
**AA INDIGENOUS STUDIES AND
CERTIFICATE DAKOTA LANGUAGE
PROGRAM REVIEW**



**CANKDESKA CIKANA
COMMUNITY COLLEGE**

Spirit Lake Tribe

**I. Program description and relationship to the Cankdeska Cikana Community College mission.
(See also Appendix A)**

The Indigenous Studies Program was established in 2009 in order to provide an enriching Dakota Oral Curriculum that empowers students to propagate and enhance the Dakota Language and Oral way of life existing prior to the 1867 Treaty. By anchoring students in the philosophy of their original sovereign oral civilization, our faculty elders make them more secure in their Dakota citizenship.

Faculty help prepare students to negotiate their American individual culture and US citizenship in a nation of laws promulgated in writing. They are prepared to proudly practice and promote Spirit Lake Tribe (SLT) sovereignty, history and Dakota language. Our students are prepared to teach Dakota language and culture or transfer into history, political science, or Native American Studies baccalaureate programs.

Reflection

Strengths

- There is a need for the program in keeping with the college mission statement and being a tribal community college.
- There is student and community interest in the courses.
- The courses offered fulfill the institutional requirements for the college.

Concerns

- None at this time.

Progress on concerns from last previous program review (give date of last review, if applicable)
N/A

Recommendations (Curriculum Committee Use Only)

- None at this time.

II. Program background information, enrollment and breadth (See also Appendix B)

Courses such as Dakota Thought, Philosophy and Culture and Dakota Language I are offered and meet the institutional requirements for other degrees. The average number of students in the Dakota language classes is five to ten per class; the cultural courses average thirteen per class. The average number of students majoring in the Indigenous Studies Program is about two per semester, but has increased over the past academic year. It is difficult to be able to pinpoint the rationale why the program shows low enrollment.

Faculty members are well versed in Dakota Culture and Language. The Indigenous Studies faculty members attend the regular faculty meetings and voice their concerns and observations. When there is a question regarding a tribal, reservation or cultural issue the rest of the faculty relate their questions to the Indigenous Studies faculty.

Reflection

Strengths

- The program faculty are tribally enrolled members of the Spirit Lake Nation Tribe, or of another Dakota tribe, and some are respected elders in the tribal community.
- The program provides two courses that are institutional requirement for all degrees at CCCC.

Concerns

Low enrollment in the AA program. It has been hard to maintain consistency of program offerings due to the limited number of qualified program faculty.

Progress on concerns from last previous program review (give date of last review, if applicable)

The program was revised in 2020 to include the Dakota Language Certificate and improve the transferability of the degree in line with other state institutions. Enrollment has increased, but could still be improved.

Recommendations (Curriculum Committee Use Only)

Continue to seek out qualified faculty and continue supporting training of new faculty fluent in the Dakota language and culture.

III. Program Quality and Assessment (See also attached assessment template(s) Appendix C)

The Indigenous Studies faculty use an oral curriculum in their classes which requires listening. They use “reservation intelligence” which includes Tribal citizen knowledge, oral intelligence, creativity, spirituality, and visualization (right brain theory). This is in combination with American citizen knowledge, text intelligence, logic, science, and facts (left brain theory). Dakota History, oral civilization, sovereignty and the Dakota language are prioritized learning practices. They also use modern technology to enhance what they have to offer students. Technology available includes the use of projectors, Smart Boards, Moodle, and use of educational videos/CDs.

The program outcomes and course outcomes align with CCCC’s essential studies outcomes in order to assess student learning. The assessments provide information on each student’s progress and it helps the instructor to analyze what is or is not working in the classroom. Students are evaluated by both indirect and direct means. The measurement data is collected, summarized and the report is submitted to the assessment team.

Faculty are required to mentor students in their respective disciplines. CCCC has a student course evaluation done at midterms of each semester. Each student rates their instructor by survey questions. This survey is sent to each instructor. This instructor uses this survey to adjust things that will help to better meet the needs of the students.

The program revision in 2020 brought the program in line with state institution degree requirements, ensured ease of transferability, while emphasizing the culture and language unique to the Spirit Lake Nation and Dakota people.

Reflection

Strengths

- The program serves as a connection between tribal tradition and academia.
- The faculty are fluent in the Dakota language and are masters in the tribal oral traditions.

Concerns

- It could become a crucial need for the college to find future or additional qualified faculty members in this particular degree program.

Progress on concerns from last previous program review (give date of last review, if applicable)

Funding has been put in place to financially support faculty who possess the language and cultural knowledge necessary as they pursue their education credentials.

