



CANKDESKA CIKANA
COMMUNITY COLLEGE
Spirit Lake Dakota Nation

2018 ANNUAL REPORT



Cankdeska Cikana Community College

CCCC is chartered by the Spirit Lake Dakota Nation, with a five member Board of Regents appointed by the Spirit Lake Tribal Council. The Board of Regents is empowered via the Charter, to grant degrees to qualified applicants upon the completion of the Board approved curriculum in compliance with HLC. The Board of Regents formulates and implements administrative policies and procedures for the operation of the institution.

Board of Regents for 2017-2018

Wicahpi Tawacinhehomni, *Fort Totten District*

College Brown, *Member at Large*

Heather Lawrence, *Woodlake District*

Jeanette Herald, *St. Michael District*

Waynita Chaske, *Crowhill District*

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

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

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.

We value working together - student, College, family and the community.

Commitment to Quality

We strive to be the very best tribal community college.

We strive to provide appropriate courses and academic programs.

We employ qualified faculty and staff in all positions.

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

We maintain accreditation standards.

Essential Studies Outcomes

- 1. Critical Thinking**
- 2. Communication**
- 3. Technological Literacy**
- 4. Personal Attributes**

President's Message

We strive to provide opportunities to improve lives and to make a difference in our community.



Spirit Lake Dakota community members and CCCC stakeholders:

As the Spirit Lake Tribe's higher education institution, Cankdeska Cikana Community College (CCCC), strives to do its best toward the success of our students. The annual report is our effort to report back to the community about our work and many success stories. We believe that you can *Start Here, Go Anywhere!*

Please take time to read the report and let us know if you have any questions or want more information. We provide opportunities to improve lives and to make a difference in our community.

Help us to increase enrollment! We have many scholarships and tuition waivers and we need more tribal members with credentials to work at CCCC as faculty or administrators or for the Head Start program in serving children and families, as well as to work for the many Tribal programs.

Your interest and support for CCCC is appreciated.



Cynthia Lindquist, PhD, President
Cankdeska Cikana Community College
Ta'sunka Wicahpi Winyan...Star Horse Woman
Spirit Lake Dakota Tribal Member

Student Delegation

for AIHEC Advocacy Week Feb. 11-15, 2018 in Washington DC



Senate Indian Affairs Committee Chambers in the Senate Hart Office Building. left to right: Isnala Roan Eagle, Brenna Littleghost, Dr. Lindquist, Danacia Greywater, Arlette Lohnes



Isnala Roan Eagle

Hau lemiye, Stands Alone. Hi, my name is Isnala Nanjin Roan Eagle. I greet you kindly today. I am from the Oglala Lakota reservation, currently studying pre-engineering at Cankdeska Cikana Community College. *Less than 0.1 percent of all engineers are Native American, so I would like to be part of that group and show to the younger generation that they can do anything if they put their mind to it.*



Arlette Lohnes

My name is Arlete Lohnes otherwise known as Zitkadan-To, or blue bird. I was born and raised on the Mni Wakan Oyate or the Spirit Lake Nation reservation. I have seven siblings and I am the third youngest. *I chose to study a career in the engineering field to help the people of Spirit Lake.*



Danacia Greywater

My name is Danacia Greywater, and I am an enrolled member of the Spirit Lake Nation. I am 22 years old and a full-time college student at Cankdeska Cikana Community College. I also work part-time in the North Dakota National Guard. *I want to become a leader in my community, and with the help of Cankdeska Cikana Community College, I am on track to become one. "Start Here, Go Anywhere," is the perfect motto for CCCC, because I do believe this is just the beginning.*



Brenna Littleghost

I am Brenna Littleghost and I am attending Cankdeska Cikana Community College for my carpentry certificate, then I plan on going into business. *There are so many houses that are boarded up that used to have people living in them. I hope to make those houses livable again one day in order to help my people stay on the reservation.*

Student Awards

President's List

The requirements for the student to be placed on "Presidents' List", they must achieve a 3.70 to 4.0 GPA for the semester.

Spring 2018 President's List Students



Fall 2017 President's List Students



Dean's List

The requirements for the student to be placed on "Deans' List", they must achieve a 3.25 to 3.69 GPA for the semester.

