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Cankdeska Cikana Community College

# Self-Study Report - 2005

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Submitted to  
**The HIGHER LEARNING COMMISSION**  
a commission of the  
**NORTH CENTRAL ASSOCIATION**

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Fort Totten, ND

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# Chapter 1

## Introduction and Context

### Brief History of Indian Education

In preparation of the self-study document, it became clear to the campus community that a true understanding of a tribal community college, including its mission, goals, accomplishments, challenges and opportunities, is impossible without consideration of the history of education on the Spirit Lake reservation. To comprehend the nature of the college, it must be remembered that many of the present-day college students and their parents are alumni of forced separation from their families to attend Indian boarding schools.

*“...schools have not been safe places for American Indians. Rather than being institutions of support and growth, they have been coercive, often violent sites for forced assimilation. The history of the ‘lost generation’ of Native American youths, shuffled off to Bureau of Indian Affairs (BIA) boarding schools is itself a history of violence, intimidation, and repression. ...the boarding schools were the epitome of colonial education funded to deculturate, assimilate, and police the colonized students, and by extension, their communities.” (Perry, 2002, p.236)*

For many Indians, moving away for an education may be seen as an evil to be avoided rather than a goal to be sought. Indian students begin their education facing many more obstacles than the typical college population, including lack of academic preparation, poverty, lack of role models, and intergenerational cycles of social strife and dysfunction.

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This chapter briefly summarizes the history of education on the Spirit Lake reservation, the history of Cankdeska Cikana Community College, demographics of the reservation community, and a review of the self-study process. Against this background, it is possible to appreciate the development and progress of the college, its faculty, staff, and, most importantly, the success of CCCC students.

**The Development of Education on the Spirit Lake Reservation**

The history of education on the Spirit Lake Nation Reservation is a surprisingly abbreviated one, at least to those unfamiliar with the historical treatment of American Indians. The United States government first recognized its responsibility for the education of the Spirit Lake people in the Treaty of 1851. As a result of this treaty, the first 'instructors', a farmer and a blacksmith, were sent to the reservation to help teach people how to make a living while being restricted to the land area defined by the treaty. The treaty of 1867 reaffirmed the United States' responsibility to Indian education: "...the support of manual labor and public schools, and aid in opening farms." (North Dakota Department of Public Instruction, 1997, p. 67, 71)

Until the 1970s and 1980s, education on the reservation continued to focus on manual labor with minimal emphasis on academics. When the United States Army withdrew the last of its soldiers from Fort Totten in the late 1890s, the buildings were turned over to the Department of the Interior to be used as a school for the Indian people. The St.

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Michael Mission School was combined with the Department of Interior School to form the Indian Industrial School that operated up to 1935. Students were sent to various boarding schools out of state and only the most motivated students received a high school education.

In 1939, the fort buildings were again opened to education. The Bureau of Indian Affairs Boarding and Day School provided limited high school classes, but the emphasis remained on vocational training. In 1958, the fort buildings were deemed unsafe for school use, which resulted in the elementary system moving into new Bureau of Indian Affairs facilities and the limited high school being discontinued. Once again, from 1959 until 1973, secondary education was not available on the reservation. Secondary students attended the area's public and private schools or federal boarding schools.

The arrangement proved less than satisfactory for the Indian student. Driven by federal policy, these schools considered their main purpose to be the assimilation of American Indians into the larger, Anglo-American society. Many of the teachers and administrators may have been well-intentioned, but end result was that Indian students were discouraged, and often punished, at times severely, for expressions of their culture, language, dress, and customs. Due to the distance from the reservation of boarding schools, children who were educated through these institutions were separated from their families at a young age for most of the school year.

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Many scholars believe the excess of psychological and behavioral problems in boarding schools to be a result of the deprivation of nurturing and parental support experienced by institutionalized children and youth. Alumni of these schools often experienced serious social problems on their return to the reservation, where language barriers and lack of knowledge of local culture impeded the efforts of family and community to re-integrate these young people into Dakota society. Ironically, despite the significant social and psychological costs paid, graduates of the Indian boarding schools rarely received an education which prepared them adequately for post-secondary study. The emphasis at most of these schools was on assimilation and training for manual labor, agriculture, or other vocational education areas.

In 1973, the Fort Totten Public School was opened for grades seven through twelve. Three trailer modules housed the high school, and some classes were held in the Fort Totten Community Center. In 1974-75, the Bureau of Indian Affairs constructed a temporary steel building to house all high school classes in one area. This structure was used for nearly a decade, when a ten million dollar school was opened in the fall of 1983. The new school consolidated St. Michael's Tribal School, Bureau of Indian Affairs Elementary School, and Fort Totten Public School into one facility called the Four Winds Community School, now known as Tate Topa. As the school enrollment expanded with the growing reservation population, management as a single K-12 institution became less feasible. Consequently, the school system divided into two separate schools, which shared the facilities. Tate Topa Tribal School, operated under the auspices of the tribe,

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provides education for children K-9. The adjoining Four Winds High School is a public school providing instruction for grades nine through twelve as part of the North Dakota state public education system.

### **Cankdeska Cikana Community College History**

Even as the Spirit Lake Nation was concentrating efforts on the elementary and secondary system, it was becoming obvious there was a severe need for a post-secondary institution to provide vocational and academic programs. Prior to the establishment of the tribal college, students who chose to pursue their education beyond high school were required to attend non-Indian colleges, at locations distant from their families and reservation. Even for the best prepared students, adapting to the simultaneous stresses of moving, adjusting to a non-Indian society, coupled with a new academic environment, was too great a challenge. Subsequently, many Native students who enrolled in college dropped out in the first year. The cumulative social effect was that other potential students saw Native students fail and concluded that college was not for them.

Tribal leaders across the nation recognized these barriers to education for their people. Their goal, and Spirit Lake's goal in developing tribal colleges and universities (TCUs), was to establish a tribal, community college where students could be provided a greater chance to succeed by integrating culture into the learning environment. Theoretically, local success would increase self-confidence and encourage students to complete four-year degrees at other institutions.

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The efforts of Spirit Lake tribal leaders culminated in the 1974 charter establishing Little Hoop Community College. The College is named in honor of Cankdeska Cikana (meaning Little Hoop), the Dakota name of Paul Yankton, Sr., PFC, who served with the United States Army's 11th infantry at Lorraine, France, and was the recipient of two Purple Hearts. He was killed in action on November, 29, 1944. Cankdeska Cikana was a proud Dakota warrior who believed in self-responsibility and the need for education opportunities for Native people.

***PAUL YANKTON'S HONOR SONG***

*Ina cante sica unsni wo.  
Mother do not be sad*

*He wimaca eca okicize wanbdake kta.  
I am a man so I will see the war.*

*He Cankdeska Cikana heye ka maka mahed iwanka.  
That is what Little Hoop said and laid down into the earth.*

The vision behind the founding of Little Hoop Community College was to provide post-secondary education in a Dakota cultural setting that was familiar and that maintained the supportive network of the family. At the development phase, in 1974, the Spirit Lake Nation entered into a bilateral agreement with Lake Region Junior College (Devils Lake, ND, and about 15 miles from Fort Totten) for the purpose of founding a college on the reservation. Funded by a Title III Developing Institutions grant, the college began operations with offices in the tribal administration building. Four staff members were

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employed under the grant: an academic dean, a director, counselor, and a secretary. The college opened for its first classes in January 1975. The first full-time instructor was hired for a secretarial program, and for the next five years, the college was funded under Title III. In 1978, the college joined with three other Indian post-secondary institutions to form a North Dakota Vocational Consortium. The consortium was funded for six years under the Vocational Educational Act, which permitted Little Hoop Community College and its sister institutions to develop and equip vocational programs.

In 1980, the Bureau of Indian Affairs conducted a feasibility study to determine eligibility of Little Hoop Community College for funds under PL 95-471, the Tribally Controlled Community College Assistance Act. The areas examined were legal requirements, goals and objectives, curriculum, student records, isolation factors, enrollment, faculty, staff, and budget. Cankdeska Cikana Community College became an independent, tribally-controlled, community college and began receiving funds under PL 95-471 in September 1980.

The bilateral agreement with the Lake Region Community College was discontinued in 1982, and that same year, Little Hoop (English version was originally used for the institution's name) Community College was accepted as a Candidate for Accreditation status by North Central Association of Colleges and Schools. In the summer of 1984, the college acquired the buildings that had housed the Bureau of Indian Affairs elementary

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and secondary schools, which provided the college with sufficient space to house all staff and programs at one centrally-located campus.

With the establishment of independent status, the College began forging a new, revitalized mission and identity—a process that continues today. Prior to this point, the College had been forced to comply with many external definitions of its status, both through its agreement with Lake Region Community College and funding constraints imposed through vocational education requirements.

From humble beginnings in temporary quarters, a two-year tribal, community college providing a quality higher education that considers the special needs of the reservation population has evolved. On February 23, 1990, Cankdeska Cikana Community College was granted accreditation at the Associate Degree-granting level from North Central Association of Colleges and Schools. The importance of accreditation to the college cannot be understated. Accreditation recognizes the College as an institution of higher education that is in compliance with external standards regarding academics, policies, and management. It also allows the College access to a network of resources for technical assistance, self-evaluation, and a continuous improvement process. Finally, a vital sense of pride is instilled in the students and community that we have, and rightfully deserve, a ‘real college’; not an industrial training school or manual arts program, but an institution of higher learning preparing students to be the leaders of the future.

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The College has been a cause of, and affected by, a newly emerging sense of cultural pride and self-sufficiency. A major change from those early days has been a shift in emphasis from wholly vocational to a more academically-oriented program. While Cankdeska Cikana still offers short-term certificate programs for those seeking skills for entry-level positions, the College offers a range of programs in professional fields and the liberal arts. As a result of these programs, more tribal members are working as accountants, programmers, administrators, and teachers in reservation industries and schools, as well as the skilled laborers, clerks, and secretaries.

### **Student Profile**

CCCC's enrollment averages 190 full and part-time students. The average student in the most recent term was likely to be female (69%), 28 years of age, low income, and have dependent children (61%).

### **Employee Profile**

Sixty-two percent of the faculty/staff at Cankdeska Cikana CC are Spirit Lake tribal members, with 14% other Indian, and 24% non-Indian. Of the current 58 faculty/staff, 63% are graduates of CCCC. Of the 16 full and part time faculty members, four have Master's degrees.

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## **Community Profile**

The Spirit Lake community shares with other tribes a history of social, health, economic, and educational hardships. According to the Bureau of Indian Affairs Labor Force report (2002), the total population of Spirit Lake was 6,339, with 5,086 enrolled members of the Spirit Lake Tribe; 350 are Indians from other tribes; and 903 are non-Indians. The age distribution of the Native population, as compared to the State, identifies a very young population:

- under 18—tribal population 49.6%, State 23.2%
- 18 to 64—tribal population 47.6%, State 62%
- 65 and older—tribal population 2.8%, State 14.8%

The poverty rate on the reservation is documented by a variety of economic indicators:

- 47% of the population lives below the poverty level (12% state-wide)
- 59.9% are unemployed (Bureau of Indian Affairs, Labor Force Report 2002)
- median household income is \$21,857 (\$35,590 for North Dakota)
- 95% of K-12 students were eligible (2003-04) for free and reduced meals

Since the advent of academic education on the reservation, the people of Spirit Lake have experienced limited success. First the boarding schools, and then federally-operated local schools, developed an educational system separated from the home and families. In both cases, outside agencies dictated how the system operated. In particular, the boarding school practice of forcing children to abandon their language, culture, and home created a

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lasting impression that educational pursuits were not compatible with Indian life or values. Student achievement reflects community attitudes:

- Almost half of the reservation's children (47.7%) fail to graduate from high school compared to 10.7% for the state and 34% for all Native Americans.
- Only 4.3% of high school graduates attend a four year college.
- 34% of adults 25 and older have not attained a high school diploma or equivalency.
- Only 4 percent of all Indians residing on the reservation have bachelor's degrees compared to six percent of all Native Americans, 22% of North Dakotans, and 24% of Americans.

