

CANKDESKA CIKANA
COMMUNITY COLLEGE

Spirit Lake Dakota Nation

Think Dakota • Live Dakota

FOCUSED VISIT REPORT FOR SEPTEMBER 2019

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CANKDESKA CIKANA
COMMUNITY COLLEGE
Spirit Lake Dakota Nation

Mission Statement

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

Vision Statement

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

Key Values

Shared Responsibility

We are respectful of each other.

We believe in the value of educational and vocational training.

We believe in the potential of our students.

Commitment to Quality

We strive to be the very best tribal community college.

We employ qualified faculty and staff in all positions.

We maintain accreditation.

We structure the institution to optimize the skills and contributions of all.

Essential Studies Outcomes

- Critical Thinking
- Communication
- Technological Literacy
- Personal Attributes

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Historical Context – Treaties and Education

It must be understood that American Indians and Alaska Natives (AI/ANs) have a very unique and political relationship with the United States of America that is embedded in the colonization and settling of the homelands of America's indigenous people. This relationship is not honestly explained in history books nor taught accurately in the classrooms. It is rooted in treaty law, legal wrangling, and federal policy meant to “deal” with the Indians (or the “Indian problem”) but primarily to take ownership of the lands. This relationship is political, not race-based, and it continues today, but it is greatly misunderstood by the American public as well as compounded by stereotypes, i.e., Indians get “free” education and health care, they are lazy drunks, they get checks every month, or they are now millionaires from the casinos. Besides the stereotypical beliefs of the American public, AI/ANs are less than 1% of the population, and thus, are politically marginalized. There are many documented disparities in Indian country which include health, education, and socio-economic status. Most of the Indian reservations are located in geographic areas that are isolated, have severe weather extremes, and are at double the U.S. poverty rate of 14% (Benson, Rollette, and Sioux Counties in North Dakota, for example, all of which have a tribal college).

AI/ANs are members (citizens) of their respective tribes, but they are also state citizens and citizens of the United States, per federal legislation granting that status in 1924. This tri-citizenship can be confusing, and at times, it muddles the question of “who is responsible” for AI/ANs. States often relinquish to the federal government anything that deals with Native people within the state. Tribes continue the struggle to have the federal government honor the treaty provisions that were promised and, of course, the federal response has been piecemeal at best or nonexistent at worst. Not one treaty has been honored, and the various federal policy eras (currently self-determination) have only provided themes for issues that require a significant infusion of resources, rather than a focused and comprehensive response.

Education was one of the items promised in the treaties by the federal government in exchange for the taking of the land, minerals, and other natural resources, as well as for the confinement of Native people to the reservations. During the era of treaty-making there were various philosophies as to “what to do with the Indians,” which included termination, containment, and assimilation. Education was one of the tools implemented toward the latter goal of assimilation. The education of the indigenous people was cruel in that the heart of it was to break up the family. Children were taken away to various boarding schools, and churches were assigned geographic areas to convert the “heathens.” There are many writings on this subject, but it is important for educators and education

policy makers to understand this history and the context of Indian education. Today's cultural perspective on education is that of it being used as a coercive tool to punish or to change people; therefore, AI/ANs are still suspicious of Western education. It is only recently that the Spirit Lake Dakota (Sioux) Tribe has begun to embrace education as a "good" thing and is the bridge to helping us address the plethora of historical trauma issues and today's devastating poverty that is rooted in learned dependency. Being an educated Indian does not diminish nor negate being Dakota.

History of Tribal Colleges and Universities (TCUs)

There has been a lack of a coordinated focus on American Indian and Alaska Native college students due to the complexity of Indian issues as well as differences among higher education institutions. In the 1960s, within the context of the many social awakenings and unrest occurring in the United States, and because of the failure of Native students at mainstream institutions, many gifted and visionary people conceived the idea to create a tribal higher education system. This is a system that is controlled and managed by Natives and has as its core mission the teaching, learning, and perpetuation of the respective indigenous culture and language.

According to federal law, a tribal college or university (TCUs) is an institution that qualifies for funding under the Tribally Controlled College or University Assistance Act of 1978 (PL 95-471 25 USC 1801 et seq.). To qualify for funding under the TCU Act, an institution of higher education must: (1) be chartered by the governing body of a federally recognized Indian tribe or of tribes; (2) have a governing board composed of a majority of American Indians; (3) demonstrate adherence to stated goals, a philosophy, or a plan of operation which is directed to meeting the needs of American Indians; (4) if in operation for more than one year, have students, a majority of whom are American Indian; and (5) be accredited, or have achieved candidacy status, by a nationally recognized accreditation agency or association.

Supporting and strengthening tribal identity is the core of a tribal college higher education system that was established in 1968, when Dine College was founded as the first tribal college.

There is a very rich, yet frustrating, 50-year history for today's 37 TCUs. Thirty-four TCUs are designated as Land Grant colleges through the Equity in Educational Land-Grant Status Act of 1994 and are commonly known and referred to as the "1994s" within the U.S. Department of Agriculture system and by other Land Grant institutions.