Spring 2018 Dean's List Students



Fall 2017 Dean's List Students



Student of the Year



AMERICAN
INDIAN
COLLEGE
FUND

Nicole Brown **AICF/CCCC Student of the Year**

Nicole is an exemplary student and it is reflected in her academic achievements. She has made the President's List all three semesters she has been a CCCC student. She helped make history as a starter for the 2016-17 and 2017-18 CCCC Wolves , our first ever women's basketball team. Nicole is actively involved with other student activities, volunteering, and working as a peer Math Tutor. Ms. Brown plans to continue her academic career by transferring and completing a Bachelor's degree program in a Health field. Her ultimate goal is to work on a reservation helping those that suffer from diabetes and obesity. She wants to help them become healthy through fitness. Nicole would also like to work with children and teenagers to help them with fitness and how to integrate that into a way of life. She is interested in working with the community to help others understand healthy life style choice and how to implement those choices.

Employee & Faculty of the Year



MICHELLE CAVANAUGH
Wakanheza Oti employee



KEVIN CARTWRIGHT
English Instructor

Graduating Class of 2018



Dane Allapowa

AA Liberal Arts

Nicole Brown**

AA Liberal Arts

Breann (Cook) Jetty**

AA Business Administration

Trestan Demarce

AA Business Administration

Paulette Driver*

AA Business Administration

Joe Garcia*

AAS HVAC/R

Oliver Gourd III

AA Liberal Arts

Danacia Greywater*

AS Pre-Nursing

Nicole Griffin

AA Early Childhood Education

Amber Hook

AS Natural Resources

Ethan Howard**

AAS Graphic Arts

Destin Ironshield*

AA Early Childhood Education

Stanley Littlewind*

AA Liberal Arts

Sharlotte Martin

AA Social Work

Rebecca Mousseau*

AA Social Work

Latisha Teel

AA Liberal Arts/AAS Graphic Arts

Certificates

Wesley Jackson

Carpentry

Kyle Langstaff

Heating, Ventilation, & Air Conditioning

Randy Leben

Finish Carpentry

**yuonihan yatanpi (with highest honor) wearing a White Honor Stole (GPA requirements 3.70 & higher)

*yuonihan (with honor) wearing a Gold Honor Stole (GPA requirements 3.25-3.69)

CCCC Services & Program Updates:

Valerie Merrick Memorial Library (VMML)

The library is continuously adding and updating the collection with ebooks, Native American, young adult, fiction and children's books; DVD's and reference materials for students.

Valerie Merrick Library and CCCC Nutrition Program collaborated monthly to inform and expand on the health education efforts that include topics on cancer prevention and education, mental health issues, nutrition, and positive health practices. We felt this would promote lifelong healthy lifestyle practices for our Spirit Lake Tribal community.

Our "Dakota Culture Night" class for the 2017-2018 school year was a success where community members can come together to share stories growing up on Spirit Lake Reservation, make star quilts and ribbon skirts. It was a great time for all!

Children from Head Start and Sacred Children's Place regularly stopped by and listened to stories pertaining to the monthly theme along with watching educational programs on our Smart TV. Early reading develops language skills and is a great way to engage with your children.

An important project we are currently working on is the *1,000 Books before Kindergarten Program*. This program helps families with becoming more involved with reading to their children with 33 families signed up. Our goal is to help establish small libraries in their own homes by supplying books, supporting and encouraging the families. We are thrilled to note the increase of children's books checked out due to starting the program. Already we have three children have completed the "100 books read to me" milestone!



NorthWest Area Foundation

The Northwest Area Foundation (NWAFF) grant provides for a Career Services Director position with the goal to assist students and community members to determine career paths. One of the exciting opportunities presented under this grant is the Clifton Strengths Finder by GALLUP, which has been given to 174 students and 28 staff members. GALLUP Strengths identifies a person's top 5 of 34 identified talent themes, which creates awareness

of one's talents, that can be strengthened through actions and also increases self-worth as one realizes the uniqueness of their strengths. Vicki Oehlke, the Career Services Director, also assists the HR director, to improve employee morale, develop training opportunities, and improve support for the retention and recruitment of students.

ICE-TI (Instructional Capacity Excellence in TCUP Institutions)

The purpose of the CCCC ICE-TI project is to increase participation of Native students in STEM (Science, Technology, Engineering, and Mathematics) careers, remove barriers that may exist for Native students, and improve the quality of the institutional STEM programs. The NSF project began in 2013 and goes through April, 2019.

Faculty working for the ICE-TI project include:

- Dr. Brent Voels, Science Instructor
- Karen Saari, ICE-TI Director/Mathematics Instructor
- Chris Dahlen, Mathematics Instructor/Institutional Data

The program provides:

- student math peer-tutors to assist with math coursework, frequently within the classroom.
- extra math lab hours with instructors and/or tutors available outside of class times.
- an open door policy for students to make up missed class by attending another class, even utilizing a different math instructor, if necessary.
- self-paced and accelerated opportunities for completing developmental math courses.