(Bureau of Indian Affairs Labor Force Report 2002, North Dakota Department of Public Instruction 2004, and Northwest Area Foundation 2005)

#### References:

1. Perry, Barbara (2002). From ethnocide to ethnoviolence: Layers of Native American Victimization, *Contemporary Justice Review*, Vol 5(3), pp.231-247.
2. The History and Culture of the MNI Wakan Oyate. *North Dakota Department of Public Instruction*, Bismarck, ND, (1979), pp.76, 71.
3. Bureau of Indian Affairs Labor Force Report (220), North Dakota Department of Public Instruction (2004) , and Northwest Area Foundation (2005)

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# Chapter 2

## Review of the Self-Study Process

### Accreditation History

1974	Spirit Lake Nation and Lake Region Junior college enter bilateral agreement to found a college on the reservation
1977	First graduating class of 5
1978	Vocational Education Act funds provide for development and equipment of vocational programs
1980	Eligibility established for federal funds under the Tribally-Controlled Community College Assistance Act
1982	Granted candidacy status
1990	Accredited as an associate degree-granting institution
1992	Biennial evaluation visit Continued accreditation at the associate degree-granting level with a five-year revisit cycle
1995	Assessment plan submitted and accepted
1998	Self-Study Visit – Seven Year accreditation granted
2002	Focus Visit – Student Academic Achievement
2002	Initiated Self-Study process to achieve continued accreditation
2003	Placed on probationary status
2005	Comprehensive Self-Study Visit

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## **Organization of the Self-Study Report**

The report is divided into ten chapters. Chapter One is an introduction, providing background information on the self-study process, history of the reservation community, and the college. Chapter Two addresses the probation status of the college. Chapter Three provides accreditation history, including responses to the concerns from the 1998 Self-Study and Focus Visit of May 2002. Chapters Four through Eight address the five criteria for accreditation, including identification and discussion of patterns of evidence, strengths, concerns, and recommendations based on the College’s self-evaluation. Chapter Nine documents the institution’s compliance to the Commission’s Federal Compliance program. Chapter Ten is a summary of major points presented in the self-study report and documentation for meeting the criteria for the accreditation status sought.

## **Self-Study Plan Process**

CCCC initiated the Self-Study process in fall of 2002. The following Self-Study plan outlines the process CCCC has followed in the production of the Self-Study Report.

## **Self-Study Purpose Statement**

The purpose of the self-study is to provide a comprehensive examination of CCCC’s programs, financial practices, strengths, weaknesses, and to critically examine institutional effectiveness by evaluating CCCC’s compliance with the Higher Learning Commission’s criteria for accreditation. It is also an honest attempt at self-evaluation, so

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that the institution is constant and diligent in striving for excellence in its academic programming.

### **Self-Study Goals**

- To provide a means for affirming or revising the institution’s mission, vision, and values statement.
- To identify strengths and weaknesses in the college and provide a mechanism for improving and correcting identified weaknesses.
- To ensure the integration of Dakota culture in all aspects of the institution.
- To use the results of the Self-Study to develop and implement procedures to improve the institution’s performance.
- To incorporate Self-Study results into the ongoing planning and evaluation activities of the institution.
- To ensure compliance with Higher Learning Commission criteria throughout the institution and implement procedures for ongoing oversight.
- To involve the CCCC community in the assessment activities of the Self-Study and to communicate Self-Study findings and recommendations across the system.
- To use the Self-Study process as a vehicle for improving communication within the CCCC community.
- To identify and promote activities within the system which improve or enhance student learning.

### **Self-Study Leadership**

Positive and effective leadership is critical to the success of the Self-Study. Key to CCCC’s Self-Study will be the President, the co-chairs of the Self-Study, and the chairs of the Steering Committee, in addition to faculty and students.

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President Cynthia Lindquist pledged her ongoing support, and that of the institution, to all aspects of the process. She is actively committed and involved in the broad-based and comprehensive self-assessment, which provides an honest evaluation of CCCC’s strengths, weaknesses, and key issues. The President encouraged community constituencies to be involved, to understand the process, and to provide input.

**Self-Study Co-Chairs**

The Self-Study Co-Chairs, Thalia Esser, Academic Dean, and Stuart Young, faculty member, coordinate the work of the committees, maintain the schedule, ensure appropriate progress toward completion, oversee the plan, understand the criteria to be followed, and review all drafts.

**Accreditation Committee Structure**

**Steering Committee**

The Steering Committee has primary responsibility for the strategic direction, oversight, design, and planning of the Self-Study process. The committee is responsible for finalizing and adopting the Self-Study document. It is an eight-member group representative of the diversity of the Cankdeska Cikana Community College, with five members serving as chairs of five criteria-oriented committees: Mission and Integrity; Preparing for the Future; Student Learning and Effective Learning; Acquiring and Creating Knowledge; and Engagement in Service.

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Drafts of the Self-Study report were reviewed and revised by the Steering Committee following review by the committees. Various drafts of the Self-Study were distributed for campus review in the fall of 2004 and January of 2005. Any comments received were evaluated and incorporated into the Self-Study report.

### **Members of the Steering Committee**

*Chairperson: Cynthia Lindquist, President*  
*Bernice Cavanaugh John, Executive Administrative Assistant*  
*Thalia Esser, Academic Dean*  
*Chris Dahlen, Math Instructor*  
*Imogene Belgarde, Talent Search Director*  
*Charles Morin, HCOP Director*  
*Stuart Young, Title III Faculty*  
*Clayton Peltier, RSI Director, part time instructor*

### **Self-study Committees**

Five Self-Study committees were formed, organized, and chaired by members of the Steering Committee. These committees investigate, document, evaluate, and report on their assigned criteria areas. Each committee represents as many of the CCCC's constituencies as possible, including faculty, administration, staff, students, and community.

The Committees are responsible for examining all relevant materials and functions; identifying strengths and weaknesses; and focusing on institutional effectiveness. On an on-going basis, they document and evaluate the patterns of evidence to determine

CCCC's strengths and areas of concern. The Committees also recommends strategies for achieving compliance and strengthening institutional effectiveness for each deficiency.

## **Members of the Five Committees**

### **Committee #1: Mission and Integrity**

*Chairman: Clayton Peltier, Rural Systemic Initiative Director, instructor*  
*Kristi Black, Financial Aid Director*  
*Lois Leben, Talent Search Advisor, part time instructor*  
*Bill Light, Title III*  
*Lea Black, Library Assistant*  
*John Lohnes, Science Faculty*  
*LaVerne Sullivan, RSI Advisor*  
*Lorraine Greybear, Dakota Ia Unpi Program Director, language instructor*  
*Patti Christianson, Dakota Ia Unpi Language Assistant*

### **Committee #2: Preparing for the Future**

*Chairman: Charles Morin, Health Careers Opportunity Program Director*  
*Louis Garcia, Carpentry Instructor*  
*Bev Greywater, SSS Advisor*  
*Alberta Redfox, Board member*  
*Sharon Peltier, Administrative Assistant*  
*Dixie Omen, Rural Systemic Initiative Administrative Assistant*  
*Rochelle Merkel, Finance Manager*  
*Doug Morin, student*  
*Doug Lohnes, Agriculture/Natural Resources faculty*  
*Fran McDonald, Health Careers Opportunity Program Administrative Assistant*

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### **Committee #3: Student Learning and Effective Learning**

Chairman: Chris Dahlen, Math Instructor  
Thalia Esser, Academic Dean  
Evelyn Greene, GED Director  
Harold McCowan, Title III Director  
Paul Keating , Title III Faculty  
Stuart Young, Title III Faculty  
Myrna Demarce, Librarian  
Heather Marxen, SSS Advisor, part time science instructor  
Mardell Lewis, Title III Administrative Assistant  
Doug Lohnes, Agriculture/Natural Resources Faculty  
Clayton Peltier, Rural Systemic Initiative Director, part time instructor  
Beulah Sears, English Instructor  
Kristi Black, Financial Aid Director  
Mandi Owlboy, Student  
Louis Garcia , Carpentry Instructor  
*Cliff Abrahamson, Student Support Services Advisor, part time instructor*

### **Committee #4: Acquiring and Creating Knowledge**

Chairman: Stuart Young, Title III Faculty  
Thalia Esser, Academic Dean  
Evelyn Greene, GED Director  
Harold McCowan, Title III Director  
Paul Keating , Title III Faculty  
Stuart Young, Title III Faculty  
Myrna Demarce, Librarian  
Heather Marxen, SSS Advisor, part time science instructor  
Mardell Lewis, Title III Administrative Assistant  
Doug Lohnes, Agriculture/Natural Resources Faculty  
Clayton Peltier, Rural Systemic Initiative Director, part time instructor  
Beulah Sears, English Instructor  
Kristi Black, Financial Aid Director  
Mandi Owlboy, Student  
Louis Garcia , Carpentry Instructor  
*Cliff Abrahamson, Student Support Services Advisor, part time instructor*

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### **Committee #5: Engagement in Service**

Chairperson: Imogene Belgarde, Talent Search Director  
Valorie Brady, Accountant  
Carl McKay, Jr., student  
Natalie Merrick, Payroll, Accounts Receivable  
Elaine Guy, Volunteerism and Leadership Director  
Ermen Brown, Registrar  
Loren Larsen, Talent Search Administrative Assistant  
Celeste Herman, Day Care Director  
Ann Demarce, Talent Search Advisor  
Grace Thumb, Talent Search Advisor  
John Lohnes, Science Faculty  
Germaine Thompson, Volunteerism and Leadership Administrative Assistant

### **Self-Study Calendar**

The Self-Study process extended over a two-year period beginning in the fall of 2002.

The Self-Study committees will determine the extent to which the institution meets its purpose, evaluates the strategic plan, assesses compliance, and makes recommendations and suggestions for future improvement of the institution. The projected calendar incorporates all aspects of the Self-Study and the accreditation process through the final action of the commission.

### **Self-Study Timetable**

<b>Task</b>	
Charge to Self-Study Steering Committee	October 2002
Assign Committees	October 2002
Identification and Establishment of Self-Study Room	October 2002

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Committee work on criteria	October 2002- March 2003
Participated in HLC annual meeting	March 2003
New President Hired	October 2003
New HLC Liaison named for CCCC	Fall 2003
Committee work on criteria	April 2003- March 2004
Draft of criteria from committees due	April 15 <sup>th</sup> , 2004
Board of Regents meets with Tribal Council	April 2004
Email initial draft to Dr. Appleson	April 19, 2004
Meeting with Dr. Appleson	April 22, 2004
Steering Committee Meeting Update SC on suggestions from Dr. Appleson	May 7, 2004
Revised draft of criteria due	May 17, 2004
Steering Committee Meeting Updates from committees on revisions	June 3, 2004
Steering Committee Meeting Updates from committees on revisions	June 17, 2004
Complete Self-Study draft	June 30, 2004
Steering Committee Meeting Distribute Self-Study first draft to chairs, committees	July 1, 2004
Steering Committee Meeting Feedback on Self-study draft	July 15, 2004
Steering Committee Meeting Review of revisions	July 22, 2004
Steering Committee Meeting Review of revisions	July 29, 2004
2 <sup>nd</sup> Draft presented to Board of Regents, Tribal Council liaison	
Steering Committee Meeting Review of revisions	August 5, 2004
Complete Self-Study second draft	August 12, 2004
Steering Committee Meeting Distribute Self-Study second draft	August 16, 2004
Steering Committee Meeting Feedback on Self-Study second draft	August 26, 2004

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Completed Draft – third version Email draft to Dr. Appleson	October 2004
Board of Regents Review of Self-Study	November, 2005
Finalized Self-Study Manual	February, 2005
Forward Self-Study Materials for the Commission	March 2005
Campus Wide Review of Self-Study	March 2005
Mock review	March 2005
Board of Regents/Tribal Council briefing on self-study	April 2005
Visiting Team on campus	April 25-27, 2005

## **Budget**

The FY 04 and FY 05 budgets for CCCC include a line item for accreditation that covers expenses for office supplies, copying costs, materials development, staff/faculty training, travel related to accreditation, and other general costs related to the self-study.

## **Physical Facilities and Equipment**

Existing space within the facility is being utilized in preparation for the review team. Committee members use their respective offices for their work on accreditation. A ‘new’ space has been designated as the Resource Room where all documents and materials related to the self-study are stored. The Resource Room is located adjacent to the President’s office and has an entry from the President’s conference room, and is designated as the space where the review team operates. Wireless access has been installed in the conference room in preparation for the visit. Office furniture, equipment,

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computers, software, copiers, telephones, and other essential needs are available within the institution.

