 5 ND Projected Total Openings by Major Occupational Groups, 2014-24

Occupational Category	Projected Total Openings
Retail Salespersons	6,726
Cashiers	4,982
Farmers, Ranchers and other Agricultural	4,533
Waiters and Waitresses	4,365
Registered Nurses	4,030

Job Openings in Benson County (10/2016)

Company	Total Openings
Spirit Lake Casino & Resort	32
Cankdeska Cikana Community College	13
Four Winds Elementary School	0
Spirit Lake Tribe	0
Indian Health Service	1

Students who begin their educational careers with an associate of arts degree in Liberal Arts may choose to continue on with a degree in psychology, health services, teaching or any number of other professions, allowing them to compete in the professional job market. Should students choose to remain in the Fort Totten community, the completion of an associate of arts degree will provide them an advantage when seeking entry level positions with employers throughout the community.

The Liberal Arts Program's outcomes are closely aligned with the essential studies outcomes of CCCC. Through the completion of courses offered, students are provided with activities to demonstrate knowledge of human cultures and the physical and natural world, demonstrate intellectual and practical skills, demonstrate personal and social responsibility and demonstrate integrative and applied learning. All students at CCCC are required to complete DS110: Dakota Thought, Philosophy, and Culture. Additionally, each course offered, regardless of the discipline, strives to include a connection with Dakota traditions, values and perspectives.

The Liberal Arts Program was last updated in June of 2016. Students majoring in liberal arts are required to complete 63 total curriculum credits. Forty of these are essential study credits. These classes are the core of the Liberal Arts Program of study. The remaining 22 credits are electives, selected from the various courses offered at CCCC. An Associate of Arts in Liberal Arts is awarded to students upon completion of the program of study.

Courses required for completion of the Liberal Arts Program include the following:

Core Requirements

- ENGL100: Student Success (1 credit)
- ENGL110: College Composition I (3 credits)
- ENGL120: College Composition II (3 credits)
- COMM110: Fundamentals of Public Speaking (3 credits)
- Arts: choice (3 credits)
- Humanities: choice (3 credits)
- Social Sciences: choice (6 credits)
- CSCI101: Introduction to Computers (3 credits)
- HPER activity: choice (1 credit)
- HPER217: Personal and Community Health (2 credits)
- MATH103: College Algebra (3 credits)
- Science w/ lab: choice (4 credits)
- DS110: Dakota Thought, Philosophy, & Culture (3 credits)
- ENGL161: Dakota Language I (3 credits)

Program Electives: Selected from any of the courses offered at CCCC.

- Electives to total 22 credits

Note: English 100: First Year Experience, which was a required course for completion of this degree, is no longer included in CCCC offered courses. This course has been replaced with ENGL100: Student Success.

Based on the score obtained on entrance exam, COMPASS, students may be recommended to complete remedial algebra courses prior to taking MATH103 College Algebra. ASC091 Pre-Algebra and ASC092 Introductory Algebra do not count toward degree credits but do count toward full-time credit status. MATH102 Intermediate Algebra and MATH103 College Algebra accumulate credit toward degree totals. The sequence for completion is as follows:

ASC 091	Pre-Algebra	no credit toward degree
ASC 092	Introductory Algebra	no credit toward degree
MATH 102	Intermediate Algebra	3 credits toward degree (counts as elective)
MATH 103	College Algebra	3 credits required

Based on the score obtained on the entrance exam, COMPASS, students may be recommended to enroll in a writing lab along with ENGL110 College Composition I.

Note: The COMPASS test used as an entrance exam will no longer be used beginning the spring semester of 2017. AccuPlacer will be the new entrance exam administered.

Selection of courses following a plan such as the one presented below would result in completion of the requirements for the Associate of Arts Degree in Liberal Arts within a two-year time frame.