- monetary support for students participating in surveys and interviews for ICE-TI research purposes.
- student stipends for completion of math coursework.

In 2017-18:

- Over 60 students utilized the additional math lab hours and student math tutors, with many students also receiving additional assistance from the tutors during class times as well.
- More than 80 students received some direct form of monetary support provided through ICE-TI with totals exceeding \$76,000.

The ICE-TI Math Student Tutors for 2017-18 were **Nicole Brown** and **Isnala Roan Eagle**. Both Nicole and Isnala have been exemplary students at CCCC, with Nicole receiving the 2018 AICF/CCCC Student of the Year Award. Isnala and Nicole also represented the college at the 2018 annual AISES (American Indian Science and Engineering Society) and AIHEC (American Indian Higher conferences).



Professional Driving Program (CDL)

During the 2017-2018 year, the Professional Driving Program (CDL) has grown. There is a high demand for drivers for the industry and in our area.

The program trains students for a Class A License and a Class B License. The class A license, the students may drive any combination of vehicles with a gross combination weight rating of 26,001 pounds or more, provided the GVWR of the vehicle(s)

being towed is in excess of 10,000 pounds. and with the class B the students qualify to be bus drivers.

To date the program has 15 completed students, with 13 employed in the transportation industry.

Native American Career and Technical Education Program (NACTEP)

In 2018 the CCCC's Carpentry Program completed building their third home. The college has chosen to build homes to offer students the best lab/model for carpentry and due to the high need for the community. In building a house, nearly every area in teaching carpentry is covered - selecting woods, preparing and squaring a site as well as wall construction, rafter setting, sheeting, shingling, insulation and sheetrocking. These skills are usable and beneficial to a new carpenter looking for an entry level position in the construction industry.



TRIO Student Support Services (SSS) and Talent Search

The TRIO SSS program is an academic support program funded by a grant from the U.S. Department of Education. The goals of the program are to increase retention and graduation rates and to facilitate student's transition from one level of higher education to the next. Clayton Peltier is the director, SSS provides CCCC/SSS in the areas of academic, financial or personal advising; tutoring; instruction in basic study skills; assistance in securing admission and financial aid for enrollment in four-year institutions; and information about career development. SSS also offers an opportunity to participate in informational workshops, campus tours, and cultural events on and off campus.

A total of 4 students participated in a cultural trip to the North Dakota Heritage Center in Bismarck, ND. A total of 8 students attended the Norsk Hostfest Scandinavian Festival in Minot, ND. The festival features a number of multi-cultural exhibits with internationally recognized artists and educators presenting Nordic heritage, language, and culture. A total of 17 SSS students and 1 staff member attended the American Indian Higher Education Consortium (AIHEC) Conference in Bismarck, ND, where they participate in educational competitions and attend cultural events. Campus tours were arranged throughout the year for student to visit four-year colleges when considering transfer. A total of 17 students participated in the campus visits. Also the program offered informational workshops during the 2017 Fall Semester, a total of 82 students attended the 8 workshops. During the 2018 Spring Semester, 64 students attended the 8 workshops.



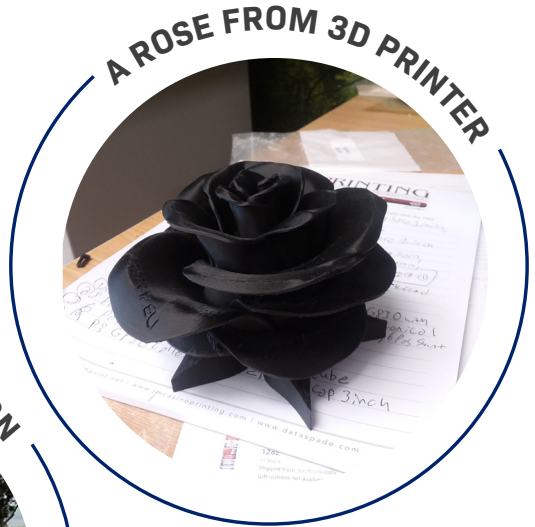
Pre-Engineering Educational Collaborative (PEEC)