### **Communications**

Cankdeska Cikana Community College has established systems of internal communication, which include intracampus mail (hard copy), email, online, bulletin boards, and published materials. Electronic and traditional means of communication have been used throughout the Self-Study process. Memoranda, notices, and announcements were distributed via intracampus mail (hard copy) and through Cankdeska Cikana Community College email. The College is upgrading its web site on the internet, and an Accreditation/Self-Study link will be available. As a means of community communication, the College utilizes the reservation radio station, KABU, for public announcements, as well as the local newspapers when appropriate.

### **Resources and Reference Materials**

Throughout the Self-Study process, the Steering Committee and the committee chairs identified resource material and documentation that is essential to the self-study. Copies of all documentation cited in the final report are available in the Resource Room. A comprehensive index list of these materials, as well as organized files, will make retrieval efficient and is included as an appendix to the self-study. (Resource Index List, Appendix J)

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# Chapter 3

## **Probationary Status of the Institution**

On February 21, 2003, the Higher Learning Commission placed Cankdeska Cikana Community College on probation. The review report cited ten areas that the College must address by the next comprehensive visit in April 2005.

1. Fiscal responsibility and compliance with appropriate systems of good practice in accounting (e.g., Generally Accepted Accounting Practices (GAAP)).
2. Attention to audit recommendations.
3. Development of an annual budget, as well as three-year and five-year financial plans.
4. Establishment of a financial committee made up of key budget personnel to review income and expenses monthly, and make adjustments to remain within budget.
5. Compliance with all grant requirements.
6. Governance by a Board consisting of informed people who understand their responsibilities in accordance with stated board policies, and have the authority necessary to preserve the institution's integrity.
7. A stable and effective administration.
8. Qualified and experienced administrative personnel who oversee institutional activities and exercise appropriate responsibility for them.

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9. Progress in implementing and evaluating its assessment program for documenting the academic achievement of students.
  10. A clearly-defined institutional strategic plan and planning process that is linked to budgeting and includes planning for assessment, marketing, physical facilities, staffing, and technology.

### **Response**

There were many reasons leading to the College being placed on probation, the primary being lack of sound management practices and stable administrative leadership to enforce good management. Between 2001 and 2003, there were seven presidents and five finance managers. The institution's chartering body, Spirit Lake Nation, provided a 'bailout' of over \$1 million and actually provided for the fiscal management of the College for an interim period (Nov. 2000 to Oct. 2001).

The Spirit Lake reservation is, like most tribal communities, struggling to address many disparities and social dysfunctions. While administrative turnover should not be an 'excuse' for poor performance, it must be understood, that the context of operating a small, rural, isolated, and economically-stressed tribal institution, requires well-trained Indian professionals that are most often difficult to find. The College prepared an official response to the recommendations for probationary status in a letter dated February 13, 2003. (02/03/03 Response Letter, Appendix B) Based on that response and subsequent administrative changes, the following updated summary is provided for each area cited in the review report:

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1. Fiscal responsibility and compliance with appropriate systems of good practice in accounting (e.g., Generally Accepted Accounting Practices (GAAP)).

**Response**—Brady Martz and Associates of Grand Forks, ND, conducted the annual audit for Cankdeska Cikana Community College for FY 2003, FY 2004. The opinion for both the Internal Control over Financial Reporting and on Compliance for Major Programs (Federal Awards) reported that there were no material weaknesses over internal control and no reportable conditions identified. CCCC's accounting procedures used are in accordance with Generally Accepted Accounting Practices (GAAP); and there were no financial statement findings, federal award findings, or questioned costs. (*Audit Reports 2002, 2003, 2004 available in Resource Room*)

2. Attention to audit recommendations.

**Response**—Cankdeska Cikana Community College had several findings cited in the FY 2002 audit report. As a result of the audit, CCCC could not be classified as a low-risk auditee. The new administrative leadership and reorganization of the College, including financial management practices and the hiring of qualified administrators, has led to significant change and CCCC has had two consecutive unqualified audits (FY 03 and FY 04) with no findings or material weaknesses. CCCC is once again considered a low-risk auditee.

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Questionable costs in the 2002 audit totaled approximately \$59,124. Most of this was due to the lack of supporting documentation. All supporting documentation for the questioned costs above has been provided to the auditors.

CCCC reimbursed the Department of Education for \$9,510 for expenditures that were not in the approved budget. There is still some question on approximately \$20,000 of the questioned expenditures; however, a justification letter has been sent to the Department of Education and CCCC is waiting for a response. Should these costs not be allowed, CCCC will pay the Department of Education the amount owed using funds received from the Spirit Lake Tribe for general support of the College.

Among the lack of supporting documentation concern was the absence of trip reports and receipts to support travel. CCCC's policy is that there will be no reimbursement for any travel without receipts and a trip report. Trip reports and receipts must be turned in within five days of returning from travel. The finance office accountant reconciles employee travel following the updated protocol. (*Fiscal Policy Manual (FPM) Section XIII, 1.4 –1.5 and 4.1 – 4.4, Resource Room*)

Another area of concern cited in the FY 2002 audit was the lack of internal control over assets. The finance office has purchased (Spring 2004) fixed asset

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software (Asset Keeper) and is tracking all assets through that program. CCCC's auditors also use this software, which makes it easy to transfer information back and forth regarding the status of CCCC assets. A new system was designed to ensure CCCC inventory tags are placed on new purchases and are logged. (*FPM Section VII, 3.2*) Purchases \$500 and over are tagged, as well as sensitive items such as digital cameras, printers and VCRs. (*FPM Section VIII, 2.5*) The log with the tag numbers is checked quarterly with the equipment to which it is supposed to correspond. The log is kept by the Administrative Assistant for the President's office, who types the purchase orders and checks with the Program Director of the purchase.

Although CCCC had a brief description of data backup procedures, there was no formal recovery plan. Now included in the Fiscal Procedures Manual (*FPM Section II part 4.6 a – f*) is the process of backing up accounting data, rotation of back-up tapes and storage, and the name and address of contact for replacement of hardware and software.

In FY 2002, the cash draw downs and expenditures were not reconciled for the year, making it unreasonable to assure that the draw down of federal cash was only for immediate needs. The procedure used for draw downs is on a reimbursement basis. The Finance Manager uses the expenditure reports and compares them to the cash balance in each fund. The amount drawn is the

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amount spent since the last draw, which is also the credit cash balance in each fund.

A Financial Cash Transaction Report (272) is done on a quarterly basis to reconcile the cash draws and expenditures. This report is done online through the Payment Management System and submitted to the appropriate funding agencies.

3. Development of an annual budget, as well as three-year and five-year financial plans.

**Response**—Annual budgets are first developed internally by each program based on current expenditures and projected revenues. This information is then brought forward for review by the President, the Finance Manager and the Academic Dean, who in turn, develop the annual institutional budget. Fixed costs are considered first and compared to expected revenue, then other costs prioritized and put into the budget accordingly. The draft budget is then reviewed and approved by the Board of Regents.

During the reorganization efforts of the new leadership and with the assistance of two auditing firms, CCCC developed financial projections (May 2004) for a five-year period (with annual increments) that has been integrated into a new Strategic Plan (SP). (*SP, Appendix E*) The financial projections were developed with the following assumptions:

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- Number of students enrolled increasing each year and double in total by 2008. To accomplish this, CCCC is doing significantly more recruiting, as well as concentrating on retaining 1<sup>st</sup> year students.
  - 62 percent of enrolled students are full time. The other 38 percent are part time. The same percentages are used throughout the five years.
  - Indian Student Count (ISC) funding through BIA (Bureau of Indian Affairs) is \$4,325 per ISC student for fiscal year 04. To be conservative, the same figure was used throughout the five years.
  - Tuition and fees charged is \$85 and \$50 per credit. (This area may need reviewing during the five-year time frame)
  - Personnel costs increase three percent each year and fringe benefits are 25 percent of salaries. (There is a need to reevaluate this projection to reflect increasing the number of faculty to coincide with increased enrollment.)
  - Utilities expense will increase four percent per year.
  - Other operating costs will increase 2.32 percent per year based on the Consumer Price Index average annual inflation index over the past five years.
  - The goal is to target a net asset reserve of 25 percent of annual expenses.
  - Bookstore inventory will increase each year by \$500.
  - Bookstore gross profit is 25 percent.

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- Capital outlay is \$20,000 for 2004 and will increase by 2.32 percent each year.
  - Indirect costs recovered are \$155,000 for 2004 and will remain constant. (This is another area that needs reevaluation as there is a difference between the approved rate of 34 percent and actual amount recovered, which averages 8-12 percent and is usually set the funding agency.)
  - Daycare revenue is \$55,000 for 2004 and will remain constant.

4. Establishment of a financial committee made up of key budget personnel to review income and expenses monthly and make adjustments to remain within budget.

**Response**—A finance committee was created that includes the President, the Finance Manager, the Academic Dean, and the members of the Board of Regents. Prior to the regular monthly meeting of the committee, the President and Finance Manager review the monthly budget expenditures sheets for each program and the institution. During the finance committee meeting, monthly budget expenditures are reviewed, and if necessary, budget modification recommendations are made for Board of Regents approval.

During the fall of 2004, the Finance Committee reviewed and updated the Fiscal Procedures Manual and obtained Board approval of the document in January 2005. The revised manual includes a new section on endowment policy, updated

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grants management, and travel management sections, as well as other relevant areas for appropriate financial management of an academic institution. Copies of the revised manual were distributed to all employees at an employee in-service conducted on February 18, 2005 regarding the changes/updates.

5. Compliance with all grant requirements.

**Response**—A new section has been added to the Fiscal Procedures Manual entitled “Grants and Contracts”— Performance, Monitoring, and Compliance. (*FPM Section XV, Resource Room*) This section states that all grants and contracts administered by the College will be performed, monitored, and complied with according to federal regulations, grant specific regulations, and in accordance with College accounting and fiscal policies.

To provide proper checks and balances, the Finance Manager meets monthly with each program director to review their respective budgets and assure compliance and availability of funds. Before this meeting the Finance Manager generates a detailed expenditure report that includes the annual budget, monthly expenditures, year-to-date expenditures, and remaining balance of the budget. The report also includes the percentage of what has been spent for each line item, as well as where expenditures should be spent up to that point. Each program keeps cuff accounts that are reconciled with the Finance Office in order to resolve any discrepancies that may arise. This process allows the Finance Office to monitor

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the program's performance for fiscal compliance. The reports are forwarded to the President, who meets with the Finance Manager to review prior to the Finance Committee meeting.

When President Lindquist began her tenure with CCCC, she requested an internal audit of the current grants. The firm, Eide Bailey from Bismarck, ND, conducted a review of all CCCC grants in October, 2003, prior to the hiring of the Finance Manager in December 2003. Eide Bailey assisted the finance office staff in organizing the grant-funded programs, setting up appropriate files, and determining grant reporting issues.

Annual audits are conducted by Brady Martz and Associates, an independent audit firm. The audit is conducted in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in Government Auditing Standards. Brady Martz issues a report that assesses CCCC's internal control over financial reporting and compliance with certain provisions of laws, regulations, contracts, and grants.

Another noted change for CCCC has been the scheduling of regular, all-staff, in-service training sessions that coincide with a lunch and designating the "Employee of the Month." The trainings have varied from half or full day sessions on a variety of topics. The session for January, 2005, was on grants management and was required for all employees paid for by a grant, as well as

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finance staff (other employees were encouraged to sit in on the training also). A training manual was developed specific to each program and an outside consultant hired to conduct the forum.

Program directors submit a monthly report outlining accomplishments and activities conducted to meet the goals and objectives of the respective project.

These reports are shared with the Board of Regents and to the programs.

6. Governance by a Board consisting of informed people who understand their responsibilities in accordance with stated board policies, and have the authority necessary to preserve the institution's integrity.