Cankdeska Cikana Community College (CCCC) History

Within the context outlined above, the Spirit Lake Dakota Tribe chartered the development of its tribal college in 1974. Little Hoop Community College was established to provide post-secondary education in a Dakota cultural setting that was familiar and that maintained the supportive family network. The development had begun several years earlier than 1974 through an agreement with Lake Region Junior College (now called Lake Region State College-LRSC) for the purpose of establishing a tribal college on the reservation. In 1980, Cankdeska Cikana Community College (CCCC) became an independent, tribally-controlled community college for Tribal College Act funding. In 1982, CCCC formally ended the bilateral agreement with LRSC when it was accepted as a candidate for accreditation status with the Higher Learning Commission (HLC).

With its independent status, CCCC began development of a revitalized mission and infrastructure. In 1984, the Tribe gave the college its current location, the buildings that housed the Bureau of Indian Affairs (now Bureau of Indian Education-BIE) K-12 school. In 1990, CCCC was granted accreditation status by the North Central Association of Colleges and Schools (now known as the Higher Learning Commission-HLC) to offer associate degree and certificate programs of study.

The college's name – Cankdeska Cikana – means Little Hoop in English and is the Dakota name for two Spirit Lake Tribal members, Paul Yankton I and Paul Yankton II. Paul Yankton I was killed in action in 1944 during World War II and was the recipient of two Purple Hearts. He was a proud Dakota warrior who believed in self-responsibility and the need for education opportunities for Native people. His only child and son, Paul Yankton II, was a local businessman who served as Chair of the CCCC Board of Regents for more than 30 years. He passed away in the spring of 2014. In carrying a Dakota name, there is an obligation of honoring the memory of the two fallen warriors by practicing (living) the Dakota values (wisdom, humility, courage, generosity, fortitude, honesty, and respect) that CCCC strives to teach and to perpetuate through the students, for the Spirit Lake Dakota community. In its 45-year history, CCCC has been a cause of, and affected by, a strong sense of cultural pride and identity that is fostered throughout the institution's teaching and learning processes and practices.

Institutional Profile

CCCC is a small, rural community college serving the residents of the Spirit Lake Dakota reservation in Benson County, North Dakota. According to the Spirit Lake Tribe Enrollment Office (10/25/18) there are 8,064 enrolled tribal members, of which approximately 3,783 live on the reservation and 4,281 live adjacent/off the reservation. Located in Fort Totten, headquarters for the Spirit Lake Dakota Tribal government, CCCC has graduated over 700 students at the associate degree level. The College is governed by a five-member Board of Regents (four are CCCC graduates and three have Bachelor's degrees) who are appointed to three-year terms by the Spirit Lake Tribal Council. Since 2003, CCCC has doubled enrollment and graduation rates, and quadrupled the size of the physical campus. Student independence and self-sufficiency with a strong cultural foundation is the mission of CCCC. The College has 124, mostly full-time, employees, including 23 faculty members and approximately 45 Head Start employees. Close to 60% of CCCC employees are Native (primarily Spirit Lake Dakota) and 20% are CCCC graduates ([June 2019 Human Resource Report](#)). The College's infrastructure has three administrative tracks – President's office, Academics, and Administration ([CCCC Organizational Chart](#)). Recent updates (2017-2019 program reviews) decreased CCCC's degree and certificate programs from 27 to 11 associate degree programs plus three certificate programs. This Program Review process update is the purpose for the report to HLC.

The College's administrative leaders are Cynthia Lindquist, President, who is a Spirit Lake tribal member and has been president since 2003; Stuart Young, Dean of Administration, who has been at CCCC since 2000 and wears multiple hats as IT coordinator, data coordinator, and Title III Director; Jackie Lampert, who has been the Early Childhood Education (ECE) faculty member since 2014 and Co-Academic Dean since August 2018 as well as co-chair of the Assessment Committee; Kim Krebsbach, who has been a computer science faculty member since 2016, IT staff, and Co-Academic Dean since August 2018; Chelly Merkel-Veer, who is the Chief Financial Officer and has been at CCCC since 2003; Chris Dahlen, Registrar, who has served as faculty and chair of the Curriculum Committee, now co-Coordinator of Student Services along with Clayton Peltier, who is the Director of the grant-funded Student Support Services (SSS), a TRIO program of the U.S. Department of Education. Evie McDonald, Spirit Lake tribal member, is the Career and Technical Education (CTE) Director, and has been at CCCC since 2008. Along with the Human Resource (HR) Director, Vanessa Thomas, these individuals are the core management for CCCC. Ms. Thomas is a tribal member and has been at CCCC since 2010.

CCCC Student Profile

CCCC enrollment for the past five years has averaged 190 students, including twelve non-Native students, per semester. The average age for CCCC students is 30 years, but 50% of the student body is under the age of 25. Students are more likely to be female (61%), and 54% of CCCC students are full-time. On average for the past five years, 67% of CCCC students are receiving federal financial aid (PELL).

CCCCs Response to the Concerns Raised by HLC and Evidence that CCCC has Effectively Integrated Outcomes of the Program Review Process with Assessment of Student Learning and Strategic Planning

It is important to review and to put into context the circumstances that led to CCCC being placed on probation in 2015, removed from that status in 2017, but requiring a focus visit in 2019 related to program review and assessment of student learning, as well as the integration of those processes with strategic planning.