The CCCC PEEC program involves a collaboration between four tribal colleges (Nueta Hidatsa Sahnish College, Turtle Mountain Community College, Sitting Bull College, and CCCC) plus a mainstream institution (NDSU). The aim of collaboration for each TCU to provide its own 2-year program in pre-engineering. During this time the students will have instructors from each of the partnering colleges teach them core classes through the interactive video network (IVN). They go onto the College of Engineering at NDSU and major in the engineering discipline of their choice (mechanical, civil, electrical, etc.) with the goal of obtaining a 4-year baccalaureate degree. Ideally they should be able to enter NDSU as juniors if they finish the program of study at their respective TCU. Many however, will transfer to NDSU before they have all the credits to actually get an AS degree. Regardless of the path they take, the TCU is still an important initial step for Native students to a terminal degree. The PEEC TCU program acts as a transitional phase from the reservation community to a mainstream institution. It exposes them to the mainstream campus environment gradually as they travel to NDSU, as well as the other TCU's, to meet fellow students and various professors

they will eventually have in future course work. They also come in contact with the student services available to them at NDSU. In all, they find a support structure in place that will help them not only survive the four-year institution, but also to thrive there.

During this past year the PEEC program has had five students, one attended the 2018 NDSU summer camp surveying course, three switched to the PEEC program from other studies this past fall of 2018 and at least one will advance onto NDSU after completion at CCCC in spring of 2019.

CCCC's strong relationship has been fostered between PEEC and the Advanced Manufacturing Initiative (AMI). One AMI class that serves as a pathway to the PEEC program, if the student is so inclined, is the AMI-101: 3D Modeling for Advanced Manufacturing. This class is used so the student can consider engineering as a possible career path versus the trade path as a technician in additive manufacturing. Thus we have advanced manufacturing being utilized as an outreach activity for the PEEC program.



Advanced Manufacturing Initiative

CCCC AMI is an AIHEC/NASA Department of Energy project that focuses on introducing students to 3D modeling software used within the advanced manufacturing industry. Students will learn how to create 3D models along with 2D engineering drawings that include appropriate orthographic, sectional and auxiliary views. This course includes a survey of the major advanced manufacturing methodologies, technical skills requirements, and various career opportunities.

CCCC Advance Manufacturing purchased a DJI Matrice 210 drone and several cameras with capabilities of performing thermal and multispectral studies on the Spirit Lake reservation.

Thermal studies will enable the tribal to depict areas which may need to be better insulated as well as where potential polluted water is entering the Devils Watershed. Multispectral studies can study native species of plants and another area of research is denoted as the Spirit Lake Remote Sensing of Harmful Algae Research Project.

Land Grant

In 1994, twenty-nine Native American post-secondary institutions were recognized by the U.S. Congress with land grant status under the authorization of the Equity in Educational Land Grant Status Act (Section 354 of P.L. 103-382). The legislation was significant as these institutions represented Indian Tribes with land bases not receiving primary land grant support prior to 1994. CCCC was one of the Tribal Colleges and Universities (TCUs) identified in the legislation as a '1994 Tribal Land Grant College'.

Acquiring of land grant status was instrumental in creating opportunities and obtaining resources for TCUs to carry out the three traditional tenets of land grant institutional missions - teaching, extension, and research. The TCUs are now charged with organizing and delivering land grant programs for Indian Nations and Tribal communities that have historically been neglected by mainstream institutions. The 1994 Tribal Land Grant Colleges and Universities are supported in the following areas:

1. An endowment fund (in lieu of a land grant).
2. Tribal land grant equity grants to be used for specific institutional projects related to the Tribal land and natural resource needs.
3. Extension programs for addressing Tribal community needs.
4. Research.



CCCC has two primary purposes for Land Grant - Natural Resource Management and an Extension service. Through these services, CCCC provides a growing capability for delivering education, cultural activities, and information to the North Dakota citizenship with an emphasis on the Spirit Lake Reservation community.

Program Snapshot:

- Department Chair: Heidi Ziegenmeyer, Faculty: Douglas Cudworth
- 15 courses offered on a rotating schedule, ranging from Soil Science to Wildlife Identification.
- 17 students took classes
- 1 graduate during the 2017-2018 school year
- 2 conference trips including 2 students each trip
- Nutrition Specialist: LaVerne Sullivan
- Community Agriculture Coordinator: Margo Azure, Paige Hook
- 13 workshops, 1 Tribal Local Food Conference
- Over 200 students and community members served



Adult Learning Center (GED)

The Cankdeska Cikana Community College's Adult Learning Center funding was cut from the ND State Adult Education funding in July 2016 so CCCC has subsidized the program. In 2017-2018, the program had 29 Spirit Lake Tribe members complete: 17 females and 12 males.



CCCC Head Start

CCCC Head Start is in its fifth year of the grantee award cycle. The program is American Indian/Alaska Native funded.