Fall Semester Year 1

Course Prefix	Course Name	Credit hours
MATH103	College Algebra	3
HPER217	Personal & Community Health	2
ENGL100	Student Success	1
CSCI101	Intro to Computers	3
ENGL110	College Composition I	3
ENGL108	Writing Lab (if entrance score is low)	1
	Laboratory Science	4
	Total credits for Semester	16-17

Spring Semester Year 1

Course Prefix	Course Name	Credit hours
ENGL120	College Composition II	3
DS110	Dakota Thought, Philosophy, and Culture	3
COMM110	Fundamentals of Public Speaking	3
ENGL161	Dakota Language I	3
HPER	Activity	1
	Social Science	3
	Total credits for Semester	16

Fall Semester Year 2

Course Prefix	Course Name	Credit hours
	Art	3
	Social Science	3
	Elective	3
	Elective	3
	Elective	3
	Elective	1
	Total credits for Semester	16

Spring Semester Year 2

Course Prefix	Course Name	Credit hours
	Humanities	3
	Elective	3
	Elective	3
	Elective	3
	Elective	3
	Total credits for Semester	15

Program Personnel

Instruction for the majority of required courses in the Liberal Arts Program is provided by five full time faculty members. The liberal arts faculty was downsized in 2012, removing one full time and one part time instructor. Courses included in the Liberal Arts Program are also part of various other standing degree programs such as Dakota studies, computer applications, and fine art. Faculty from the specific degree program provides instruction for these courses.

Full Time Liberal Arts Faculty:

A. Michael Brown	2013 to present
Mathematics Instructor	15-18 credits per semester
Undergraduate:	BS in Education, 2012
	Major: Math Education

Prior to employment at CCCC, Mr. Brown provided math instruction in pre-algebra, algebra, and geometry at May-Port CG High School in Mayville, ND. He later took a position providing instruction for five (5) middle school students, experiencing academic challenges due to behavioral issues, at Tate Topa (Four Winds) Tribal School. Mr. Brown is involved in the North Dakota EPSCoR program. The program brings together tribal college instructors to create summer camp lesson plans addressing STEM fields. The lesson plans are then used in the instructor's college communities, as monthly Sunday Academies and as a two (2) week summer camp for high school students, with hopes of sparking interest in math and the sciences.

B. Chris Dahlen	2002 to present
Mathematics Instructor	12-18 credits per semester
Undergraduate:	BSED in Mathematics 1996

Mr. Dahlen has been at CCCC for a total of 12 years. Prior to coming to CCCC in the fall of 2002, he taught for the Elko County School District for three years in West Wendover, Nevada. There he taught a variety of classes varying from 7th grade math up to calculus. In the fall of 1999, Mr. Dahlen returned to North Dakota and was employed by the Warwick Public School District teaching all of the math classes for students in grades 7-12. Mr. Dahlen had been the math instructor for CCCC for 6 years. In the fall of 2008, Mr. Dahlen began employment at Four Winds High School in Fort Totten, ND. He taught pre-algebra, Algebra I, and geometry as well as spending his afternoons in the Alternative High School. In the fall of 2009, Mr. Dahlen returned to CCCC as a Math Instructor. Mr. Dahlen also serves as the Director of the CCCC EPSCoR grant. The program brings together tribal college instructors to create summer camp lesson plans addressing STEM fields. The lesson plans are then used in the instructor's college communities, as monthly Sunday academies and as a two (2) week

summer camp for high school students, with hopes of sparking interest in math and the sciences.

C. Eric Rogness	2008 to present
Social Studies Instructor	15 credits per semester
Undergraduate:	BA History, 2000
Graduate:	MA in History 2002

Prior to working at CCCC, Mr. Rogness was a graduate teaching assistant at the University of North Dakota for four semesters. Following his time at UND, Mr. Rogness worked as education coordinator for a federal juvenile program in North Dakota. Mr. Rogness grew up on the Spirit Lake Reservation and is a lineal descendant of the Spirit Lake Nation.

D. Barbara Rohrich	2010 to 2016
English/Speech Instructor	15-18 credits per semester
Undergraduate:	BA in English & Art 2004
Graduate:	MA in English 2010
Completing Thesis phase of Doctoral Candidate	MFA in Poetry Curriculum & Teaching

Prior to beginning her education, Mrs. Rohrich worked at the Federal Reserve Bank in Seattle, Washington. Employment in a similar position was not available in North Dakota. Mrs. Rohrich then made the decision to complete her education in order to pursue her wish to become a teacher. Her personal struggle to complete her education while raising a family on a student income provides her with a unique understanding of the challenges faced by many CCCC students.