As a small, rural, tribal college, CCCC struggles to recruit and retain qualified faculty and staff, to train tribal members for those positions, to stabilize declining enrollment trends, and to secure sustained funding for the operations. CCCC's accreditation history reflects this struggle, but improvements have been made in addressing the issues and institutionalizing good practice. CCCC leadership is keenly aware of the history, and thus, maintains the focus on sustainability and stability. Assessment of student learning and program review processes are faculty-driven functions for any institution, along with the appropriate chain-of-command oversight (i.e. department chair, dean, provost). Most institutions have positions for assessment, student affairs, transfer specialists, sponsored programs/research, and/or data managers. CCCC has attempted to establish similar positions, but is greatly limited by funding deficiencies, as well as recruitment of qualified candidates, so employees become cross-functional and wear multiple hats. CCCC operates 'one-person' departments...i.e. one science instructor, one ECE instructor, one professional driving (CDL) instructor, etc., thus there is little bureaucracy and high faculty to student ratio. The fall 2018 institutional update for HLC reports CCCC student-to-faculty ratio at 4.76.

Since the 2015 accreditation visit, CCCC has undergone significant administrative change in the Academic Dean position. This position was held by two separate individuals during 2014-2018. Since August, 2018, two faculty members have been serving as Co-Academic Deans. The College was not able to sustain a position for Assessment Director or Student Success Director, which were grant funded. CCCC realized serious budget constraints last year (2018) that resulted in closing childcare services (14 positions) and laying off the Academic Dean and Facilities Manager. Factors related to the budget constraints include: the loss of State funding for the adult learning program and workforce development; a construction project; lack of Tribal funding for the College's operations; continued health insurance increases; several years of fluctuating (mostly declining) enrollment trends; and the subsidizing of the child care services and a Dakota language program (that Tribal support was to provide). Closing the childcare services was traumatic, as CCCC students and employees relied on that service. The ebb and flow of funding resources is a constant issue for CCCC, and yet, the College is adept and resourceful in its commitment to the faculty-driven teaching and learning process for student success, as demonstrated by the consecutive years of annual audits with no significant findings.

CCCC has a tri-fold administrative structure that engages faculty and staff via a committee process to accomplish the work. President, Co-Academic Deans, and Dean of Administration are the three primary leadership roles for institutional operations. Committees include Management, Assessment, Curriculum, Recruitment, Retention, Data Management (Achieving the Dream/ATD), and Financial Aid. Student Academic Mentors and Student Academic Advisors are also noted as part of the committee structure. ([CCCC Organizational Chart](#) and [CCCC Committee Structure](#)) The College's Registrar and the grant-funded Director of Student Support Services (SSS, a TRIO program) are currently serving as coordinators for CCCC's student services (formerly called Student Success). The two coordinators report to the Co-Academic Deans.

In 2015, as part of the obligation in being a Head Start grantee, CCCC undertook the development of a [Comprehensive Community Assessment \(CCA\)](#) that was a coordinated activity with strong Tribal (community) participation. The CCA provides baseline data and priorities for the Spirit Lake Tribe that became the foundation for [CCCC's Strategic Plan \(2019-2025\)](#). The top community priority is the protection, health, and well-being of children; thus, there is a strong relationship between the staffing of the Head Start program and the development of Head Start teachers via the CCCC Early Childhood Education (ECE) program. The fully implemented Program Review process for CCCC now demonstrates this relationship, the connection to planning, and the discussions that led to decisions. CCCC has a General Fund budget format that parallels the strategic plan. The strategic plan

and the College's budget are modest but viable guides for the effective management of the institutional processes that include Academic Program Review and the assessment of student learning. It is under this context CCCC provides the following report.

The Higher Learning Commission (HLC) placed CCCC on probation in 2015 and then in November 2017 removed the sanction of Probation, with a caveat that CCCC was required to host a focused visit no later than September 2019, specifically addressing the following:

- *Evidence that the College has fully implemented a program review process that embodies the essentials of good practice, that the results of that practice are fully documented, and that the results of those program reviews have led to discussions and appropriate decisions about course and/or program changes; and*
- *Evidence that the College has effectively integrated the outcomes of its program review process with assessment of student learning and strategic planning.*

The College acknowledges that it has struggled with institutionalizing a viable program review process that is integrated with assessment, planning, and budgeting. Each of those pieces, individually, have always been done, and to a certain extent, coordinated, but not to the caliber that exemplifies high quality for accreditation standards. The 2015 HLC findings and being placed on probation (again) was a serious wake-up call to assure good practice, quality, and processes understood and utilized by all. Over the years, and though well-intended, CCCC hired consultants who brought guides or templates for program review, but these were never 'owned' by CCCC. CCCC now has its own Program Review process that has been implemented, followed-through, and is understood. This process is led and coordinated by the Co-Academic Deans and the Curriculum Committee, which is comprised of faculty members plus the registrar, who has also been a faculty member.

Program Review monitors and informs stakeholders of enrollment and enrollment needs, workforce needs, and opportunities to strengthen tribal community relationships, which in turn ties to planning and budgeting to address the identified needs and demands from the review. An example of this would be the addition of the Children with Special Needs course that was added to the [Early Childhood Education](#) program of study. This course was added in response to a community need identified in the Program Review process. Another example of how the process contributes to the

planning and budgeting for CCCC is the change to the [Social Work](#) program for the two-plus-two project with UND that addresses Tribal needs for the social services system and the community's addiction services that will soon be a residential treatment center. Both of these areas are noted in the [CCCC Strategic Plan](#).