The CCCC Head Start and Early Head Start is a comprehensive early childhood education program provided for children from birth to age five. The program focuses on individualized learning plans for the child in areas of language development, literacy, arts, communication, math, science, physical health and development, social competence, and Dakota culture. The prenatal program provides home based visitation services.

With the progressive support of Spirit Lake Dakota Nation and CCCC, the program transitioned to a central campus on September 24, 2018.

Parent Activities

The CCCC Head Start program offers a variety of parent opportunities and referrals. Parents serve on the Parent Policy Council and Health Services Advisory Committee. Families completed a parent survey in July of 2018 that led to the implementation of a four-day classroom week. The school day begins at 8 o'clock Monday through Thursday. The lengthened school day provides the staff with opportunities on Fridays for comprehensive curriculum planning, in-services and training. A monthly family night provides opportunity for family engagement and learning. Conferences, home visits, and events provided by the staff provide the opportunity for:

- o Family goal setting.
- o Individualized learning outcomes and assessments of the child.
- o Case management and family advocacy.

Curriculum

CCCC Head Start utilizes the Creative Curriculum Teaching Strategies Gold (TSG). The prenatal program implements evidence based practices and curriculum for health, parenting, and safe sleep.

Employees

CCCC Head Start requires all staff to have professional development plans. Ongoing learning opportunities to address the skill sets of staff are paramount to quality service delivery. A minimum of fifteen hours of continuing education is an annual requirement of staff. Teaching staff and classroom assistants must seek out a minimum of an associate's degree in Early Childhood Education. Lead Teachers must have a credential at the Bachelors level on their professional outcome plan. The program employs 57 staff with 40 identified as Spirit Lake, 5 other Tribe and 12 non-native. One employee is enrolled in a bachelors program for Early Childhood Education and one employee for Social Work.

The grand opening of the Head Start facility was August 15, 2018. This venture is a partnership between Cankdeska Cikana Community College, Office of Head Start and USDA A/C.

Waiting for numbers from Head Start



Community Statistics

Spirit Lake Tribe - Enrollment and Age Data

Tribal Enrollment – 8,064
Living on Reservation – 3,783
Living Adjacent/Off Reservation – 4,281

Age Distribution

Under 18 – 2,998 (37%)
Age 18-64 – 4,693 (58%)
Age 65 & Over – 373 (5%)

Source: Spirit Lake Tribe Enrollment Office 10/25/2018

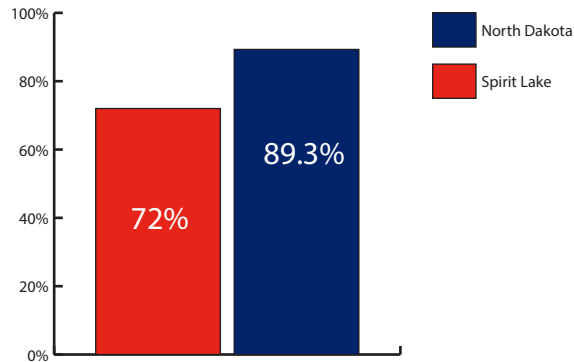
Spirit Lake Tribe - Labor Force Data

Percent of Population 20 to 64 years of age employed - 55% (North Dakota - 80%)
Percent of Population 20 to 64 years of age in Labor force - 65%
(North Dakota - 85%)

Source: U.S. Census Bureau (2010). Employment Status 2006-2010 American Community Survey 5-Year Estimates

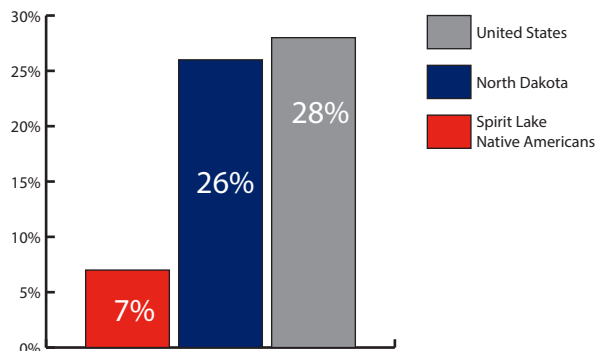
Community Education Profile

Four Winds High School 2013-2015 Graduation Rate - 55%
Percent of adults 18 and older having attained a high school diploma:



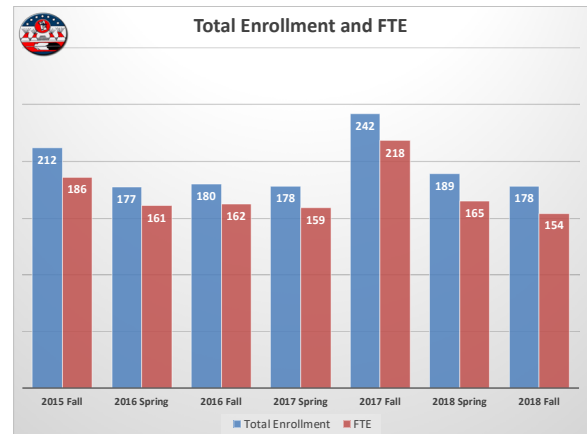
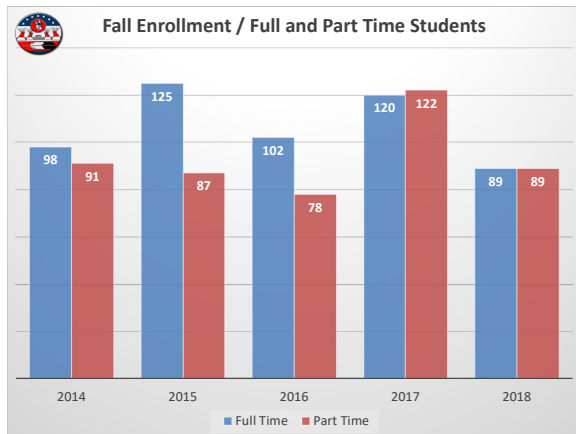
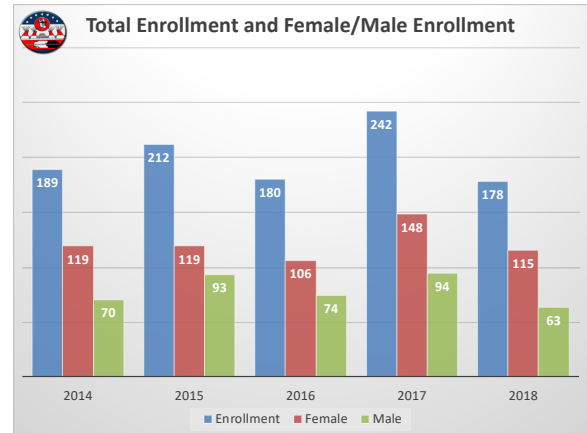
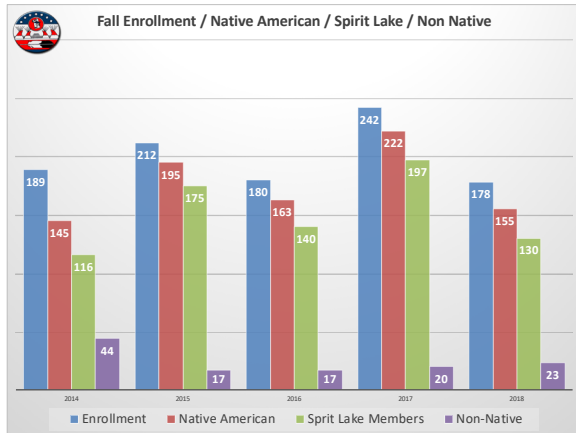
Source: U.S. Census (2010)

Percent of residents with bachelor's degrees

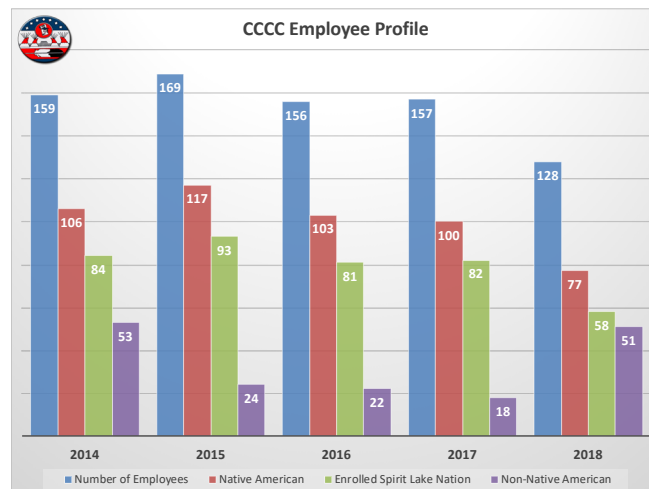


Source: U.S. Census Bureau (2010)