Recommendations (Curriculum Committee Use Only)

Continue to try to fill the critical need with qualified and knowledgeable tribal members.

IV. Program cost effectiveness and ability to meet occupational needs (See also Appendix D)

The Dakota Studies program was originally named the Indian Studies program. This change was made to be more conducive to the Dakota Philosophy itself. In 2020, the program was streamlined for ease of transferability and the Dakota Language Certificate was added, along with coursework specific to the Spirit Lake community and culture. The program was renamed Indigenous Studies in keeping with a more global perspective. The targeted number of students attending the Indigenous Studies courses has increased significantly since 2001 because of increased enrollment; however, the number of students majoring in Indigenous Studies has not.

CCCC requires all employees to complete a course in Dakota Culture and History. All tribal employees are encouraged to complete coursework in Indigenous Studies and to attain an associate level degree.

Revenue generated by the students who declare Indigenous Studies as a degree is minimal due to low enrollment, but because the Indigenous Studies faculty teach two institutional required courses that are required for all associate degrees at CCCC, the revenue numbers in Appendix D do not show the whole picture.

Reflection

Strengths

- The Indigenous Studies program provides education and information for surrounding schools, tribal programs, and in the Devils Lake Region.

Concerns

- Tribal monetary support is not always consistent.
- There is low enrollment in the program itself, although the individual courses have high interest good enrollment.

Progress on concerns from last previous program review (give date of last review, if applicable)

Tribal monetary support remains inconstant. Enrollment in the program has increased in the last year which, if sustained, could alleviate some of the financial issues.

Recommendations (Curriculum Committee Use Only)

Seek out grant opportunities for additional funding sources.

V. Ability to positively impact CCCC's relationships, partnerships, and alliances

The Valerie Merrick Memorial Library collaborates with the Indigenous Studies Instructors sharing valuable historical documents, photos, tribal government documents and locations of sacred and historical sites in order to preserve the Spirit Lake Tribe history, language and culture.

CCCC fully supports professional growth. The Indigenous Studies faculty are fully supported by CCCC to attend and present at workshops as requested. Indigenous Studies faculty instructors are fully supported by CCCC in sponsoring annual Dakota Language Immersion and Treaty Sovereignty Conferences.

Two courses – DS110 Dakota Culture and History and DSL 250 Dakota Language I – are institutionally required courses to graduate from all two-year programs at CCCC. In addition, these courses will transfer to any of the other ND University System (NDUS) institutions as Humanities credits which is part of the NDUS Common Core Requirements and General Education Requirements Transfer Agreement (GERTA). Additionally, DS110 is recommended for employees of reservation K-12 schools.

Reflection

Strengths

- Strong partnerships with area schools and Tribal programs/entities in educating employees about the Dakota culture.

Concerns

- None at this time.

Progress on concerns from last previous program review (give date of last review, if applicable)
N/A

Recommendations (Curriculum Committee Use Only)

Consider development of 2+2 agreements to encourage students to move forward into a four-year degree program upon completion of their 2-year degree.

VI. Program Analysis and Reflection


Internally, this program is still difficult to “sell” to students that are interested in gaining a degree that will provide them and their families with an income. It is difficult for some students to study the American (text) curriculum about their tribe which is different than the Tribal (oral) knowledge they have. Enrollment in this program has yet to be where the college would like it to be, however in terms of the mission of the college and this program, the number of students taking the courses of the program is good.

Tribal Colleges rely heavily on federal funding that is usually competitive. These programs are becoming more dependent on their sovereign Tribal Governments. The goals and outcomes were updated in September of 2020 to include previous programs under the Indigenous Studies umbrella: Students will demonstrate proficiency of Indigenous Culture; Students will demonstrate competency in speaking Dakota Language; Students will utilize various technology platforms to demonstrate proficiency of Indigenous people; and Students will gain knowledge of their traditional placements within Indigenous nations.

Additionally, having the Tribe support the program by mandating certain classes from the program be populated by its tribal members and workers would not only benefit the program and the college, but it would also benefit the Tribe as a community.