E. Kevin Cartwright	2016 to present
English Instructor	15 credits per semester
Undergraduate	BS Sociology
Undergraduate	BS English
Graduate	MA Education/English

Kevin Cartwright has a B. A. in Sociology, a B.S. in English education, and an M.A. in Education/English. He taught English 7 – 12 in the public school setting for thirty years. He taught Communications 110, Composition I and II as part of Lake Region State College's Dual Credit program as well as in their Hometown University program. His Hometown University courses were done as a hybrid class, utilizing online strategies mixed with face-to-face classes. He has incorporated technology into his classroom and utilizes many different types of technology, ranging from basic word processing to digital

videos. He believes his students become comfortable using any technology to fulfill requirements in the English classroom and beyond.

Program Productivity Summary

Enrollment

Statistics contained in the chart below were obtained from the Spring 2016 Program Trends Report for CCCC.

Semester	Total Enrollment	Liberal Arts	Percent of total Enrollment
FA 11	216	83	39%
SP 12	234	84	36%
FA 12	226	72	32%
SP 13	235	73	31%
FA 13	226	69	31%
SP 14	191	57	30%
FA 14	189	41	21%
SP 15	186	48	26%
FA 15	213	54	25%
SP 16	177	38	21%

Data beginning in the fall of 2011 reflects a consistent pattern of high enrollment for the Liberal Arts Program in comparison to the remaining programs offered by CCCC. During the past five (5) years enrollment for liberal arts has remained at or above 30% of the total enrollment at CCCC for each semester. The increase and decrease in program enrollment reflects the enrollment pattern of CCCC overall. Highest enrollment for the program was one hundred three (103) students in the spring 2011, which accounted for thirty seven percent (37%) of the total enrollment for CCCC. The actual highest percent (38% of overall student enrollment) occurred the fall of semester of 2011, when eighty-three (83) students enrolled in the Liberal Arts. Total enrollment for the current semester (Fall 2014) is one hundred and seventy four (174) with forty two (42) enrolled in the Liberal Arts Program, which is only (25%) twenty-five percent of the current student body. While this is the lowest number of students enrolled in liberal arts, it is also the lowest total number of students attending CCCC in the years used in the data sample for this review.

Graduation Rate

According to data provided by CCCC's registrar, the number of diplomas awarded to students completing the Liberal Arts program during the past five years is as follows:

Year	Liberal Arts Graduates	Overall CCCC Graduates	Percent from Liberal Arts
SP 2012	11	21	53%
SP 2013	8	24	34%
SP 2014	14	34	42%
SP 2015	11	24	45%

SP 2016	8	32	25%
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A formal system for tracking further plans of students graduating with an Associate Degree in Liberal Arts does not currently exist at CCCC. Information about student achievements, endeavors, employment, or continuing education is shared by “word of mouth” among family and friends, many of whom are employed at CCCC. The issue is system wide not specific to the Liberal Arts program. Discussion has revolved around the need for a formalized plan to track such data, and the need for data to be maintained by one specific office or employee. To date no solution to the issue has been developed or implemented.

Program Revenue and Cost

Scholastic Year	Tuition	ISC Revenue	Total Revenue	Faculty Cost	Net Profit
2011-12	\$232,632.01	\$327,639.33	\$560,271.34	\$57,997.00	\$502,274.34
2012-13	\$207,179.29	\$434,196.06	\$641,375.35	\$59,971.00	\$581,404.35
2013-14	\$234,037.18	\$400,080.30	\$634,117.49	\$61,640.00	\$572,477.49
2014-15	\$68,984.66	\$291,657.01	\$360,641.67	\$63,546.00	\$297,095.67
2015-16	\$79,676.92	\$242,533.35	\$322,210.27	\$65,511.00	\$256,699.27

The numbers in the chart above are an estimate of the cost of the program and the income generated by tuition and Indian student count revenue for the five- year period covered by the current review. Amounts are based on faculty member(s) earning approximately forty-eight thousand, five hundred twenty-seven dollars (\$48,527.00), for the final year of the five year period, teaching fifteen (15) credits per semester, with a class size of 25 students. The faculty cost above is based on one Liberal Art instructor, since completion of the program by students requires fifteen (15) credits to be taken each semester.