When a Program Review is completed, staff and faculty are notified via respective meetings...i.e. monthly staff or faculty meetings. These meetings have agendas and sign-in sheets. Likewise, all committee work is brought forward monthly to the Management Committee, who then bring it forward to the CCCC Board of Regents, as appropriate. Committee work is done regularly, depending on work-load or projects...i.e. Curriculum and Assessment Committees were meeting weekly to complete the review process. Email is also utilized as a means of communicating with faculty and staff, or with students.

Program Review and assessment of student learning are the core for any academic institution, as the teaching and learning process is the heart and soul of education. CCCC has fully adopted and implemented a Program Review process that has led not only to significant changes in the quantity and caliber of the programs and certificates, but also demonstrates the effectiveness and efficiencies for a small, rural, tribal college. This review process is integrated into the College's planning and budgeting with the Committee structure, various notes or minutes and agendas complementing the documented record. The richness of the Review process informs discussion and actions that are generated internally, but is also reflective of external realities. The Program Review has led to discussions, decisions, and changes for CCCC that are appropriate and sustainable for the near future.

Throughout this report, any item wherein the font is blue, signifies a hyperlink to the various CCCC documents that are the evidence for this report. Most notably are the items for the [Program Review Guide](#) – the Schedule, Template, and Snapshot, or the respective Program Reviews (i.e. [Dakota Studies](#)).

Program Review at CCCC is a regular and practiced activity that has been institutionalized not only via extensive in-service trainings, but also by the actual completion of Program Review for all CCCC's academic programs and certificates. As each of the programs were reviewed and evaluated, the Committee and Co-Academic Deans brought forward the results and recommendations to the President. Depending on results of the review, the President and Co-Academic Deans brought the review results forward to the CCCC Board of Regents. New programs or furloughed programs are brought forward to the Board of Regents for review and approval. Programs that are continued via the Program Review process go through the Curriculum Committee, Co-Academic Deans, and President.

To ensure that faculty members fully understood the program review process and how CCCC uses that information to improve student learning and to make decisions, numerous faculty meetings, as well as one-on-one meetings, were held during the fall of 2017 and spring of 2018 semesters. Curriculum Committee members were assigned to a program as a mentor to the faculty member for more in-depth assistance regarding the updated CCCC program review process that integrates assessment of student learning. The process also includes the evaluation of sustainability and viability of the program, determination about course and/or program changes, where and how to access data (i.e. student enrollment trends or employment opportunities), and the role each program has within the College's academic curriculum as related to mission, planning, and budgeting.

The revitalized CCCC Program Review process is now on a three-year, rotational schedule with a Guide that outlines the steps and provides templates. The CCCC policy on [Academic Programs and Courses](#) outlines the responsibilities of the Curriculum Committee as the oversight for the CCCC Program Review process and all academic programming. The Curriculum Committee ensures the academic integrity and excellence of the student educational experience for the institution in concert with the Co-Academic Deans.

The CCCC [Program Review Guide](#) can be found under Employee Resources on the CCCC website (www.littlehoop.edu). It outlines the purpose, objectives, [schedule](#), summary, linkages, template, and snapshot template for the Program Review process used at CCCC. The primary objective of the CCCC Program Review process is to document the review of a program of study that demonstrates benchmarks, such as satisfactory performance; identifies areas for improvement; and improves the quality and scope of instruction and service. The secondary objective is to develop a program plan with short and long term goals, including the potential development of new programs.

The Program Review process begins with the [Program Review Template](#) provided to the respective faculty member to follow. A mentor (another faculty member who is a member of the Curriculum Committee) is assigned to assist the faculty in the development of the program review document. The Template embodies essentials of good practice and includes important review and analysis of items such as: enrollment, graduation, and comprehensive assessment data for uniformity across all programs when completing reviews; cost effectiveness and the ability to meet consideration of local and regional needs; analysis leading to logical conclusions about program viability and future; annual revenue and expenditures; and a [revised rubric](#) with recommendations to evaluate the program elements. During the process to re-vitalize the CCCC Program Review process, the Curriculum Committee added a feedback loop within the template that provides for reflection of strengths or

concerns for each section and progress on concerns from the previous review, if applicable. Recommendations by the Committee are noted in the document with an expected timeline for follow-up and completion.

The completed document is submitted to the Curriculum Committee and Co-Academic Deans. If changes are needed, the mentor helps the faculty member edit the document, which is then re-submitted to the Curriculum Committee for review and recommendations. At this stage, the Committee signs off on the program review document and it is forwarded to the Co-Academic Deans for review and approval. If the recommendation is for *continuation* of the program, the document is forwarded to the President for approval. The results are then communicated by the Curriculum Committee to program faculty, Registrar, Business Office, and Financial Aid. If it is a *new program* or a *furlough-recommended* program, it is reviewed by the President and the CCCC Board of Regents for approval before results are communicated.