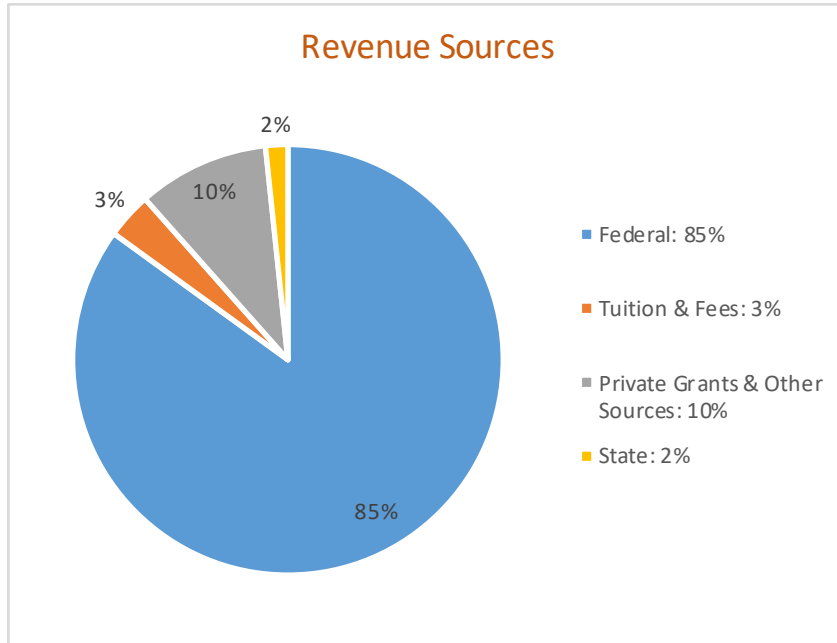
Student Statistics



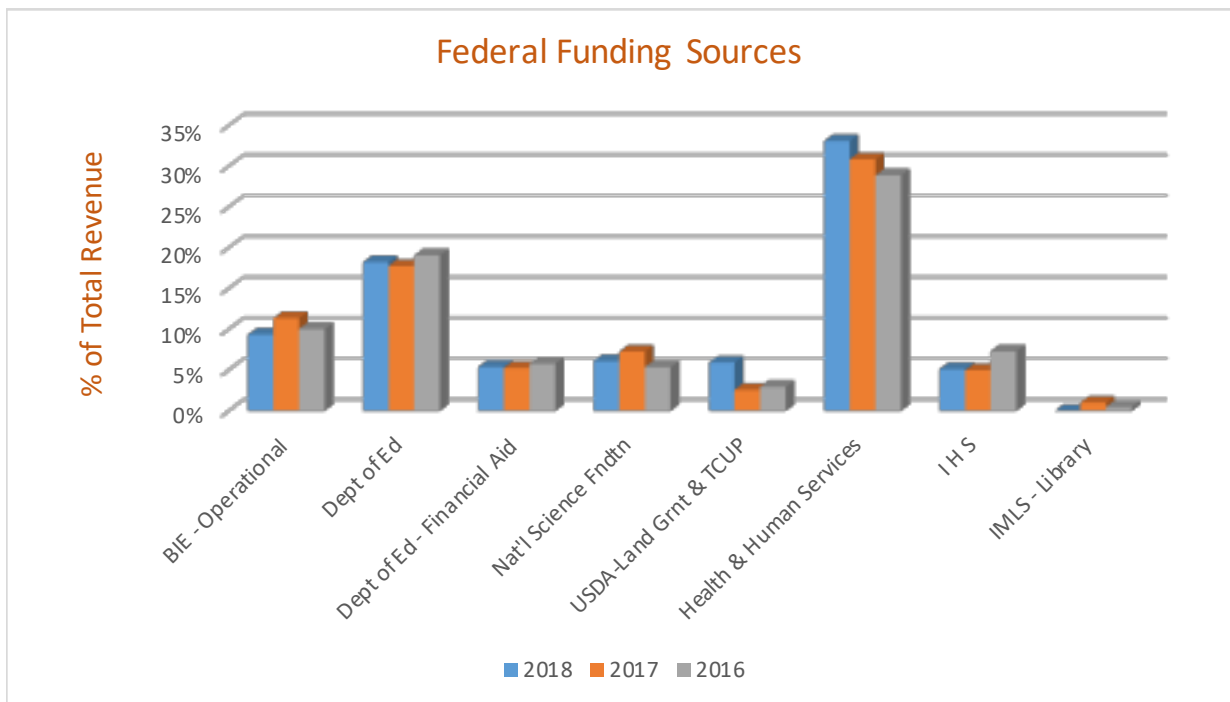
Employee Statistics

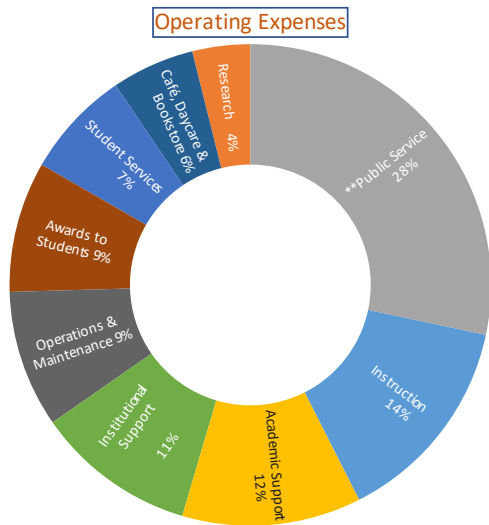


Financial Highlights



Much of the funding CCCC receives to administer various programs comes from federal sources. The chart below demonstrates the percent of total revenue that is federally funded.





* **Instructional expenses** are considered expenses for everything pertaining to teaching students in the classroom.

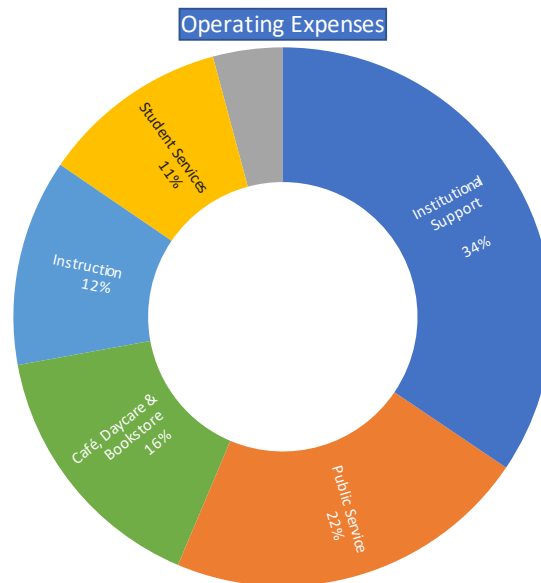
* **Academic Support** includes library expenses, professional tutor and the Next Steps program which is a program supporting students who are going into a health related field.

* **Student Service** - costs incurred to fund admissions and registrar functions.

Student Support Services, transportation and career placement expenses are included in this category

* **Institutional Support** is the expense category that includes expenses for the day to day operations. Administration and technology needs are included in this category.

** **Public Service** category is the largest expense category in 2018 due to the Community Head Start/ Early Head Start Programs. The Head Start program makes up 21% of the 28% in public service. Other public service programs are the Adult Education Program, Voices of Our Ancestors (language preservation) and community gardening.



* **Instructional expenses** are considered all spending on what happens in and around teaching students in the classroom.

* **Academic Support** includes library expenses, professional tutor and the Next Steps program which is a program that supports students going into a health related field.

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Strategic Plan

Goal 1: Enhance Student Recruitment

Objective 1:1 - Update and implement a more effective student orientation process