**Response**—In February 2003, the Spirit Lake Tribal Council updated the charter for Cankdeska Cikana Community College to more clearly articulate the appointment process for the CCCC Board of Regents, as well as delineate the respective roles for the Council and the Board. Per the revised charter, the Board of Regents is a five-member body serving three-year terms commencing July 1 of the year of appointment. Appointments shall be made from a panel of nominees submitted by the Board of Regents to the Tribal Council for selection. (*Tribal Charter, Article Seven, Resource Room*)

Subsequently, and following training on roles and responsibilities, CCCC Board of Regents in December 2003 updated and revised their governing bylaws that does include a specific section regarding qualifications for Board members

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and that is reflective of a tribal community:

- 1) Submit an application with official college transcripts to the Chairman of the Board;
- 2) Be an enrolled member of the Spirit Lake Tribe and live on the Spirit Lake reservation;
- 3) Live in one of the four district communities of the reservation;
- 4) Completed a minimum of 60 semester hours of earned college credit.

*(Board of Regents Bylaws (BRB), Section III, A, Appendix C)*

Under new leadership of the College, the Board of Regents established annual training for the Board to become better in their role as Regent members. The initial training in October 2003 was on Tribal College Board roles and responsibilities. This training led the Board to update and revise the bylaws, that includes an articulated section on Board responsibilities (*BRB Section III, B, Appendix C*) regarding upholding institutional integrity.

The American Indian Higher Education Consortium is also providing Board training on roles and responsibilities and one member from CCCCs Board has participated.

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There has not been any Board turnover since 2003, but when that does occur, new Board members will be provided with an orientation and training session as they begin their tenure.

7. A stable and effective administration

**Response**—The Board of Regents understands the need for stable and effective administration. This is reflected in the quality of the leadership hired by the Board for the College.

**President**

In October 2003, the Board of Regents hired a new President, Cynthia Lindquist, who is a member of the Spirit Lake Tribe. Ms. Lindquist recognizes the importance of higher education and is currently finishing a PhD in Educational Leadership (all but dissertation) from the University of North Dakota. Her Bachelor's degree is in Indian Studies and English and her Master's degree is in Public Administration. The new President has extensive administrative and leadership experience at the national, state, regional, and tribal levels. President Lindquist was appointed by President Bush to serve as a member of the National Advisory Council on Indian Education (NACIE), and she was elected Chairwoman at the initial meeting of the Council in July, 2004.



As a tribal member, President Lindquist has high hopes for, and a personal interest in, the success of Cankdeska Cikana Community College. She has many ideas and goals for the college and is confident that they are achievable. Her leadership skills have changed the morale of the employees and the integrity of the college as a whole.

**Academic Dean**

Thalia Esser was hired as the Academic Dean of the college in the fall of 2002. Her credentials include Bachelor’s Degrees in Journalism and Psychology and a Master’s Degree in Early Childhood Education. Prior experiences include working as a journalist for a number of years, and as administrator for a television network. She has been with the College since 1999, serving as a faculty member, and Academic Dean. When the institution was in transition, and before hiring a new president, she served as the interim president.

**Finance Manager**

The new Finance Manager, Rochelle Merkel, was hired in December of 2003. Her credentials include a BS degree in accounting, with several years experience in fund/governmental accounting, as well as working with grants from various funding agencies. Ms. Merkel is familiar and has experience with the financial reporting requirements of federal, state, and other agencies, and has worked for the Spirit Lake Tribe in several capacities. Many of the programs facilitated at

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CCCC are funded through these various agencies and require strict monitoring on the financial side, as well as the program side.

*(Personnel Files, Resource Room.)*

8. Qualified and experienced administrative personnel who oversee institutional activities and exercise appropriate responsibility for them.

**Response**—The administration of the College is vested in the President, who shares responsibilities with the Academic Dean and the Finance Manager. The new President established a Management Team comprised of the Academic Dean, the Finance Manager, the Director of Community Services, the Director of Student Services, the Information Technology Coordinator, and the Administrative Assistant for the President’s office. The management team was established based on the revised (January 2004) and updated (January 2005) organizational chart. *(Organizational Chart, Appendix D)*

The management team functions as the lead decision-making body for the institution with each representing a core responsibility for ensuring that quality work is performed, ideas generated, and that the focus is always on student success. Each member brings a diverse professional background as well as specific experiences with CCCC.

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The College has established a human resource liaison position to address the issues of proper personnel procedures. In January, 2004, the Title III administrative assistant (Mardell Lewis) was designated as the part-time human resource liaison for CCCC. The liaison assists with vacancy announcements, the application review process, coordinating interviews, setting up interview teams, and updating the current employee records and files to assure proper documentation.

9. Progress in implementing and evaluating its assessment program for documenting the academic achievement of students.

**Response**—The most recent comprehensive evaluation (1998) recommended a focus evaluation to assess “implementation of the institution’s plan for assessment of student academic achievement and its involvement in the institutional planning process.” In May 2002, a Focus Visit was conducted to review the college’s progress in this area. The team found the college in a state of flux because of administrative turnover. This turmoil resulted in the college not systematically addressing the concerns of the previous evaluation in 1998.

In October 2002, committees were formed to begin the self-study process. Committee 3, Student Learning and Effective Teaching, began the task of addressing the lack of implementation of student assessment. The members of this committee (all faculty, one student) are also the members of the Assessment

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Committee (with the exception of the student). Due to high turn over of faculty and administration, and lack of documentation concerning assessment from 1995 to 2002, the new committee members could find little evidence of past data collection, and no evidence that it was used in the assessment of student learning.

Committee 3 also addressed the additional concerns of the 2002 visit dealing with assessment: ownership of the assessment process, method to assess the general education courses, creation of academic program goals and evaluation of the programs, and trend analysis of collected data. In 2003-2004, the Assessment Matrix from the 1995 plan was reviewed and revised by the committee based on input from the faculty. For further discussion and evidence see Criteria 3 & 4.

10. A clearly defined institutional strategic plan and planning process that is linked to budgeting and includes planning for assessment, marketing, physical facilities, staffing and technology.

**Response** – Under the new leadership of CCCC, a ‘revitalized’ planning process was initiated during the Board of Regents training in October 2003. The Board was asked to respond to a SWOT (strengths, weakness, opportunities, threats) exercise as part of their training on Board roles and responsibilities. Following that forum and during the monthly all-staff meeting, employees were requested to do the exercise as well. This began the process for the development of new

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strategic plan for CCCC (that last one having been ‘completed’ in 2000).

Employee SWOT responses are included in their respective personnel files.

A new five-year strategic plan was developed as a draft during the summer of 2004 and was officially approved by the Board of Regents in January 2005.

Though the plan was approved for implementation during the 2005 fiscal year, the 2004 fiscal year is included to keep track of the many issues the institution has addressed during reorganization.

The 30<sup>th</sup> anniversary for Cankdeska Cikana Community College was 2004. In hosting a celebration event, an anniversary booklet was developed that lists all 220 associate-degree graduates of CCCC and the 268 certificates awarded during that time period, as well as outlining a brief history. (*30<sup>th</sup> Anniversary Report,, Resource Room*). The review of the 30-year history greatly influenced the development of the plans for the next 30 years, including the self study document and the Strategic Plan. (*SP, Appendix E*)

Stakeholder groups (Tribal Council, students, faculty, tribal elders, and community members) were solicited for ideas and input into the strategic plan. Budget projections were developed with the assistance of the auditing firm for the College. The plan includes components on assessment, marketing, management,

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facilities, staffing, and technology, but several of these areas need further review and development.

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# Chapter 4

## Concerns from previous visits

This chapter addresses the concerns from the 1998 Self-Study and the Focus Visit of 2002. Much has been accomplished to address all concerns since the previous reports. It is acknowledged that the work and effort for improvement is a constant and continuous process.

### Concerns from the 1998 Self-Study Visit Report

1. Faculty personnel files do not contain appropriate documents, e.g., official transcripts, evaluation results, records of professional growth, and plans for graduate study.

**Response**—Personnel files have been updated, containing official transcripts, annual performance evaluation, and records of professional growth. The files also include position description, application, resume or curriculum vita, certificates obtained and professional development plans. A Human Resource liaison position was established in 2004 to address the issues of proper personnel procedures. As part of her duties, the Human Resource liaison, in coordination with the respective supervisor, maintains the documentation for personnel files.

2. There is no evidence of routine implementation of the college's three faculty evaluation processes.

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**Response**—A new evaluation process is in place and has been used since the Fall 2003 semester. Formative evaluations (classroom observation and course/instructor evaluation) are focused on improving the quality of a faculty member’s performance, through identification of strengths and areas in which the individual can improve. Summative evaluations (employee evaluation by supervisor) provide information to assist both the administration and the individual faculty member with performance and expectations. These evaluations provide information to assist in decision-making, including hiring, renewing, and terminating faculty. In the future these evaluations will also assist in awarding tenure, promotion, and merit pay increases.

**(1) Course/Instructor Evaluation**

At the end of each semester, students are asked to complete the Instructional Evaluation Form. (*Instructional Evaluation Form, Resource Room*) The Academic Dean or a support staff member distributes the evaluation forms to the students who fill them out anonymously. The forms are returned to the Academic Dean, where they are summarized by question and rating, and the written comments are typed verbatim. The results of the evaluations are distributed to each faculty member, and any areas of concern are discussed with the Academic Dean. The evaluations for the Academic Dean are returned to the President, who in turn compiles and summarizes the ratings and comments, and presents the findings to the Academic Dean.



**(2) Classroom Observation**

Each semester, the Academic Dean visits classrooms to observe faculty teaching. The Dean completes a classroom evaluation form and discusses the results with each faculty member.

**(3) Supervisor’s Evaluation**

Faculty members are evaluated annually by the Academic Dean, using the College’s Performance Appraisal and Development Review Form (PADR Form) Form, Resource) that was adopted in 2004 as the employee evaluation form for CCCC. *(PADR Form, Resource Room)*

- 3. There are no uniform nor detailed plans-of-study on record for faculty in graduate programs that are partially or fully supported by the college.

**Response**—With the new employee evaluation form, CCCC now has plans-of-study on record for those faculty in graduate programs that are partially or fully supported by the college. Every employee of CCCC has an annual evaluation utilizing the new evaluation form. The new form does include a section on personal and professional development. More work on this area is anticipated as the reorganization continues and resources identified for CCCC.

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4. The college does not show its fiscal support for library and its services. The library does not appear to be part of the college

**Response**—The Valorie Merrick Memorial Library is a valued resource for CCCC and the Spirit Lake community, and it has always been a component of the institution’s budget (though perhaps not by ‘line item’ detail). CCCC pays the salary for the librarian and has developed grants for material acquisitions and library enhancement. In the fall of 2004, college resources were allocated to hire a librarian assistant so the library would not be a ‘one person’ operation, and so that extended hours could be offered to coincide with class and work schedules. The library has been added as line item in the annual CCCC budget. In the fall of 2004, the President negotiated an agreement with the National Library of Medicine for training, material acquisitions, and two new computer stations. The library has been integrated into the college’s information technology infrastructure with wireless computer stations added and technical support provided by the technology department. The library is also included in the strategic plan. (*SP, 2.7.8, 5.3.2, Resource Room*)

5. The college has not yet established, nor implemented, a plan for recruitment and retention of students.

**Response**—Separate committees for the recruitment of students and for retaining students have been established. Outline of plans for each are also developed and are included in the new strategic plan. In addition, through the Title III grant, a

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recruiter position was created and filled in January, 2005. This position has assumed a leadership role for the recruitment committee. Though a goal has been set to double the student enrollment in five years, more analysis and planning is needed to realistically attain that goal. Recruitment and retention line items are now included in the budget for CCCC.

6. Little Hoop has NCA approved assessment plan; however little evidence is available that demonstrates its implementation and/or indication of its potential use in short and long range planning for educational programming, student needs, physical plant expectations, staff needs and requirements, as well as future financial projections.

**Response**—Due to the management and financial issues faced by the College immediately following the 1998 visit, CCCC underwent extreme upheaval and consequently was not able to implement or follow through on the approved plan by the 2002 Focus Visit concerning Academic Assessment. The Academic Assessment plan for the college has been updated and implementation started in 2004. The Assessment Plan and its components are explained more fully under Criteria 3 & 4. (*Academic Assessment Plan, Appendix F*)

7. All publications and discussion related to the college, along with notification to NCA, must publicize the name change.