In non-Program Review years, the program faculty provide a program [Snapshot](#) to the Curriculum Committee, highlighting goals and concerns, which are then reviewed by the Curriculum Committee and Co-Academic Deans. Comments, concerns, or recommendations from the Curriculum Committee and Co-Academic Deans are communicated back to program faculty. It also includes charts on retention, enrollment, percentage of credits completed, and full-time equivalency.

All programs of study at CCCC have been through the revised Program Review process and, as mentioned earlier, the College has evolved from 27 programs and certificates (2015) to eleven associate degree programs plus three certificate programs (2019). Between 2017 and 2019, CCCC furloughed ten associate programs and three certificate programs as described below, chronologically from 2019 to 2017, with each program or certificate having a documented record of the Program Review.

On 3/11/19 [Graphic Arts](#) was furloughed due to lack of instructor and lack of student interest. [Auto Technology](#) was officially furloughed on 3/28/19 due to no enrollment and no completions.

Though there is a critical need for teachers in North Dakota, and especially for Indian country, [Elementary Education](#) was furloughed on 11/20/18 due to no instructor and lack of funding. [Computer Applications](#) enrollment had declined greatly, with only one student enrolled, thus the program was furloughed on 11/20/18 due to unsustainably low enrollment, program's contribution to the institution was not substantial enough to justify its continuance, no demonstrated need for this degree, and lack of funding for instructors. [Construction Management](#) was furloughed on 11/20/18 based on a number of factors, including declining enrollment, loss of funding for construction projects, and quality of

instruction. [Science](#), although fully grant-funded, with a moderate job outlook, was furloughed on 11/20/18 due to low student enrollment. During the last five years, the program had only three students, each attending for one semester. The [Finish Carpentry Certificate](#) was also furloughed on 11/20/18. Enrollment was steady, but unsustainably low. The Curriculum Committee recommended to furlough this program and combine it with the Carpentry Certificate to provide one sustainable program. The [Early Childhood Education Certificate](#) was furloughed on 11/20/18, due to no students completing it in the previous five years. [Professional Driver Training AAS](#) was furloughed on 11/20/18, as students were not interested in the two-year degree. Students received their Class A and Class B credentials and went out into the local workforce. The [Professional Driver Training \(CDL\) Certificate](#) was revised and continues to increase the number of completers and to create options for different license classes and certifications.

After thorough review based on logical analysis about program viability, [HVAC AAS and Certificate](#) along with [Plumbing](#) were furloughed on 7/12/17. HVAC was furloughed, in part due to absence of an instructor. Since implementation in 2012, only one student graduated with an AAS and nine were awarded certificates; however, none of the ten students were employed in the HVAC field. [Plumbing](#) never had a full-time instructor, so NDSCS (North Dakota State College of Science) in Wahpeton, ND, was offering courses to CCCC via the Interactive Video Network (IVN), with the CCCC Facility Manager assisting in the classroom and for the lab. Two students started in the fall of 2013, neither of whom returned in the spring of 2014. Another student began coursework, but did not meet satisfactory academic progress, resulting in no enrollment in the program. [Environmental Science](#) was furloughed in the spring of 2017 with some courses integrated as part of [Natural Resource Management](#) for more efficiency of programming.

The eleven associate programs and three certificate programs that are continued, were likewise, evaluated using the CCCC Program Review process that led to these changes. Three sets of the current programs were considered to be similar to each other, though they contained different specializations or areas of interest:

- Carpentry and Finish Carpentry resulted in a revised [Carpentry Certificate](#) that now includes finished carpentry coursework.
- [Business Administration](#) and [Office Technology AAS and Certificate](#) are being reviewed for integration under Business with specialization in accounting or office technology.

- [Fine Arts](#) and [Graphic Arts](#) – Graphic Arts was furloughed due to program changes within the discipline, non-transferability, lack of instructor, and limited student interest, but Fine Arts continues as there is strong tribal interest and it fulfills essential studies requirements for graduation, as well as transfer to four-year institutions.

Marketing of [Natural Resource Management](#) was accomplished by visiting area schools and being on KABU radio, which has led to steady student enrollment and interest. It was also redesigned to minimize credits and cost to students for transfer purposes.

CCCC recognizes some programs of studies such as [Science](#), [Natural Resource Management](#), and [HPER](#) may not be cost efficient, however, they provide Essential Studies courses necessary for graduation requirements and for transferring to four-year institutions.

[Early Childhood Education](#) added two new classes: Art, Music, and Play, and Children with Special Needs, not only to have a well-rounded program for career opportunities with the two-year degree, but also for ease of transfer.

[Pre-Nursing](#) made several course changes due to transferability and articulation agreements with four-year institutions. Introduction of Pharmacology was moved into the Core Classes, and Abnormal Psychology was removed from the coursework completely. Introduction to Sociology was added as an elective, and Elementary Statistics, General Biology II, Chemistry II, and Community and Public Health were removed from the coursework completely.

Currently, the [Dakota Studies](#) language instructor is working with CCCC Head Start to fulfill the cultural component of their federal compliance that includes teaching in the classrooms and a noon luncheon with pre-natal parents to teach and reinforce Dakota family practices and traditions.