Objective 1:2 - Update and implement policies and procedures for registration and admission

Objective 1:3 - Increase communications among institutional committees, employees

Objective 1:4 - Develop and sustain a master course offering

Objective 1:5 - Develop and sustain marketing/public relations plan

Objective 1:6 - Student Recruitment

Goal 2: Enhance Student Retention

Objective 2:1 - Student Retention

Objective 2:2 - Plan for child-family support needs of CCCC students

Objective 2:3 - Community needs assessment

Goal 3: Promote the learning and perpetuation of the Dakota language and culture.

Objective 3:1 - Assess current Dakota Studies program/staffing

Objective 3:2 - Expand Dakota Culture knowledge base

Goal 4: Develop employees to fill key leadership positions (succession planning)

Objective 4:1 - Develop a succession planning document

Objective 4:2 - Initiate a mentoring program

Goal 5: Continuous Academic Improvement

Objective 5:1 - Develop a wider spectrum of courses and training seminars that better equip potential students and employers

Objective 5:2 - Workforce Development Training Plan

Objective 5:3 - Co-Curricular Activities

Goal 6: Campus Facilities

Objective 6:1 - Master Facilities Plan

Objective 6:2 - Campus security and safety

Objective 6:3 - Housing

Objective 6:4 - Technology Infrastructure

Objective 6:5 - Landscaping/Curbing

New Goal 7: Child-Family Support

Objective 7:1 - Child-Family support needs of CCCC students

Goal 8: Land Grant

Objective 8:1 - Recruit, retain and place successful students in a range of natural resource related fields

Objective 8:2 - Offer culturally relevant environmental education to student and community

Objective 8:3 - Address health disparities by enhancing food security throughout the community



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