**Response**—CCCC Board of Regents officially changed the name of the college from the English version, Little Hoop, to the Dakota version, Cankdeska Cikana

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Community College in May, 1995. At that time, notices were provided to the Secretary of State's office (so that the articles of incorporation were changed) and to the tribal college network system, as well as the North Dakota University System. With the new leadership at CCCC, the Higher Learning Commission was notified in the spring of 2004 and acknowledgment was received regarding the official name for the Spirit Lake tribal college.

8. Faculty need office space for advising students, class preparation, and security of exams, student profiles, portfolios, and grades.

**Response**—Remodeling and expansion of the facility in 2000 provided faculty members with individual office space—approximately 1,500 square feet, for 9 offices plus one utility room. Each faculty members maintains the key for the security of their respective space. Funds were generated through CCCC, the American Indian College Fund, and support from U.S. Department of Agriculture.

9. The Charter and Bylaws, established through the Tribal Council, should be updated to reflect a name change for the college, number of board members, operational authority of the Board of Regents, and other characteristics of board operations.

**Response**—The Spirit Lake Tribal Council amended and updated the charter in February 2003 to reflect the official name, the make up of the Board of Regents, how they are selected, term of office, and delegation of authority to the Board to

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oversee and set policy for CCCC. In December, 2003, the Board of Regents revised and updated the Bylaws that outline responsibilities, qualifications, and other areas of oversight. (*Tribal Charter, Resource Room; BRB, Appendix C*)

10. The long range facilities plan is six years old and needs updating in light of recent expansions and remodeling. These facility activities have not necessarily reflected the plan of the past.

**Response**—As part of the reorganization and new leadership, and for planning purposes, an extensive building assessment was conducted in the spring of 2004. The assessment is the foundation for the development of a comprehensive facilities plan that is a core component of the five-year strategic plan. The overall vision is the enhancement of the existing facility to accommodate increased student enrollment and academic program enhancement. The new facilities plan will be based on incremental or phased expansion and remodeling, some of which has been described in proposals to potential funding sources. (*CCCC Facilities Report, Resource Room*)

11. The utilization of program advisory committees for the specific occupational programs is nonexistent.

**Response** – CCCC currently has only one occupational program that is a certificate program, carpentry. The program relies on tribal and state specialists to assist in the planning and sustaining of the carpentry program. The carpentry

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program works closely with the tribal housing authority and the tribal home improvement program to assist and coordinate work projects on the reservation.

An advisory body is being established in response to the North Dakota Career and Technology Education department's visit in November 2004.

12. There are discrepancies of various kinds in the school catalog as it relates to academic and degree program offerings.

**Response**—Due to extensive institutional reorganization, new leadership, the celebration of 30 years as a tribal college, and the revision of the mission statement, all internal documents have been reviewed, revised, and updated. The review and editing process has provided for consistency and accuracy to reflect the emphasis on academic excellence for the next 30 years at CCCC.

13. The Board does not seem to be actively involved in the review and deliberations of the proposed budget for the next fiscal year.

**Response** –To facilitate the Board's active involvement in the review and deliberations of the College's budget, training was provided to the Board in the fall 2004. The Board is a part of the Finance Committee and provides input and ideas during the budgeting process. The finance committee makes a recommendation to the Board regarding the annual institutional budget for approval. During the regular, monthly Board meetings, the budget and expenditures are reviewed.

**Concerns from the 2002 Focus Visit Report**

1. The turnover in administration leadership (presidency and deans) is creating an unstable environment. Questions are arising about the Board’s inappropriate involvement with college operations.

**Response -** Because of the turnover in leadership positions, the Board of Regents was more involved in the day-to-day management of the institution, as there were no alternatives. CCCC is a small, rural, isolated, tribal college with approximately 50 employees. As a tribal community, the Spirit Lake reservation is faced with many socio-economic hardships and disparities, including lack of professionals with appropriate credentials, making it difficult to find the right persons qualified to lead the College.

However, administrative management of the institution has been stabilized and the College has undergone reorganization. Toward that end, the Board now functions in an appropriate manner, has established an annual training for Board members, and has revised policy documents including Board bylaws.

2. The ownership of the assessment process by the campus membership (faculty and administration) appears to be lacking. Knowledge regarding the need for assessment data and review of this data is missing.

**Response—**Due to the leadership turnover, staff and faculty were fragmented and uncertain of direction. Team building and communications have been

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significantly improved with an emphasis on accreditation and the importance of learning assessment. The assessment plan cited in the 1998 review was updated with input from faculty and administration. Implementation began with faculty modifying course syllabi to outline expectations for assessing student learning. Faculty meetings are held every Friday; various in-services are held (i.e. on understanding student learning styles); committees meet regularly; and data is collected, reviewed, and discussed specific to student assessment. For further discussion and explanation, see Criteria 3 and 4.

3. While the College has a clearly defined core of general education courses, no method to assess this core has been identified or used.

**Response**—Clear outcomes have been developed for the general education courses and are found in Criterion 4, Core Component 4a. The use of rubrics in the assessment of student learning was test piloted in the summer of 2004 and expanded in the fall of 2004. The intention is to expand the use of rubrics to include all of the general education courses, and eventually, to programs-of-study courses.

4. Academic program (e.g. Early Childhood, Indian Studies, and Carpentry) evaluation does not, at present, exist in any written form.

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**Response**—Academic program evaluation at CCCC has been developed. It encompasses all program offerings and is a collaborate effort among faculty, students, administration, and employers.

To accomplish the evaluation, data is collected to gauge knowledge of subject matter, critical thinking skills, and attitudes and career success of graduates. Data is collected from entering students, current students, alumni, faculty, and employers of graduates.

Recommendations of the committee are forwarded to the President and then disseminated among the various college constituencies. Further Documentation is found in Criterion 4, Core Component 4c.

5. No apparent connection between the College’s mission and the academic program missions exist. Using the College’s mission statement and goals, as a foundation, develop and clearly state goals for each academic program that will serve as a basis for program evaluation.

**Response**—Goals for each academic program have been developed using the updated mission, vision, and key values statements. The goals and outcomes for each academic program are found in Criterion 3, Core Component 3a.

6. Due to the limited time that data has been collected, it does not allow for trend analysis or comparing/contrasting to extrapolate campus trends.

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**Response**—Data collection has become an ongoing process, and analysis is being conducted. Pre/Post test results are collected each semester and have been analyzed. Alumni, employer, community, students, exit, and graduate surveys have been conducted and analyzed. Data from the Test of Basic Adult Education (TABE), used for placement in Math and English courses, has been collected and analyzed. The TABE has been used as an exit test, and data has been analyzed to determine its appropriateness as an exit test. Rubrics and Classrooms Assessment Techniques (CATs) have been introduced into the student learning assessment process.

The revised institutional documents and strategic planning process relied on trends data for the development of these tools. Graduation rate, course completion, program completion, and student profiles helped in the formulation of institution's goals and objectives for academic expansion, i.e. designing a two-year health program curriculum.

# Chapter 5

## Criterion One – Mission and Integrity

“The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.”

### Philosophy

Cankdeska Cikana Community College is one of thirty-five tribal colleges and universities in the United States (one is located in Canada) who are all affiliated with the American Indian Higher Education Consortium (AIHEC). CCCC is one of the original tribal colleges, celebrating its 30<sup>th</sup> anniversary in 2004. As a tribal college, CCCC is unique and different from mainstream, public institutions of higher education in that (1) it is chartered by a tribal government, (2) its primary focus is on educating American Indian residents living on or near the reservation, and (3) its specific goal is to assist in the preservation and teaching of Dakota language and culture.

The word “Dakota” means friend or ally and comes from the word “wodakota,” which means to be in harmony or balance. The circle of life is represented by the four stages of life—infant, youth, adult, elder. At the center of the circle is the individual, then the family, and outermost is the tribe or community. The individual always strives to find harmony or to maintain balance in his/her life.

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The Dakota way of thinking is based upon the circle and its meaning in relation to the sacred hoop of life. The circle, in structure, represents the totality of learning in a lifetime, and symbolizes the togetherness of people united in peace. The circle represents “Mitakuye Owasin” or “all my relations” and is symbolic of the interconnectedness of living and life—the harmony and balance of the Dakota people. Cankdeska Cikana Community College operates within the context of Dakota culture and, through the power of learning, strives to maintain the Dakota circle. Higher education and culture combine to strengthen the ability of students to flourish in the still larger, multicultural world.

CCCC has served the Spirit Lake Tribal community for 30 years. The College has grown from a building equipped with small labs, the beginnings of a library, and a remedial learning center to a two year community college providing a quality higher education. As a tribally chartered institution, CCCC’s primary role is to serve the reservation community with over 90% of the student body drawn from members of the Spirit Lake Tribe. The college is a tribally-minded organization that focuses on the need of students. The future of the college is determined by the integrity with which it seeks to fulfill its mission. The Board of Regents, administrative leaders, faculty, staff, students, and tribal community are dedicated to meeting the challenges of the 21<sup>st</sup> century.

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**Core Component 1a**

“*The organization’s mission documents are clear and articulate publicly the organization’s commitments.*”

Stemming from governance changes, including the tribal council modifying the charter, the Board of Regents updating bylaws, under strong administrative leadership, CCCC has undergone extensive management change toward improvement and accountability. Celebrating thirty years of providing higher education for the Spirit Lake Dakota community also contributed to a review of the institution’s history and documenting student graduate success stories. All these factors contributed toward revising the mission statement to one that reflects a new beginning, one that is easily understood by all stakeholders, one that emphasizes student success, and one that sets the foundation for the next thirty years of higher education for the Spirit Lake reservation.

**Mission Statement**

Through the self-study and strategic planning process, a new mission statement was adopted. The new mission statement provides the distinctive link between the college’s past and the forward-thinking leadership of the present.



## **Past Mission Statement**

*“The mission of Cankdeska Cikana Community college is to provide comprehensive post-secondary education which addresses both traditional and contemporary aspects of learning. The College focuses on educating our students to live successfully by assisting each in reaching a goal that is desirable and attainable for their needs in this multi-cultural world.”*

## **New Mission Statement**

*“To provide higher education opportunities, at the community college level, including vocational and technical training. As a tribal college we emphasize the teaching and learning of Dakota culture and language toward the preservation of the tribe. The goal is student self-sufficiency and independence through academic achievement.”*

## **Vision statement**

*“A Dakota community that enjoys physical, mental, emotional, and spiritual wellness and growth through academic education and training.”*

## **Key Values**

### ***Shared Responsibility***

*We strive to be respectful of each other  
We believe in the value of education  
We value working together – student, college, family, and community*

### ***Commitment to Quality***

*We strive toward being the best tribal community college  
We strive to provide appropriate courses and academic programs  
We employ fully qualified faculty and staff and in all positions  
We structure the institution to optimize the skills and contributions of the staff, faculty, students and Board of Regents*

CCCC is committed to communicating its mission, vision, and key values to all its constituencies and has posted the statement (with photos of students) throughout the College campus in classrooms, offices, the library, and shop building. The mission

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statement is also published in the College catalog, program brochures, handbooks, and the College website. When appropriate, the statement is utilized in various marketing materials and in grant proposals for College projects and programs. The first-time College annual report that was developed for 2004 included the updated mission, vision, and key values statements. This report was disseminated through out the community and other stakeholder groups such as the American Indian College Fund.

Academic standards at CCCC are founded on the revised mission statement, as was the development of strategic plan. The College Catalog and the Student Handbook outlining academic standards that measure student success are premised on the mission statement and are distributed to all students. They also define the parameters of academic probation, suspension, the appeal process, and student classification. For example, the catalog and handbook state that in order for a student to be successful they must have the following GPAs.

**Degree Programs**

Must maintain a minimum  
Cumulative GPA of 2.0

**Diploma Programs**

Must maintain a minimum  
Cumulative GPA of 2.0

The 2004 Strategic Plan includes specific strategies outlining activities that establish the foundation for academic excellence. The first goal of the plan is to “Provide appropriate, quality, academic programs emphasizing student outcomes and assuring connection to

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the mission.” (SP, Appendix E, page 6) As a result, the FY 2005 budget has dedicated funds towards staff development and the purchase of additional instructional equipment.

### **Core Component 1b**

“In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.”