[Pre-Engineering](#) is addressing the lack of entry-level math skills by providing conceptual supports through math labs and tutors, as well as the adjustment of the delivery of instructional materials. CCCC is very proud to have graduated the Tribe's first civil engineer in 2015, and there are several students in the pipeline that is a collaboration with North Dakota State University (NDSU) via a grant.

CCCC [Social Work](#) is thriving and has greatly improved the transfer of students to the University of North Dakota (UND) Social Work program for bachelor's degrees by having field trips to UND so students may interact with faculty and staff, become familiar with the UND campus, and meet with potential advisors. In addition, UND has provided cultural diversity tuition waivers for CCCC students to minimize the financial burden in obtaining a bachelor's degree. CCCC also signed a

MOA with Lake Region State College (LRSC) for their students to complete the AA in social work from CCCC.

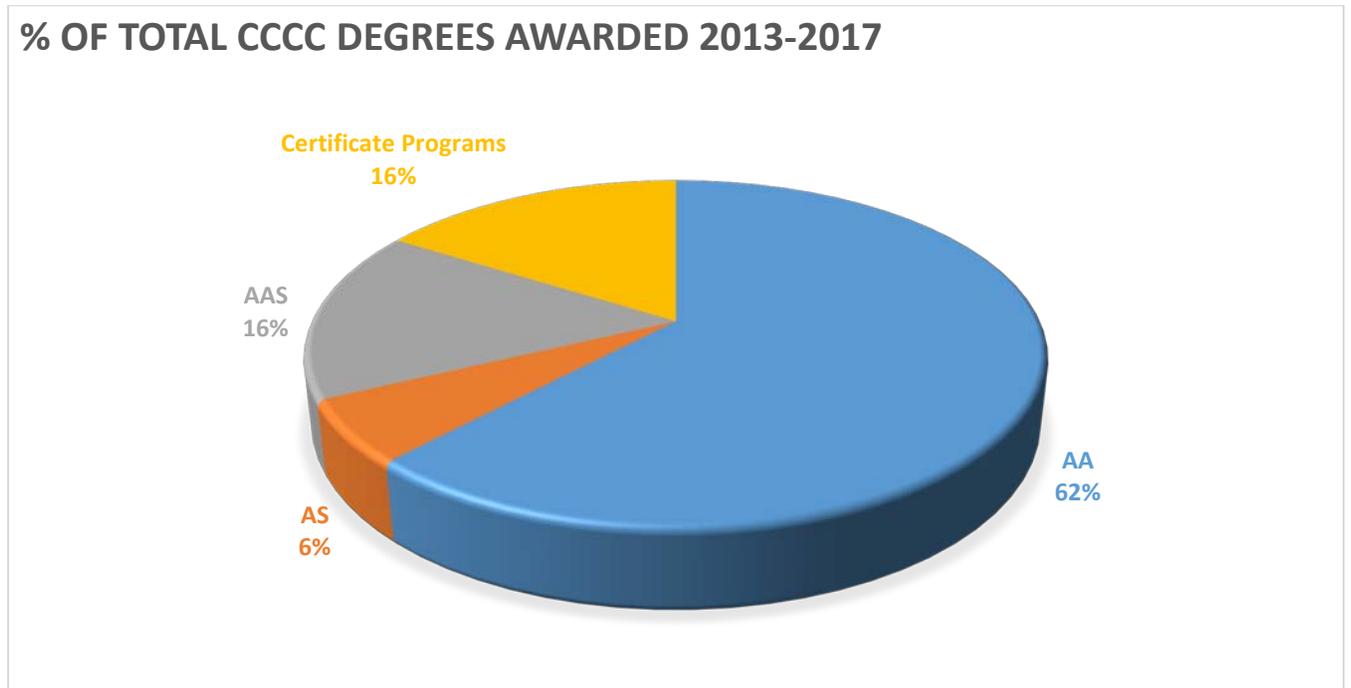
CCCC [HPER](#) researched the requirements for personal trainer certification and it was determined that CCCC would not pursue the certification because of competitive two-day and weekend requirements, in addition to the fact that income/jobs were not viable in the area.

[Liberal Arts](#), while having the highest enrollment of any program at CCCC, is examining low enrollment and completion rates within some disciplines and low transfer rates which are affecting student success. It is difficult to forge productive, ongoing relationships with students because of the limited number of CCCC faculty (overall) and the number of students in the program. In an effort to address this issue, and because of the Program Review process, CCCC has realigned [Student Academic Mentors and Student Academic Advisors](#). The College is working to establish a better support system for the student learning experience. The redesign of the Cohort (Wolf Pack) for first-time students (many are also first-generation) is another activity generated by the Program Review process. The focus is to keep students invested, motivated, and engaged so their college journey is successful.

The [Program Review Template](#) describes specific changes CCCC made due to the accreditation reports in that after each section, there is a feedback loop with strengths, concerns, progress, and recommendations. In Section II, Appendix B of the Template, total program student enrollment by semester, total program graduates, and the ratio of program graduates/total graduates for five years are analyzed. Assessment data results and analysis from the course, program, and essential studies level is in Section III, Appendix C of the Template. Section IV, Appendix D looks at employment opportunity from the tribal, state, and national levels using trend from those sources.