Program Budget

There is not a budget dedicated specifically to cost for the Liberal Arts program, and no cost/budget break down is available. Expenditure requests from individual instructors for supplies or travel are submitted to the Vice President of Academic for approval, and tracked by the Business office. General office costs for the program are handled through CCCC’s general funds. Faculty costs are covered by either the general fund, or for some a combination of grant funds and those of the CCCC’s general fund. The record of salary and fringe benefits for the Liberal Arts faculty members is under the supervision of the Vice President of Finance. Using the same formula utilized above the yearly salary for a Liberal Arts instructor is approximately forty-eight thousand, five hundred twenty-seven dollars (\$48,527.00) for the final year of the five year period. Fringe benefits calculated at 35% of salary would be sixteen thousand nine hundred eighty-four dollars (\$16,984.00) per year.

Advisory Team

There is not a standing Advisory Team specific to the Liberal Arts program at this time. Instructors monitor their fields of study and associated curricula, offering suggestions for change if new

developments occur within their area of expertise. Proposed changes to the curriculum are presented to CCCC Curriculum Committee for review, suggestions, and approval. The current Curriculum Team is overseen by the Dean of Academics, Teresa Harding, M. ED. The other team members are Dixie Omen (Chair) Director of Student Success, Brent Voels Science Instructor, Herb Hofer, Ph.D., Athletic Director, Head Coach, and physical education faculty, Lori Gourneau Science Instructor, Chris Dahlen Math Instructor, and Michael Brown, Math Instructor.

Part II: Program Self-Evaluation

All instructors at CCCC develop the course outline, select the textbook(s), and obtain any attentional materials for all courses they are responsible for teaching. Methods for assessing student mastery of knowledge within the courses are also at the discretion of the instructor. All instructors are required to carry out assessment regarding the effectiveness of instructional methods and to adjust classroom presentation as needed.

The Liberal Arts Program consists of eight different disciplines, one of these disciplines Social Science, itself consisting of several different subject areas. Three of the eight disciplines, Math, English and Social Sciences are addressed in the Liberal Arts Program review. The remaining five: Science, Computer Science/Technology, Dakota Studies (Dakota Culture), Fine Arts, and Physical Education/Health are covered within each of their program reviews. Instructors in the Liberal Arts Program analyze the other five program reviews to ensure that all program objectives are being met. If any discrepancies are found during this review process, the liberal arts instructors meet to discuss potential solutions.

The last review and update of courses within the Liberal Arts Program was in August of 2012. To accurately evaluate the program each specific discipline needs to be reviewed in light of the demands within the subject area(s), and responsibilities of the faculty member with expertise within the discipline.

Mathematics

Faculty:

Two (2) faculty members, Michael Brown and Chris Dahlen, provide instruction in remedial classes as well as the required College Algebra course. Faculty members from the Pre-Engineering program also provide instruction in mathematics. All Faculty members who teach mathematics come together as a group prior to each semester, mid-way through the semester, and at the end, to discuss the program and address any changes needed.

Curriculum Content, Design, Delivery:

The Hawkes Learning System is a mastery based, self-paced, computer and web based program which started being used during the fall semester of 2013. Selection of the program was based on previous experience with the system by instructors and the extensive use of the program by college and universities across the nation. The system covers the three remedial courses, college algebra, and several of the higher level mathematics courses offered at CCCC.

Course materials for students are covered by a grant. Technology devices for use by instructors were also provided by grant funds. Three classrooms are utilized for mathematics instruction. Each room has computer equipment which is provided by CCCC. Students are able to use the computers in these

classrooms during the school day, and if needed, can access the computer program at home or in another lab by using the disc provided or web access.

Students enrolled meet at regularly scheduled class times each week. Mr. Brown, Mr. Dahlen or the other instructors from the Pre-Engineering program are available to students throughout the school day to provide direct instruction or answer questions on any of the course work in mathematics. One of the four instructors is present in the math lab during the full school day. If a student prefers the method used by a specific instructor when answering questions, the student is free to seek out assistance from the instructor at any time.

Use of the Hawkes Learning System and the current approach to deliver of instruct for remedial courses and college algebra has been going on for three years. Data in the chart below show completion rates for the fall semesters the last three years for each of the remedial algebra courses and College Algebra (Math 103) which is required for graduation from CCCC regardless of area of degree.