As a tribal college, CCCC has a unique history and purpose to fulfill. Most of the students attending CCCC are enrolled members of the Spirit Lake Nation, many are members of other federally recognized tribes, and an average of 7 to 8 are non-Indians who live on or near the reservation. The many social-economic hardships faced by most Indian students are compounded by rural isolation and extreme weather variations. CCCC is chartered by the Spirit Lake Tribal Council to provide higher education and to promote and preserve the Dakota culture and language. All students are required to take three credit hours of Dakota culture or language prior to graduating. CCCC’s thirty year history has been centered on serving the population of the Spirit Lake Reservation, primarily Dakota people. At the same time, CCCC has strived for building networks with its sister tribal colleges in North Dakota, and also with the State’s public institutions toward the goal of having CCCC students continue on toward bachelor degrees. Cankdeska Cikana Community College has a revised mission statement consistent with its purpose as a tribal institution of higher learning, which includes a learning environment where students can discover, through the educational process, how to live in

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a diverse multi-cultural society. The college is currently meeting this through the design and offering of curriculum that allows students the option of preparation for employment in the local job market or continuation to a four-year institution. In order to help students understand and preserve the knowledge of the culture, classes in Dakota language and history are included in the curriculum for both degree and vocational programs. In all aspects of college study, attention is given to maintaining relevancy to the dominant Dakota culture and tradition.

The College cooperates with other community entities to co-sponsor events such as job shadowing (through the Health Careers Opportunity Program) with the Indian Health Service and Altru Health Systems. Various College programs participate in K-12 initiatives by offering tutoring services to Four Winds, Tate Topa, Warwick, Sheyenne, Minnewaukan and Devils Lake schools; community education programs; and faculty and student leadership projects. The College offers Saturday and Sunday Academies to local high schools with which it has built a strong relationship for the purpose of strengthening math, English, and science skills of students.

In addition, the College works in coordination with the North Dakota University System, as well as with other tribal colleges, to strengthen its programs of study through articulation agreements and in the adoption of the common course numbering process. Cankdeska Cikana Community College is committed to fulfilling its mission by providing quality service to its constituents by monitoring its own practices and by

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keeping institutional policies current and accountable. Policies and procedures affecting students and faculty are posted in the college catalog, student handbook, and the CCCC faculty handbook.

Cankdeska Cikana Community College faculty are responsible for providing a diverse intellectual experience, serving the community, and integrating the Dakota culture within the classroom environment. Academic freedom provides faculty members with freedom to teach, utilizing various teaching styles, in their field of competence. The College affirms the organization's commitment to honor the dignity and worth of individuals by ensuring that faculty recognize their obligation to allow students to express their opinion without fear or reprisal.

In order to meet diverse educational needs of its residents, CCCC has expanded programming and delivery options by offering online and interactive video courses.

CCCC addresses the training needs of faculty for increased knowledge of pedagogy and learning styles through workshops, in-services, and participation in regional and national conferences.

- Expanded programming in credit instruction, non-credit instruction, and high school programs continues to address the needs of constituents for life-long learning.
- Expanded delivery options allow student to take courses without having to travel to the College. Internet-based instruction provides the opportunity for people who

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need to continue their education without having to be on campus during traditional class periods. This is particularly useful for non-traditional students.

- Faculty development has been provided by the college to prepare instructors to teach diverse learning styles, to integrate changing technology in the classroom, and to be able to assess student learning.

The College has a strong commitment to create a teaching and learning environment of the highest quality. The College provides support to faculty and students to attend scholarly conferences, meetings, and educational events. Every year, faculty and students attend the American Indian Higher Education Consortium conference (AIHEC), the North Dakota Indian Education conference, and the National Indian Education conference. Tribal college students compete academically in a variety of areas, providing an opportunity for CCCC students to share their experiences with other tribal college students around the country. Training is provided to the community through workshops and seminars. The college assesses the needs of its community and responds by providing programs and services. Currently, the college is working with the high schools to respond to the No Child Left Behind Act to ensure all teachers and paraprofessionals are highly qualified. The Rural Systemic Initiative Program is providing courses and workshops to teachers and paraprofessionals.

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## Core Component 1c

■ *“Understanding of and support for the mission pervade the organization”*

New administrative leadership, institutional reorganization, development of the strategic plan, and acknowledgement of a thirty year history of CCCC, led to a serious review of the mission statement. Through the various committee work, planning meetings, and community discussions, it was determined that an updating of the mission would be appropriate when looking toward the next thirty years for CCCC. Drafts were developed and distributed to all students, faculty, and staff with editorial comments received for the document.

2003-04 was a ‘turn around’ year for CCCC. The new administration took the lead in generating ideas and gathering stakeholder input in updating the mission statement that is prominently displayed throughout the campus and is included in all academic documents and other tools used by the College.

College-wide understanding and support for the mission of CCCC is driven by well-articulated documents that encourage members of the college community to find ways to develop and implement the mission. CCCC strategic decisions are mission-driven. Since the HCL visit in 1998, the college has made decisions that impacted which programs were offered, partnerships, building projects, and delivery systems.



**New programs:**

- Early Childhood Education
- Office Technology
- Computer Applications
- Natural Resource Management.

**New Partnerships:**

- Constituents informed the college of the need to provide training for Certified Nursing Assistants. Due to the lack of equipment and facilities at the college, a partnership was formed with Workforce Training, based at Lake Region State College in Devils Lake, to provide CNA training.

**Building project:**

- Addition of faculty offices (2001)
- Remodeling Registrar, Financial Aid, and Business Offices (2001)
- Addition of four new classrooms (2005)
- New Administrative Wing (2005)

**Delivery Systems:**

- The college upgraded its existing Interactive Video Network (IVN) equipment (2004)
- The college added a second IVN system in the science room to allow laboratory experiments to be conducted among the North Dakota tribal colleges (2004)



The College’s planning and budgeting priorities flow from the strategic plan that is founded on the new mission statement. The history of planning and budgeting at CCCC is more clearly documented in Criterion Two, but these processes do arise from the stated mission of the college. The evidence for this is broad based, but can be summarized by the following examples from the strategic plan.

- Strengthen student services to promote individual student growth and degree completion.
- Update and implement a Maintenance Plan including equipment replacement with a budget and responsibility matrix.
- Complete construction and equipping of the new classrooms.
- Institutionalize Dakota values and practices in all college business.
- Cooperate on occupational training programs that are mutually beneficial to college programs and the community.

### **Core Component 1d**

*“The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.”*

During 2003-04, new leadership began for CCCC that included amending the Charter by the Tribal Council, updating the Board of Regents Bylaws, revising the personnel policies and procedures, and creating a new organizational chart. The Board of Regents has

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instituted an annual training for themselves focusing on roles and responsibilities.

During revising and updating of the documents, the Board established clear boundaries and an appropriate chain of command that enables the institution to fulfill its mission.

The new organizational structure is based on the college's mission and establishes an administration, faculty, and student body involved with providing leadership within the community and providing service. The leadership within the college stems directly from the college president, who is responsible for guiding all institutional operations, management, and development. In turn, the president is responsible to the Board of Regents, who hires the college president and establishes policies for the governance of the college. Institutional decision-making is guided by the mission statement.

Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic process. The college has one dean who oversees the academic programs, and who reports to the president. The dean is responsible for evaluating instructors, and for maintaining quality programs through program assessment. The dean serves on the curriculum, assessment, and management committees.

As a small, tribal college, CCCC has a committee structure in place to promote collaboration among personnel and to provide a somewhat 'defined' process for decision-making in fulfilling the mission. The primary institutional committees include:



**Curriculum Committee:** The Curriculum Committee assists in the review and addition of all credit courses and programs. Full-time faculty serve on the committee, along with the Registrar.

**Financial Aid Committee:** The Financial Aid Committee is an advisory board to the Financial Aid Director and program. It sets institutional scholarship criteria, as well as selects student scholarship recipients. This Committee acts as an appeals board for financial aid Satisfactory Academic Progress and may review financial aid appeals from any student. Committee members are drawn from the faculty and staff.

**Library Committee:** The Library Committee meets to review and revise budget, policies, and plan library activities and acquisitions. Committee members are drawn from the faculty and staff.

**Management Committee:** The Management Committee functions as the key administration for institutional decisions and recommendations. It carries out primary management functions for respective areas and communicates ideas and plans to employees. The Finance Manager, Executive Administrative Assistant, Academic Dean, Information Technology Director, Director of Community Services, and Director of Student Services are members of the management committee. Generally, this committee meets at least monthly, but during the past year has met more frequently to facilitate changes and reorganization.

**Finance Committee:** The Finance Committee assists with the development of the institutional budget, financial resources, and fund development for CCCC. It

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ensures fiscal integrity of the institution by developing and modifying financial policies in accordance with appropriate accounting practice standards and recommendations from auditors. It ensures adherence to budget and recommends changes as deemed appropriate. Members of the committee are the President, Finance Manager and the entire Board of Regents

**Construction Committee:** The Cankdeska Cikana Community College Construction Committee oversees all aspects of construction on the college campus—identifies building projects based on enrollments and/or new directions of the college; selects sites for projects; once funding is obtained, selects an architect or engineer; operates the bid letting process; and selects the successful contractor(s). During construction, the committee oversees all contractors and approves any modifications to plans. Committee Members include the Board of Regents, President, Tribal Employment Rights Ordinance representative, Finance Manager, and College construction coordinator (currently this is the Title III Director).

**Recruitment Committee:** The Recruitment Committee’s goal is to devise and implement strategies to ensure a stable and increasing enrollment at the college. Committee members are drawn from the faculty and staff.

**Retention Committee:** The Retention Committee is responsible for developing strategies to help students successfully complete a full semester’s coursework and to continue on towards completion of their degree program. Members of the committee are drawn from the faculty and staff with one student representative.

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**Assessment Committee:** The Assessment Committee acts as the main decision making body for assessing student learning, acting upon recommendations to enhance and improve the assessment process. The committee reviews, revises, and implements the academic assessment program; reviews and recommends assessment tools and methods; implements the assessment plan; analyzes data collected; and assists faculty with processes related to assessment.

*(Institutional Committee Member Lists, Appendix G)*

### **Enhanced Communication Processes**

As part of the ongoing work of improving communications across the campus, the following communication processes have been implemented at CCCC:

- **Academic Dean:** The Dean communicates with the entire faculty by holding a weekly faculty meeting.
- **President/Directors/Faculty:** The President, Program Directors, and Faculty meet weekly to share ideas and provide information on future activities.
- **Students:** Information is shared with students via the Internet, college email, and the student newsletter (Camp Crier). The Student Government holds monthly meetings that are open to all students.
- **Computer Network:** The College has a computer network that allows for shared work folders, and for shared information folders.

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- **Outlook and email:** CCCC has an internet-based email system that allows administration, faculty, staff, and students to access their email accounts at any time, regardless of their location.
  - **Board of Regents:** The Board meets monthly and complete board packets are shared with appropriate personnel before the meeting. The Board meetings are open to the public, and minutes are available in the mail room for all faculty and staff to review. Copies of the minutes are also sent to the Tribal Council.
  - **Program Directors:** Program Directors submit monthly reports that are included in the Board of Regents’ packets. The Monthly Director’s Reports also distributed to all program directors to share with their staff. The same reports are distributed to faculty.

## Core Component 1e

■ *“The organization upholds and protects its integrity”.*

“Cankdeska Cikana Community College serves that community of the Spirit Lake Nation. It is expected that all employees uphold the highest standards of professionalism, integrity, and character in performing their job functions and representing the College.”

*(Policies and Procedure Manual 701, Resource Room)*

CCCC strives to maintain an environment which promotes and encourages integrity in all activities and practices. The core of the College mission is to provide opportunities for

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students to learn. Included in the Mission is the statement: “The goal is student self-sufficiency and independence through academic achievement”. Activities of the college revolve around that one purpose, and are either directly or indirectly involved in providing learning opportunities.

**Instructional Activities**

College transfer assistance  
Career/Vocational education programs  
High School Programs

**Non-Instructional Activities**

Student Services  
Business Office  
Physical Plant

**The CCCC Board of Regents exercises its responsibility to the public to ensure that the organization operates legally, responsibly, and with fiscal honesty.**

The Board reviews budgets on a monthly basis and hires an independent third party to perform an annual audit of the institution. The Board meetings are open to the public and minutes are available in the mail room for all faculty and staff to review. Copies of the minutes are sent to the Tribal Council. Institutional policies were reviewed and revised to ensure integrity of the system.