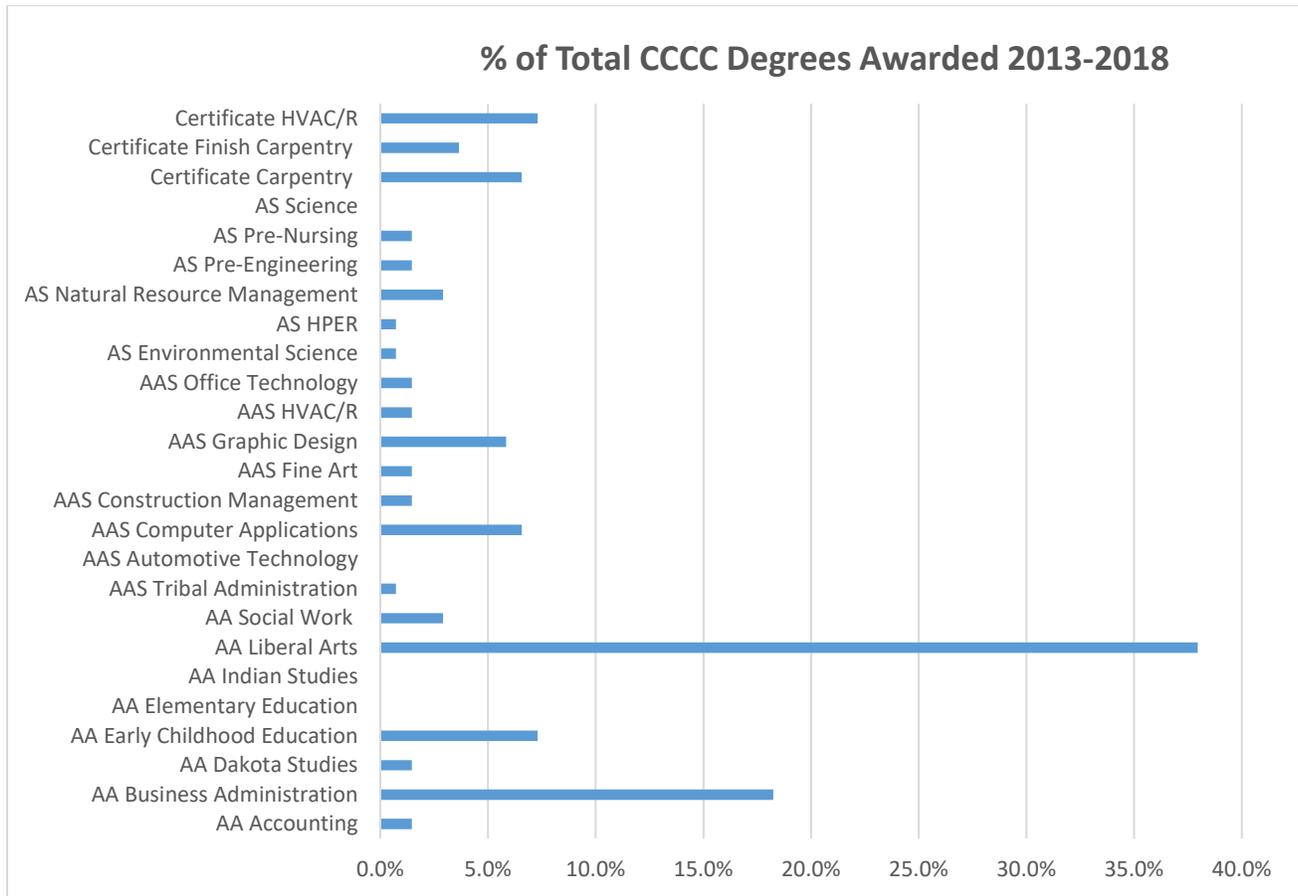
Information and data gathered from the Program Review provides a rich foundation for discussions and decisions. The Curriculum Committee created graphics that provide a visual to answer some questions that evolved from review process of all CCCC programs of study. The graphics and questions help to inform the decision-making. A sampling of the graphics and questions follow:

What types of degrees or certificates has CCCC awarded over a four-year period?



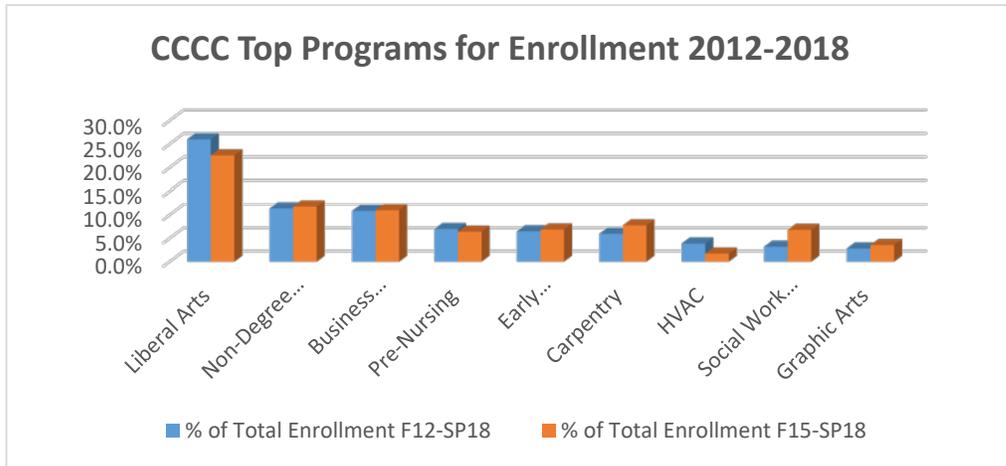
This graph demonstrates that CCCC has a strong associate degree foundation and thus, should continue to strengthen the offerings for the respective programs (that are continued following the Program Review process) toward student outcomes (graduation or transfer).