Appendix A

(Current CCCC Program of Study showing courses offered and suggested course rotation)

		Report of Credits Earned/Needed for Graduation			
		Name: AA in INDIGENOUS STUDIES		Date:	
Essential Study Requirements				Semester	Credits
ENGL	100		Student Success		1
ENGL	110	ND:ENGL	College Composition		3
ENGL	120	ND:ENGL	* College Composition II		3
COMM	110	ND:COMM	Fundamentals of Public Speaking		3
		ND:FA or ND:HUM or ND:HIST			3
		ND:FA or ND:HUM or ND:HIST			3
		ND:SS or ND:HIST			3
HIST	261	ND:HIST	American Indian History		3
CSCI	101	ND:COMPSC	Introduction to Computers		3
		ND:MATH			3
		ND:LABSC	Lab Science Elective		3
		ND:LABSC	Corresponding Lab		1
DS	110	ND:HUM	** Dakota Culture and History		3
DSL	250	ND:HUM	Dakota Language I		3
					38
* Prerequisite of ENGL 110 (College Composition I). ** Alternate Summer Rotation *** Prerequisite of CSCI 101					
Core Classes					
DS	121		Introduction to Native American and Indigenous		3
DS	122		Intro to Spirit Lake Culture, Government, and Constitution		3
DS	213	ND: SS	Tribal Governance		3
DSL	251	ND:HUM	Dakota Language II		3
DS	285		Federal Indian Law and Policy		3
Program Electives					9
					24
Total					62
Program Electives					
DS	170		Native Americans and the Cinema		3
DS	155	ND:HUM	Survey of Native American Arts		3
DS	214		Tribal Administration		3
DS	265	ND:HUM	Native American Literature		3
DSL	252		Dakota Language III		3
DSL	253		Dakota Language IV		3
Current POS Effective Date: 8/2022 BOR Approved: Curriculum Approved Revisions: 12/10/2015, 04/18/17, 12/12/19, 1/1/21, 7/14/22 Institutional Updates: 01/31/19, 12/12/19, 1/1/21, 8/16/21, 7/14/22					



Suggested Course Rotation

AA in INDIGENOUS STUDIES

Semester 1			Fall	
CSCI	101	ND:COMPSC	Introduction to Computers	3
DS	110	ND:HUM	Dakota Culture and History	3
ENGL	100		Student Success	1
ENGL	110	ND:ENGL	College Composition I	3
IS	121		Introduction to Native American and Indigenous Studies	3
		ND:MATH		3
				16
Semester 2			Spring	
DS	213	ND:SS	Tribal Governance	3
ENGL	120	ND:ENGL	College Composition II	3
DSL	250	ND: HUM	Dakota Language I	3
HIST	261	ND:SS or HIST	American Indian History	3
		ND:FA or ND:HUM or ND:HIST		3
				15
Semester 3			Fall	
COMM	110	ND:COMM	Fundamentals of Public Speaking	3
DSL	251	ND:HUM	Dakota Language II	3
DS	285		Federal Indian Law and Policy	3
		ND:FA or ND:HUM or ND:HIST		3
		ND:LABSC		4
				16
Semester 4			Spring	
DS	122		Intro to Spirit Lake Culture, Government, and Constitution	3
		ND:SS or ND: HIST		3
			Program Elective	3
			Program Elective	3
			Program Elective	3
				15
				62

Updated: 02/22/19, 12/12/19/1/21, 7/14/22



Report of Credits Earned/Needed for Graduation

Name:

DAKOTA LANGUAGE CERTIFICATE

Date:

Certificate Requirements

			Semester	Credits
DS	110	Dakota Culture and History		3
DS	122	Intro to Spirit Lake Culture, Government, and Constitution		3
DSL	250	Dakota Language I		3
DSL	251	Dakota Language II		3
DSL	252	Dakota Language III		3
DSL	253	Dakota Language IV		3
			Total	18

Current POS Effective Date: 8/2022

Curriculum Approved Revisions: 02/11/21, 03/10/22, 07/14/22

BOR Approved: 04/16/21

Institutional Updates: 08/13/21, 07/14/22

Appendix B – Program Background Information, Enrollment, and Breadth

Faculty Program Staff and Credit Hour Loads

Name	Title/Position	FT/PT/TEMP	Credit Load/Semester
BreAnna Delorme	Indigenous Studies Instructor	Adjunct	3 – 9
Louis Garcia	Dakota Culture Instructor	Adjunct	3
June Gourd	Dakota Cult Spec/Instructor	.5 FTE	6
Michaela Smith	Dakota Cult Spec/ Instructor in Training	.25 FTE	3
Elijah Hopkins	Dakota Language Instructor	Adjunct	3 – 6