**CCCC understands and abides by all applicable local, state, and federal laws and regulations.**

The college complies with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975. The annual audits performed by an independent third party have verified that CCCC is in compliance with local, state, and federal laws.

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The Board Bylaws, the Policies and Procedures Manual, Faculty and Advisor Handbook, and Student Handbook outline policies regarding the rights and responsibilities of each of its internal constituencies. The Board Bylaws and the personnel Policy and Procedures Manual were updated and revised in 2004 and updated in 2005. The Student Handbook is updated biannually and distributed to all students at registration or upon request. It was last updated in 2004. (*BRB, Appendix, C; Policies and Procedure Manual, Faculty and Advisor Manual, and Student Handbook, Resource Room*) Students are provided with a Student Handbook that outlines student expectations, responsibilities, and rights. The Student Handbook contains the student grievance policy and procedures. This process allows for a student to appeal the decision made as part of the grievance policy.

CCCC employees go through a new employee orientation session by their immediate supervisor and are provided with the Policies and Procedure Manual. This document outlines the college's employee expectations, employment policies, and employee responsibilities and rights.

The college has in place a set of fiscal policy and procedures, which are adhered to and are updated as needed. To uphold the integrity of the organization, an audit is done annually and the results are made available to the public.

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The new leadership initiated the development of an annual report that outlines accomplishments and includes a financial statement. The annual report was distributed in January, 2005. (*Annual Report 2003-2004, Resource Room.*)

## **Strengths**

- The college has a revised Mission, Vision and Key Values Statement that is consistent with its purpose.
- The college cooperates with other community entities to co-sponsor events.
- The college has a well-established Board of Regents.
- Annual Audits prove that CCCC operates with integrity and follows local, state, and federal laws.
- The college has an updated governance and administrative structure.
- The college has a new 5-year Strategic Plan with financial projections.
- The college has revised and updated the Personnel Policies and Procedures Manual, Board of Regents Bylaws, Fiscal Procedures Manual, Faculty and Advisor Manual, College Catalog, and Student Handbook.

## **Concerns**

- General public, accreditation agencies may not understand uniqueness of a tribal college or the context of the historical relationship or funding disparities.
- CCCC needs to continue to improve communications.

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## **Issues for the Future**

- CCCC must maintain stability of administrative leadership.
- The College must ensure that the new Mission Statement guides all decisions that affect the college
- CCCC shall continue to cooperate with other community entities to co-sponsor events.

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# Chapter 6

## Criterion Two – Preparing for the Future

*“The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.”*

The past several years have been a period of significant change for the Spirit Lake Tribe’s community college. A solid and appropriate governance structure has been implemented; new administrative leadership has instilled trust and accountability within the operating system of the institution; the 30<sup>th</sup> anniversary celebration provided an opportunity for positive reflection and acknowledgement of contributions; and the self-study and planning processes have afforded maximum involvement of stakeholders and a ‘new’ beginning for Cankdeska Cikana Community College to prepare for the next thirty years.

Within the realities of being a rural, tribal college, CCCC is a future-oriented institution that anticipates and responds to challenges and opportunities of the Spirit Lake Reservation. From humble beginnings to the current reorganization process, CCCC’s updated mission emphasizes student success, focuses on continuous improvement, and reinforces Dakota values to meet the needs of the students and the Spirit Lake community. Also, the revised budgeting process is based on fulfilling the mission. It focuses on academic programs and service toward student achievement.

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## Core Component 2a

*“The organization realistically prepares for a future shaped by multiple societal and economic trends.”*

As a tribal entity, CCCC has a solid understanding of its current capacity to fulfill its mission, to enhance its quality of education, and to prepare for an uncertain future.

Resources for the tribal college are constantly monitored so that a proactive process is maintained. The reorganizational effort is conditioned on environmental scanning of the economic and societal trends that affect tribal colleges specifically, and Native communities in general. Grant development is undertaken with the goal of enhancing academic excellence for CCCC and is conducted in a thoughtful manner, not just with a ‘go for the money attitude’.

### **The college planning documents reflect a sound understanding of the organization’s current capacity.**

The college has an improved understanding of its capacity and has taken steps to ensure that it will meet future needs. The new strategic plan is a ‘first step’ toward an ongoing process of improvement and capacity building that emphasizes academic excellence. It is anticipated that the five-year plan will be modified on an annual basis and determined by trends and conditions.

**Enhanced/Expanded Facilities:** The College is committed to providing students and staff with facilities that enhance the learning environment to meet present and future

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needs, that is a safe and friendly environment conducive to the learning process, and that supports a strong academic base. Various funding sources are developed and combined for facility enhancement, including resources from the American Indian College Fund, the United States Department of Agriculture, Housing and Urban Development, private foundations, and local contributions. Highlights of changes/improvements made to date:

- Handicap accessibility has been updated to better serve those individuals with physical limitations. Automatic doors & lifts have been installed. Bathrooms have been remodeled and doorways have been widened. The facility is continuously being updated to better serve the public, including those with physical limitations.
- A new Vocational Building that currently houses the Carpentry Program was completed in 2001. Approximately \$275,000 was spent on this project for 6,000 square feet of new shop space.
- A new building, “the Log Cabin,” that currently houses the RSI and HCOP programs was completed in 2000. The college spent about \$130,000 on this project. The log cabin has 37,000 square feet of space and does include a study area with computers, reference materials for science and health, and access to tutor assistance.
- A renovation of the main building was completed in 2001. Faculty offices were added (1,500 square feet with 9 offices and 1 utility room), and the business, financial aid, and registrar’s offices were remodeled (six private

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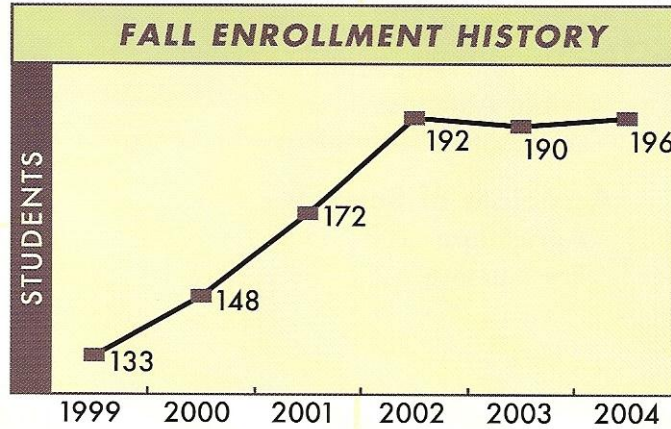
offices and two large work areas for 2,200 square feet of space). The College spent approximately \$692,000 on this project.

- Exterior renovations for a new student and employee parking lot were completed in August 2004. The college spent \$266,667 on the paving project, about 12,000 square feet of parking space.
- Construction for a new addition for four classrooms (approximately 4,725 square feet, including a new science lab) began in the Fall of 2004, with expected opening in May, 2005. The college spent \$636,261 on this project. Included with the new addition is the remodeling of the old student study area and lounge.
- An extensive building assessment of the college was completed by a private firm in May, 2004. The assessment was done in conjunction with planning development to determine the viability of remaining in the existing facility, as well as to evaluate energy efficiency.
- The heating system of the college was updated to include a computerized control system in the spring 2002.
- Roof top air-conditioning units were installed for all classrooms during 2003.

**Increased Enrollment:** Since 1999, the college's enrollment has increased from 133 students to 196 in 2004. Student enrollment increased due to expanded educational offerings in Office Technology, Computer Applications, and Early Childhood Education. During this same time period (1999-2004) the fall enrollment Full Time Equivalent

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(FTE) rate has also steadily increased from 99.41 to 189.75, which is significant as Indian Student Count funding is based on FTE.



**Human Resources:** CCCC has a diverse employee base that includes 63 percent Spirit Lake members, 23 percent other Indian, and 14 percent non-Indian (one from India and Greece). CCCC is an equal employment organization that does not discriminate, but as a tribal entity, follows Indian preference for employment. (*Policies and Procedures Manual 103, Resource Room*) Of the 53 full and part time employees, 34 percent (18) are graduates of CCCC. (*Annual Report 2003-200, Resource Room*)

Previously, resource limitations precluded a serious analysis on faculty and staffing needs for the institution. With the new leadership, there has been a reversal of that trend. The reality of one-person programs or departments is not good management for an academic organization, so incremental steps have been taken to address this issue. A librarian assistant was hired, clerical support for the Registrar, Financial Aid, and Finance Offices have been hired, and one will be hired by March, 2005, to provide faculty support. Work

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study positions have been enhanced to provide job experience and training for CCCC students, and to support the operations of the College.

In addition, the services of ‘experts’ or ‘specialists’ – e.g. grant writer, program evaluator – have been negotiated and individuals brought on board as consultants to assist in various areas while CCCC continues its reorganization. The goal is to secure the funding to create appropriate positions that are basic for the institution.

In the development of the Title III renewal grant, a new position was created and filled in January, 2005, for a College recruiter and counselor. This is a significant addition for CCCC that will assist in the recruitment of students in a more organized manner and provide better student services through the admission and financial aid programs.

**Faculty Needs:** CCCC operates one-person programs or departments with the exception of the Technology Program (the Technology Program is directly funded by Title III appropriations and has six positions, with four faculty positions). This is historically how the institution has operated, but with access to quality adjunct or part time faculty from surrounding community schools and institutions. Incremental steps are now being developed to provide for additional faculty to be on staff in a more official capacity.

A new goal for the institution is to double the student enrollment in five years. For this to happen, academic programs will be enhanced and additional faculty hired. The initial focus will be in the math, science, English, and language skills areas, as this is the need

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of CCCC entry-level students. The goal will be to add one part time faculty member for each discipline, anticipating a transition to full time within a year and half, depending on resources. Several grant applications have been developed for this capacity building, advocacy work conducted with members of Congress to increase appropriations for the Tribal College Act authorized level, and ongoing discussions with the Spirit Lake Tribal Council for annual support to the College.

Faculty orientation is scheduled each fall semester, and a faculty handbook has been developed with input from all instructors. The faculty handbook outlines responsibilities for the academic staff, expectations, and procedures, and has been distributed to all faculty members.

**Shared Resources:** The Interactive Video Network (IVN) allows the college to deliver and share instruction among the North Dakota Tribal Colleges, including online classes. CCCC is also a partner with the North Dakota University System and has access to distance education programming via technology, if requested by students.

**CCCC has demonstrated that attention is being paid to emerging factors such as technology.**

The institution is becoming known as a leader regarding the availability and use of technology in the teaching and learning process. Various demonstrations have showcased these capabilities, and many training forums are conducted by CCCC programs and faculty.

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**Delivery System Changes:** CCCC is current with technologies that allow students to take advantage of new and state-of-the-art delivery systems. The IVN system has been upgraded and expanded to include science courses. Online classes are also available.

**Technology in the Classroom:** From 1998 to the present, vast changes have taken place in the technology that is available to both faculty and students. Computer labs have evolved to include the latest equipment and software technologies. Computer labs were upgraded in 2004 through Title III funds. Wireless access is available to students and faculty in all classrooms. All students have access to a student email account and are given space on the server to store any documents they may need or create for coursework.

Other examples of technology enhancements for the classroom are:

- SmartBoard presentation technology
- Wireless LCD projectors in classrooms
- Tablet PC's for instructors to connect to the wireless network and wireless projectors
- TV/VCR's for all classrooms

**Technology on Campus:** All faculty and staff have updated, networked computers in their offices and have access to the wireless network. Other examples of upgraded technologies are:

- The Finance Office has been upgraded with a new server and software updates.

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- A new server and software has been purchased that will integrate the Registrar, Admissions, Financial Aid, and Finance Office functions. Installation is scheduled for March, 2005, with testing during the summer 2005, and full implementation for the fall 2005 semester. This system will also accommodate student support services, such as academic advising.
  - Inventory lists are completed and centralized using a software database program for all technology equipment, other equipment, and furniture.
  - Administrative leaders have been provided with Blackberry technology and updated notebook PCs.
  - The web site is being redesigned to offer an enhanced and more user-friendly information resource for the College and its constituents. It is anticipated that the new web site will be launched in the spring of 2005.
  - A Technology Plan has been developed to manage the ongoing need, to stay current with changing trends, and to provide for renewal or replacement schedules for technology equipment.