In what areas are students earning degrees and how do they compare?



The information in this graph was one of the considerations for furloughing a program – a low number of (or no) graduates in a five-year period. Some of the programs were not furloughed because courses within those programs are needed to provide essential studies requirements for associate degrees within the Liberal Arts framework. They also address considerations for transferability of Native students pursuing terminal degrees in careers/professions (social work, early childhood education, CDL, and business administration) needed by the Tribal community.

What are the programs with the highest enrollments, and how is their enrollment changing over time? Is the enrollment sufficient to justify continuation? Is enrollment, student count, and existing funding enough to cover the costs of continuing the program? If not, are there other funding sources contributing that justify continuing the program?



The questions and graphics are variables considered in the Program Review as related to student enrollment, justification, and funding sources.

- Liberal Arts students comprise a relatively large portion of the student population.
- Social Work and Early Childhood Education are highly developed programs which have not necessarily shown high completion rates, but enrollments are increasing. Some program-specific obstacles are affecting graduation rates. These have been identified through the program review process and adjustments made in the respective programs of study.

What are some limitations of our enrollment and graduation data within programs?

- Some programs show low enrollment in the actual program, but courses within the program actually have high enrollment and provide needed electives and support for other programs.
- A program cannot count as graduates, those students who are short one or two courses in obtaining their two-year degree and choose to move on to a four-year institution. Is it possible to transfer back credits earned at the four-year institution in order to complete their two-year degree and thus count them as CCCC graduates?

Programs of Study for each program were reviewed and revised as recommended within the review process. A status document was created for tracking changes occurring within programs, on the website, and in the [College Catalog](#).

During years where a full program review is not performed, a “snapshot” of the program trends will be included. Each program will have three goals defined in the snapshot, and progress made toward those goals will be reviewed annually. This embodies the essentials of good practices.

For the 2019-20 academic year, each program identified three initial goals and submitted them to the Co-Academic Deans and Curriculum Committee for review and approval. Progress on these goals will now be reported as part of the first Program Snapshot due April 1, 2020. Examples include:

PROFESSIONAL DRIVING TRAINING (CDL) GOALS

1. Increase the number of students in the program
2. Recruit another instructor
3. Purchase additional equipment (Tanker, Inverter, Flatbed)– to provide students with options to improve their technical skills

PRE-ENGINEERING GOALS

1. Improve outreach activities to the middle and secondary CCCC feeder schools in the area.
2. Improve the pedagogical methods of course concept delivery by use of technology to create immediate feedback to students concerning course comprehension.
3. Integrate the CCCC AISES chapter activities beyond the PEEC program to other STEM entities on campus to be more inclusive of all students interested in STEM.

OFFICE TECHNOLOGY GOALS

1. In BOTE 247, Spreadsheets, update curriculum to create situational and applicable assignments for clearer understanding of how the software can be used when given a real life scenario.
2. Revise program of study to update courses to be more aligned with industry standards.
(Specific to two courses.)
3. Continue to look at ways to combine the Office Technology program or certificate with the Business Administration program.

EARLY CHILDHOOD EDUCATION GOALS

1. Develop two new courses to add to the program of study – Children with Special Needs; Art, Music, and Play
2. Continue outreach to attract students to the field in order to help fill the critical need for employees in these occupations
3. Change the Language/Literacy class by removing it from Cengage and redeveloping the class using outside resources and children’s books.

In May 2019, the [Snapshot Template](#) was formalized and will be used every year that a full program review is not scheduled. The Snapshot will keep updated information regarding yearly retention, term enrollment, percent of total credits completed, and full-time equivalency. Program highlights, program goals, and progress on goals will also be noted.

Summary of CCCCs response to the concerns raised by HLC

As described in the narrative, the College has worked very hard to address the area of Program Review assuring it is an institutionalized process with rigor that is appropriate for its size and the community it serves. CCCCs has a process, it has been completed and is documented, there is a timeline for the continuation plus an activity for review during the in-between years, and the process emanates from the assessment of student learning and is integrated with strategic planning. There are documents that demonstrates the integration of both assessment and program review to the College’s planning.

A List of Additional Evidence

Board of Regents minutes

Committee Meeting minutes

Faculty/Staff Inservices

Faculty/Staff Meeting minutes

Agendas for meetings

CCCC audits

Achieving the Dream and Strategic Plan Alignment

2018-2019 Annual Assessment Report

CCCC Linkage of Assessment to Strategic Plan

CCCC Institutional Profile October 2018

CCCC Linkage of Program Review to Strategic Plan

A List of links to Faculty/Staff Handbooks, Student Handbook and Institutional (College) Catalog

[Faculty handbook](#)

[Student handbook](#)

[College catalog](#)

[Employee handbook](#)