Course	Fall 2013	Fall 2014	Fall 2015
ASC 091 Pre- Algebra	13/33 40%	7/19 37%	17/29 59%
ASC-092 Introductory Algebra	5/30 17%	10/24 42%	11/23 48%
Math 102 Intermediate Algebra	5/15 33%	5/23 22%	8/16 50%
Math 103 College Algebra	11/21 52%	1/6 17%	7/15 47%

The chart above shows the percentage of completion based on each course under its respective semester. The data reveals an increase in completion over the several fall semesters. This provides some evidence whether or not the grant's new objective in delivering the coursework works. The increasing percentages indicate the new approach is working. These numbers help with the evaluation and annual reports created for CCCC and NSF by hired consultants.

English

Faculty:

Barbara Rohrich has been the only full time English Instructor staff at CCCC. Mrs. Rohrich provides instruction for College Composition I and II, and Fundamentals of public speaking. Until spring of 2015, remedial instruction was provided by using the technical communication course. After that time, a writing lab was added to Comp I for any students scoring less than 75 on the COMPASS placement test. English instruction is also provided by another instructor, Jackie Lampert from the early childhood program. As Mrs. Rohrich is retiring in December of 2016, Mr. Cartwright was hired beginning Fall of 2016 as a full-time English instructor.

Curriculum Content, Design, Delivery:

Mrs. Rohrich and the two other instructors share information about content and instruction strategies and seek suggestions and/or advice from one another as well as from other

colleagues as needed. All three instructors use the same textbooks and present the same course content for classes they have in common. Meetings between the three are conducted on an as needed basis.

The web-based computer program, Turnitin, is being used to assist students in the College Composition I and II courses. Students are assigned a specific style of essay, provided with written directions covering the purpose of essay, specific style (MLA vs. APA), and essay structure, documentation of references, as well as any other specifics. Classroom instruction covers topics to allow students to begin strengthening their writing skills. Students then use the Turnitin program to “self-edit” and correct any problems they are able to do independently. A second draft of the essay is then turned in and receives critique from the instructor. When students reach this point, classroom instruction turns to areas in which students are having difficulty. Instruction is provided in small groups or on an individual basis. Each class period students have at least one half hour to spend in class writing under the instructor’s guidance, which is often one-on-one as needed.

The selection of Turnitin was based on Mrs. Rohrich’s previous use of the Insight Classroom Management System, which contained Turnitin. The program is available to the entire faculty at CCCC. It was not purchased specifically for Mrs. Rohrich’s use. Turnitin is also used by most colleges and universities throughout the nation and internationally. Selection of specific text books and course curriculum is based on Mrs. Rohrich’s continuing education, results of teacher assessment for her courses, and changes discussed with other professionals within her area of expertise such as when attending the annual TeamUP conference hosted by Cengage or by her own degree advancement studies.

During the American Indian Higher Education Consortium competition in 2012, one (1) CCCC student placed second in the Speech Competition, and one received Honorable Mention in Creative Writing. Both students received classroom instruction from Mrs. Rohrich. In 2012, Mrs. Rohrich was voted Faculty of the Year at CCCC.

Social Sciences:

Faculty:

Eric Rogness is the only full time faculty for the social sciences portion of the Liberal Arts Program. Mr. Rogness provides instruction in the areas of history, humanities, economics, political science, sociology, and more recently, psychology. Dakota thought, philosophy, & culture, which is also a required humanities course, is taught by an instructor from the Dakota Studies Program. All other social science courses specifically required within the Liberal Arts program are provided by Mr. Rogness.

Curriculum Content, Design, Delivery:

History, Humanities, Economics, Political Science, and Sociology

Mr. Rogness provides instruction in five areas within Social Science. Mr. Rogness stays abreast of current information in the aforementioned fields by reading professional journals, generalized texts, and monographs. Mr. Rogness broadens his material knowledge via online interactions with professional colleagues and the perusal of course relevant web sites.

Mr. Rogness' classes are lecture/discussion based. Students are encouraged to ask questions, present counter arguments to material discussed or offer simple commentary on aspects of lecture they find compelling.

An overarching theme in Mr. Rogness' classes is the importance of scientific/critical thinking. Students are exposed to the scientific method early in every course. This provides them an opportunity to understand the evidence-driven nature of scientific inquiry, and why it is important to the social sciences. With this knowledge in hand, students are better able to comprehend the rigors of peer reviewed professions while learning the skills necessary to incorporate evidence based decision making in their daily lives.