Enrollment and Graduation Data

Indigenous Studies (Formerly Dakota Studies)	# Enrolled Indigenous Studies	# Enrolled Dakota Language Certificate	Total Program Enrollment	Total Enrollment	Program % of Total Enrollment
Fall 2017	2		2	242	0.8%
Spring 2018	4		4	189	2.1%
Summer 2018	2		2	44	4.5%
Fall 2018	2		2	178	1.1%
Spring 2019	3		3	164	1.8%
Summer 2019	2		2	45	4.4%
Fall 2019	2		2	160	1.3%
Spring 2020	2		2	168	1.2%
Summer 2020	1		1	39	2.6%
Fall 2020	4		4	182	2.2%
Spring 2021	4		4	161	2.5%
Summer 2021	3	0	3	128	2.3%
Fall 2021	1	0	1	248	0.4%
Spring 2022	6	0	6	243	2.5%
Summer 2022	3	0	3	148	2.0%
Totals	41	0	41	2339	1.8%

5-Year Program Enrollments

Program Graduates AA Indigenous Studies (formerly Dakota Studies)				
2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
1	0	1	1	0

Program Graduates Dakota Language Certificate				
2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
4	0			

Total CCCC Graduates				
2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
46	32	25	28	20

Percentage of Program Graduates to CCCC Graduates				
10.9%	0.0%	4.0%	3.6%	0.0%

5-Year Graduation Rates

Appendix C – Program Quality and Assessment

FALL 2021

DS253 D – Cumulative Assessment I – Self Eval	> 7 0	N =2 NP =0 SR =2/2 Avg. = 95 Range = 90-100	Not Applicable	None at this time	1,2,4	1,4,5	1,2,4
DS 110 D – Cumulative Assessment DS 110 I – Self-Evaluation	>70	N = 9 NP = 3 SR = 1/6 Avg. = 100 Range = 100	Lack of interest in material, schedule conflicts	Discussed with student’s importance of attending and keeping up with the class.	1,2,3,4,5,6,7,8	1,3,4	1,2,3,4

SPRING 2022

D – DS 110 Daily Quizzes I – Student Oral Evaluation	>70	N = 12 NP=5 SR=7/12 Avg. = 80 Range =50 to 100	One student had child care issues, another had poor attendance and health issues. Goal was met.	Advise students not to plan infant child care while taking classes. Advise students to restore health before enrollment.	1,2	1,2,3,4	1
D – student success Attendance Participation in oral drills Final Oral Presentation I –	>70	N =9 NP = 4 SR =5/5 Avg. = 85 Range = 75 - 95	The course was missing an instructor for 2-3 weeks resulting in a break in continuity of learning.	Maintain consistent class times and presence weekly throughout the semester.	1-10	2	1-4
D – final oral presentation I-	>70	N = 17 NP = 2 SR – 14/15 Avg. = 82 Range = 50 -100	Incomplete assignments and non-attendance	Advise students on importance of attendance and completing work	1-10	2	1-4

Appendix D – Cost Effectiveness and Ability to Meet Occupational Needs

Occupational Needs

Indian Employment Projections, 2012 - 2022	
Bureau of Labor Statistics	
Occupational Category	Projected Increase
Federal (BIA, IHS, BIE, National Indian Organizations)	10%
State (Public Schools, Colleges, Health Organizations)	12%
Tribal (Tribal Schools, Colleges, Businesses, Casinos)	15%