In order to accomplish the above, Mr. Rogness employs a Socratic approach to teaching. Students are not presented a litany of facts, figures and dates. Instead, they are urged to probe deeply into the subject matter through a system of questioning and reasoning. For example asking students the question, "Is war ever justifiable?" can lead to an hour long discussion that is largely student led. The instructor need only ask a series of questions that keeps the discussion on track. In short, students are not passive witnesses to classroom material; they are active participants in a process that encourages them to question their own suppositions and the suppositions of others. This approach not only increases student involvement in class, it compels them to think deeply about the subject at hand and arrive at their own conclusions based upon the evidence available.

Mr. Rogness was voted CCCC Faculty of the Year for 2013.

Student Relations

In addition to scheduled class time, all faculty schedule 10 hours of office time when students can come for assistance; however, most faculty also have an open-door policy for students at all times. Specific office time during the work week is posted by or on the instructor's office door along with their class schedule.

Results from the Student Satisfaction Inventory, submitted in April of 2013 is the most current data available which addresses the topic of student relationships with faculty and staff at CCCC. Full results for the inventory can be found on CCCC's web page. Students were contacted over a two (2) month period by email with requests to complete the online inventory. The final result was a 39% response rate. Students were asked to rate the level of importance of a specific items as well as their satisfaction with the area addressed. The chart below lists items directly related to student perceptions of interaction with advisor/faculty. Items included in the chart are listed in order of importance to the student beginning with the item of highest importance.

Question/statement	Importance	Satisfaction
My academic advisor is knowledgeable about my program requirements	6.18	6.42
My academic advisor is knowledgeable about transfer requirements of other schools	6.16	6.35
My advisor helps me apply my program of study to career goals	6.14	6.35
Registration processes are reasonable and convenient	6.17	6.32
I receive ongoing feedback about progress toward my academic goals	6.05	6.28
My academic advisor is available when I need help	6.31	6.27
Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail)	6.11	6.15

Students rate their satisfaction higher than the importance of the item for all but the last two items on the list. Students' rating of importance is higher than their rating of satisfaction with the availability of advisors and faculty. The data provided show a small discrepancy for both items.

Institutional Support

Equipment and technology has been made available to instructors, staff members, and students to support their academic needs. The IT team is quick to respond to requests for technical problems. They assist with questions and training as needed. Office supplies are ordered by the Executive Assistant periodically or when orders are received. The college encourages attendance at outside conferences and trainings, and they pay for these if they pertain to the job. Both financial reimbursement and a few hours of time each week are available for those who want to get a degree. Team work is supported through assignments on various work teams, projects and grants. The president keeps all staff aware of issues or concerns that pertain to the college and its students.

The Valarie Merrick Memorial Library, located on the campus of CCCC, is attempting to fill a multi-purpose role. The library serves as both a public library for the community of Ft. Totten, and a source of educational materials for the student body, faculty and staff of CCCC. The library is small and functions on a restricted budget which does limit the ability to provide expensive items only addressing the needs of a limited number of students. For example, access to a data base system just as APA PsycNET or SOCINDEX both of which provide online search programs for research articles in peer review journals for psychology and Sociology. The cost is prohibitive since a major in Psychology or Sociology is not offered at CCCC, and class enrollment is small, compared to the price for the service. The library does provide Med-Line and ERIC data bases, which provides medical and educational peer reviewed literature. Library staff is willing to assist students and faculty in any way possible. Suggestions for purchase of books and films to assist with classroom instruction are welcomed and anything within the budget is purchased.

Tutoring services are provided in a variety of ways at CCCC. Peer Tutoring is provided by students in the Student Support Services Program and is available twenty (20 hours) per week in the program's computer lab. Peer tutors are selected according to specific guidelines addressing their grade point average and class standing. The tutors are hired for a full year, but do change as tutors graduate. One Peer Tutor is employed this year. According to the current tutor, five (5) students use the professional tutoring services consistently. The students have been asking for services in English, algebra, and micro economics.

Professional tutoring services have been affected by staff turnover, and as a result have not been as effective as would be hoped. Beginning in the fall of 2016 a full-time tutor with teaching experience and long-term employment was placed in this position. Many faculty members have turned to providing out of the classroom, individual assistance to students in their course(s) needing a boost to be successful. The small class enrollment allows this to be an option that most instructors do not mind.

Professional Development activities are strongly supported and encouraged by the administration of CCCC. Attendance of conferences within the area of expertise for faculty and staff is supported financially and with professional leave. Faculty and staff are provided with tuition assistance and educational leave should they wish to seek advanced degrees. Three members of the Liberal Arts Faculty hold graduate degrees at the Master's level or beyond. The degrees were obtained prior to employment and without professional development aid. Mrs. Rohrich is currently working toward her Ph. D. in Curriculum and Education, but has not requested assistance from CCCC for her continuing education.

Use of Professional Development funds has been utilized to cover expenses for attendance at professional conferences. For example:

Mrs. Rohrich's attendance of the TeamUp conference

Mr. Dahlen's attendance of the Aises Nation Convention (Nov. 2013), the NSF Leadership Forum (Jan. 2014) and Acc-Track Training Seminar (Mar 2014)

Mr. Brown's involvement with NDSU's summer NATURE camp

All faculty at CCCC are required to complete Dakota Thought, Philosophy & Culture (DS 110).

Contribution to Cankdeska Cikana Community College and Other Programs

Each Associate degree awarded at CCCC requires completion of the Essential Studies requirements which is the forty-one credit core of the Liberal Arts Program. As a result, all students enrolled at CCCC, at various points in their educational pursuit they receive instruction from each of the five liberal arts instructors. Due to the small size of the college, instructors from each area is familiar with each other. Communication between faculty, staff, and students is frequent and uncomplicated, which allows services for students to be provided between programs just as easily.

The primary issue for the liberal arts faculty and program is the fact until recently it has not been viewed as a unit. Faculty members have seen themselves more as lone instructors, not belonging to any specific program. With the re-organizing of the assessment process at CCCC, it has become clearer how the liberal arts instructors need to function as a unit or team. It is believed that this cooperation will focus on graduating students with a strengthened sense of these core classes and the importance in laying the foundations of their college studies.

The Liberal Arts Program has often been referred to as a program to complete while the student is trying to decide on a major, but not as an option for a major in and of itself. Students who are interested in a major not offered at CCCC often declare liberal arts in order to complete essential study requirements prior to transferring to a four-year university offering the major of their choice. Other students want to complete an Associate Degree, but want to enter the work force once they have graduated. The Liberal Arts Associate Degree provides these students with a well-rounded course of study suitable to various positions in the work force.

Still, it is hoped that the liberal arts faculty working as a unit will help students to take more ownership of the value of these basic classes.

Part III: Program Planning

Trends Affecting Program Goals

Discussion within the educational communities of North Dakota has addressed the need for remedial instruction in various subject areas, but particularly in mathematics and written language, to improve student success in college level courses. Cankdeska Cikana Community College has already implemented a three course remedial program in mathematics. Students are placed in an algebra class according to the results of the COMPASS entry exam. A sequence of three remedial classes, pre-algebra, introductory algebra or intermediate algebra, are available for student who's score does not indicate placement in college algebra is appropriate at the time of first enrollment. By completion of the courses in sequence, it is hoped students will improve their skills and be able to pass the college algebra course after the first attempt.

The second subject area of concern and considered in need of remediation is written language. At this time a writing lab is attached to all Comp I courses. Any student with a score of less than 75% on the COMPASS entry exam is required to take this one credit class, which is coordinated with their Comp I needs. The tech communication course has been re-vamped to provide instruction for those enrolled in certificate programs where written language skills required in a business setting are needed.

Goals and Objectives for Program Improvement (short term 1year & long-term 5 years)

To address the need for remediation in written language the following short and long term goals are suggested:

Short Term Goals:

1. Gather data from the COMPASS entry exam for written language and reading comprehension.
2. Determine if current problems with written language is a multiple issue, such as problems with both written language and reading comprehension.
3. Obtain models of a success remedial program(s) in written language/ reading comprehension from other tribal colleges such as Sitting Bull Tribal College.

Long Term Goals

1. Collect data on Comp I classes that have a writing lab, and do assessment of student progress.
2. Develop an essential studies capstone course

Possible additional Resources needed to address additional remedial course(s):

1. Travel expenses to other tribal college(s) to investigate remedial program(s) in written language/ reading comprehension
2. Faculty to teach written language/reading comprehension either adjunct, part-time or possibly another full time instructor
3. Possible classroom materials and set up