Annual Revenue and Expenditures

Term	Enrollment	Tuition	ISC per FTE	ISC Revenue	Total Revenue
Fall 2017	2	\$3,000.00	\$7,285.28	\$7,285.28	\$10,285.28
Spring 2018	4	\$6,000.00	\$7,285.28	\$14,570.56	\$20,570.56
Summer 2018	2	\$1,500.00	\$7,285.28	\$7,285.28	\$8,785.28
AY 2017-18		\$10,500.00		\$29,141.12	\$39,641.12
Fall 2018	2	\$3,000.00	\$7,356.26	\$7,356.26	\$10,356.26
Spring 2019	3	\$4,500.00	\$7,356.26	\$11,034.39	\$15,534.39
Summer 2019	2	\$1,500.00	\$7,356.26	\$7,356.26	\$8,856.26
AY 2018-19		\$9,000.00		\$25,746.91	\$34,746.91
Fall 2019	2	\$3,000.00	\$8,279.20	\$8,279.20	\$11,279.20
Spring 2020	2	\$3,000.00	\$8,279.20	\$8,279.20	\$11,279.20
Summer 2020	1	\$750.00	\$8,279.20	\$4,139.60	\$4,889.60
AY 2019-20		\$6,750.00		\$20,698.00	\$27,448.00
Fall 2020	4	\$4,500.00	\$7,356.26	\$14,712.52	\$19,212.52
Spring 2021	4	\$6,000.00	\$7,356.26	\$14,712.52	\$20,712.52
Summer 2021	3	\$3,000.00	\$7,356.26	\$11,034.39	\$14,034.39
AY 2020-21		\$13,500.00		\$40,459.43	\$53,959.43
Fall 2021	1	\$1,800.00	\$8,656.00	\$4,328.00	\$6,128.00
Spring 2022	6	\$10,800.00	\$8,656.00	\$25,968.00	\$36,768.00
Summer 2022	3	\$5,400.00	\$8,656.00	\$12,984.00	\$18,384.00
AY 2021-22		\$18,000.00		\$43,280.00	\$61,280.00
Term	2021-2022	2020-2021	2019 - 2020	2018 - 2019	2017 - 2018
Salary	\$ 57,430	\$ 51,064	\$ 57,693	\$ 52,643	\$ 52,515
Fringe	36%	35%	35%	35%	35%
# of Program Faculty	NA/Interim Adjunct	4	2	2	2
Total Salaries	\$32,800.00	\$204,256.00	\$115,385.34	\$105,286.00	\$105,030.80
Total Fringe	\$0.00	\$71,489.60	\$40,384.87	\$36,850.10	\$36,760.78
Total Expenses	\$32,800.00	\$275,745.60	\$155,770.21	\$142,136.10	\$141,791.58
Total Revenue	\$61,280.00	\$53,959.43	\$27,448.00	\$34,746.91	\$39,641.12
Net Gain/Loss	\$28,480.00	(\$221,786.17)	(\$128,322.21)	(\$107,389.19)	(\$102,150.46)

Program Evaluation and Review (for Curriculum Committee Use Only)

Criteria	Program Exceeds Expectations	Program Meets Expectations	Program Needs Improvement	Program Does Not Meet Expectations
Sec II Enrollment	Increasing	Steady	Decreasing	Unsustainably Low
Sec III Quality of the Program as Determined from Assessment Information	The program's quality is substantial and notable.	The program's quality is substantial but could be strengthened through curricular and/or program enhancements, e.g. providing additional resources, adding or deleting courses	The program's quality could be strengthened through reconfiguration, e.g. substantial modification of the curriculum and the reorganization of faculty.	The program's quality and/or contribution to the institution is not substantial enough to justify its continuance
Sec IV Cost Effectiveness	Net Gain	Break Even	Net Loss	Unsustainable Losses
Sec IV Projected Occupational Need (Regional and State Level)	Large Need and Growth in This Area	Moderate Need	Minor or Low Need	No Clear Need for This Degree
Sec V Ability to positively impact CCCC's relationships, partnerships & alliances	Relationships are strong – benefits the overall mission of the college	Relationships, partnerships, and/or alliances could be developed to strengthen the program	Relationships, partnerships, and/or alliances need to be reconfigured in order to positively impact the college	Relationships, partnerships, and/or alliances are not positively impacting the college. The program's reduction or phase out would not adversely impact other programs.

The Curriculum Committee makes the following recommendation(s):

It is recognized that the program revenues from students taking coursework within the program, but not enrolled in the degree program, make the program financially viable. The program could still benefit from additional funding from other sources and should seek out grants and other funding.

The program fills a critical need for the Tribal community and continuation of the Dakota language. The committee recommends continuing efforts to establish a means for creating a pipeline of qualified individuals to continue effective programming.

The committee recommends the program for continuance.

Follow up actions and timeline:

Continue training qualified faculty participating in the transition to teaching program. Recruit additional faculty as needed.



**CANKDESKA CIKANA
COMMUNITY COLLEGE**
Spirit Lake Tribe

PO Box 269, Fort Totten, ND 58335
Phone 701.766.4415
Toll Free 888.783.1463
Fax 701.766.4077
www.littlehoop.edu

Completed Program Reviews Verification

Name of Program Reviewed: AA Indigenous Studies/Certificate Dakota Language

Michael Smith
Director or Faculty of Record

11/15/22
Date of Review

Karen Saari
Curriculum Committee Chair

11/15/22
Date of Review

Shaun Young
Dean of Administration

11/16/22
Date of Review

J. Rumpus
Academic Dean

11/21/22
Date of Review

Gretchen Smith
President (as appropriate)

11-21-22
Date of Review

N/A
Chair CCCC Board of Regents (as appropriate)

Date of Review

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