**CCCC is a future thinking college that is supportive of innovation and change:**

Since the last comprehensive visit 1998, the college's degree programs have undergone innovation and change. Three new degree programs were implemented with the support of Title III resources:

- Office Technology
- Computer Applications
- Early Childhood Education

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In 2004, the College was awarded a new Title III grant that provides training for students to prepare for A+ Certification (computer repair) and Microsoft Office User Specialist (MOUS) Certification.

A Natural Resources degree program was developed and was implemented in the spring 2005 semester, to complement the agricultural sciences that reflect addressing environmental needs of the Spirit Lake community. These programs will be expanded to include health sciences for diet, nutrition, and the development of an all-season green house for seed and organic gardening projects.

Innovations have been made in meeting student support needs. Computer based pre-enrollment assessment for placement in Math and English courses has been implemented through the Test of Adult Basic Education, (TABE). The College was awarded a Student Support Services (SSS) grant from TRIO in 1998. The grant is renewed through fiscal year 2006 and offers support services to low-income, first-generation, and disabled students. SSS services include tutoring, cultural activities, field trips to other institutions, and ongoing developmental opportunities. In 2004, SSS moved into a ‘new’ space that provides for a two-room study area with access to 8 computers and faculty/advisor support.

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**CCCC practices the concept of shared governance with limits on governance and has clearly identified structures for decision making about organizational goals.**

As a tribal college, CCCC is chartered by the Spirit Lake Tribe and specifically, the Tribal Council. The charter was updated in February, 2003 but essentially delegates to a Board of Regents all oversight responsibilities for CCCC. The revised charter delineates the role of the Council and the Board. The Tribal Council has assigned one of its members to serve as the liaison for the College.

**Board of Regents:** The five-member Board of Regents is appointed by the Tribal Council to serve three-year terms. As part of the reorganization efforts, the Board updated their bylaws (fall 2003) and established an annual training to enhance their knowledge of the roles and responsibilities of a tribal college Board of Regents.

The training was developed to improve the Board's understanding of their role in establishing policies for the institution and the future of higher education for the Spirit Lake Reservation. The training has generated appropriate decision-making skills and knowledge. Upon revising their bylaws, the Board of Regents updated the institution's Personnel Policy and Procedures Manual and the organization chart, so that a clear understanding of the chain-of-command was described and could be easily understood. With the improved policy documents, governance roles are better understood and adhered to. Day-to-day management of the College is delegated to the President, who is

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responsible for carrying out approved policies with the assistance of the Management Team.

**Faculty:** Faculty share in the governance of the college through the work process of various institutional committees. Faculty meet on a weekly basis with the Academic Dean and on a regular basis with the President.

**Organizational Chart:** The revised chart clearly articulates the internal chain-of-command and provides all employees with a diagram of the institution’s infrastructure for supervisory responsibilities.

**Job Descriptions:** Each position at the College has a job description that articulates title, location, supervisor, and function. Job descriptions are in all personnel files.

## Core Component 2b

*“The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.”*

Cankdeska Cikana Community College has been functioning and providing higher educational services to the Spirit Lake community for the past thirty years. As a tribal college, funding is greatly misunderstood by mainstream America, in that we operate with funds allocated by the federal appropriations process.

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**The College’s resources are adequate for achievement of the educational quality it claims to provide.**

The resource base that supports the College provides ‘adequate’ funding for the current educational services offered. CCCC’s funding comes from four main sources: (1) Congressional Appropriations (Tribal College Act 471-funds), (2) Tuition and Fees, (3) Federal and State Grant Programs (such as Carl Perkins, Adult Basic Education, Federal College Work Study, Title III, TRIO), and (4) Other Income (such as American Indian College Fund, indirect funds from grant programs, private sources (endowment scholarships or vendor contributions, and interest income). The funding structure at CCCC is separate from the North Dakota University System, and CCCC does not receive any state appropriated funds.

(1) Congress has authorized Tribal College Act funding at \$6,000 per ISC (Indian Student Count) but has appropriated only \$4,325 for fiscal year 04. The amount that CCCC receives is based on its Indian Student Count (ISC) only. Students enrolled that are not members of a federally recognized tribe are not included in the Indian Student Count. The ISC is determined by the following formula:

$$\text{Total Credit Hours (TCH)} / 12 = \text{Indian Student Count}$$

(TCH is the total number of Part-Time, Full-Time and Continuing Education Units (CEU) of any given academic term (for CCCC this is semester). Credit hours converted from CEUs are counted toward the computation of the ISC. The formula for conversion of CEU’s to credit hours is: 15 contact hours for one semester credit hour, 10 contact hours for one quarter credit hour.)

Funds generated by ISC for CCCC comprise 16 % of the college’s total revenue, a dollar value of approximately \$700,200.

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(2) Tuition and fees make up 6 % of total revenue. The college recognizes that methods to increase these sources of revenue must be addressed. Renewed efforts to recruit students are being implemented, along with considering an increase in tuition and fees, as well as the possibility of eliminating low enrollment programs.

(3) Like all academic institutions, CCCC relies on ‘soft’ funds through various grant-funded initiatives. A sizable percentage (57% average for 2003 and 2004) of total revenue for CCCC is provided by grant programs. While this is not an ideal situation, it is a reality for tribal colleges. CCCC needs to sustain present grant programs and pursue new funding sources that will allow the college to maintain and increase its current academic programming. To this end, the services of a grant writer have been retained. In the past year, over \$2.5 million in additional funding for the next 5 years has been secured through new or renewal of grants. Examples of the new or renewed programs include Title III Strengthening Institutions, Administration for Native Americans (ANA) Language Preservation, and Volunteerism and Leadership.

(4) Other revenue is generated through various methods—scholarship funds from the American Indian College Fund and private contributors; indirect costs from grant funded programs; interest income from the endowment; and most recently, a ‘vendor’ contribution campaign. During 2004, the College also received a significant contribution (\$300,000 and forgiveness of a \$185,000 loan) from the Spirit Lake Tribe for the general

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operation of the institution. Discussions are ongoing regarding an annual Tribal contribution for CCCC.

**Plans for resource development and allocation document an organizational commitment to supporting and strengthening the quality of the educational process.**

The strategic plan includes budget forecasts based on certain assumptions. These projections will be reviewed and modified on an annual basis based on current situations and trends. The President is scheduling a planning session for resource development for CCCC that is tentatively planned for July, 2005, and pending results of the accreditation review process. Her previous work with various entities and organizations has provided a wonderful, national network of colleagues and friends who have expressed an interest in ‘helping’ CCCC. President Lindquist wants to focus on an endowment campaign for faculty positions, academic programs, and facility enhancement. Also is the consideration to establish a ‘development office’ and position for the institution to focus exclusively on resource (human and financial) development for CCCC.

**The College uses its human resources effectively.**

As a small institution, and to fulfill the mission, administrators, faculty, and staff at Cankdeska Cikana CC, take on multiple responsibilities (within reason). Examples of effective uses of human resources include:

- All faculty and staff have appropriate position descriptions that outline their respective scope of work, job title, location, and supervisor;
- The number of faculty is adequate to teach the current courses offered;

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- Faculty teaching loads average 15 to 16 credit hours per semester;
  - Faculty members serve on committees based on interest, time availability, and to facilitate participation for institutional decision-making;
  - Professional growth and development for all employees is a component of the annual evaluation process, with personal goals included on the form. The evaluation forms are maintained in the personnel files.
  - CCCC is developing partnerships with other institutions to offer cohort-designed, bachelor and master degree offerings for employees that would be conducted in-house and as ‘accelerated’ programs. Tentative plans are for beginning this during summer 2005 with funding secured via the renewed Title III grant.
  - The technological infrastructure and enhancements allow for efficient means of communication among administration, faculty, staff, and students. Email and wireless accessibility allow expanded opportunities for people to communicate without having to meet face to face.

**The College is committed to developing its human resources to meet future changes.**

The following steps have been taken to develop the College’s human resources.

- As part of the strategic planning process, employees complete a self-evaluation and set their professional development goals.
- The annual employee evaluation includes self-evaluation and professional development goals.

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- The College offers CCCC employees the opportunity to take classes at CCCC at no charge and provides 6 hours per week to do so.
- The College hosts employee in-services and workshops (team building, cultural competence, student learning styles, and grants management, for example).

**CCCC’s history of financial resource development and investment documents a forward-looking concern for ensuring educational quality (e.g. investment in faculty development, equipment, library books, new or renovated facilities).**

The following chart demonstrates investments during the past 4 years for each area:

	<b>Staff Development</b>	<b>Equipment</b>	<b>Library Books</b>	<b>New or Renovated Building</b>	<b>Maintenance of Equipment and Building</b>	<b>% of Total Budget</b>
<b>FY '02</b>	<b>\$47,835</b>	<b>\$289,325</b>	<b>\$25,187</b>	<b>\$237,467</b>	<b>\$69,957</b>	<b>17%</b>
<b>FY '03</b>	<b>\$13,428</b>	<b>\$15,555</b>	<b>\$1,809</b>	<b>\$252,657</b>	<b>\$57,514</b>	<b>8%</b>
<b>FY '04</b>	<b>\$5,000</b>	<b>\$177,850</b>	<b>\$2,000</b>	<b>\$390,759</b>	<b>\$53,786</b>	<b>17%</b>
<b>FY 05</b>	<b>\$12,300</b>	<b>\$20,000</b>	<b>\$20,000</b>	<b>\$600,000</b>	<b>\$40,000</b>	<b>20%</b>

**CCCC’s planning processes are flexible enough to respond to unanticipated needs for program reallocation, downsizing, or growth.**

The Strategic Plan identifies goals and objectives to be implemented over a five year period. Strategies to be completed during the first year are identified and include a schedule for their implementation, as well as stating the responsible staff or program.

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The plan will be reviewed on an annual basis by the Management Team, with input from staff, and then presented to the Board of Regents for recommended changes.

Under the new leadership of the College, extensive planning and forecasting has been conducted to determine viability for the next thirty years, but has specifically focused on the upcoming five years. Stabilizing administration has strengthened the operations of CCCC, and therefore, the capacity to fulfill the mission and goals. Budgeting and planning processes have incorporated accountability standards that are appropriate and manageable for the size of the institution.

## Core Component 2c

*“The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.”*

The evaluation and assessment processes at CCCC have undergone major revisions since the comprehensive visit in 1998. The approved Assessment Plan from 1998 was not implemented. A high turnover in administration and faculty had the result of assessment data not being systematically collected or analyzed. Since the Focus Visit in 2002, the Academic Assessment Plan has been updated and implemented. An active and involved Assessment Committee collects and reviews various data that is used to form strategies for continuous academic improvement.

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As cited by the 2002 Focus Visit, program evaluation did not exist in any form.

Academic Program Evaluation plan has been developed and the evaluation of the academic programs initiated in the fall of 2004. (*Academic Program Evaluation Plan, Appendix H*)

**The College demonstrates that its evaluation processes provide evidence that its performance meets its stated expectations for institutional effectiveness.**

CCCC has in place process/methods that provide indicators of institutional effectiveness.

Examples are:

- Program Evaluation
- Student Satisfaction Survey
- Strategic Plan
- Course and Program Completion
- Student Retention
- Academic Assessment Plan
- Graduation rate
- Transfer rate

At present, an overarching institutional effectiveness plan is not in place, though parts are included within the new strategic plan. The goal is have a specific institutional effectiveness plan developed by fall 2005.

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### **CCCC provides adequate support of its evaluation and assessment processes.**

Examples of how assessment is supported at CCCC include:

- Financial support for staff and faculty to attend and participate in training, e.g. the annual Higher Learning Commission conference; the American Association of Higher Education conference on academic assessment.
- Each fall, assessment methods are reviewed as part of the faculty in-service and incorporated into course syllabi.
- Software programs have been installed to assist in the data collection and retrieval of information in various formats.
- Outside evaluators have been brought in to conduct program reviews and to provide recommendations for improvement.
- CCCC is collaborating with the State agencies regarding the assessment of the carpentry (vocational) program, with State recommendations being addressed.
- Assessment and evaluation is a core component of various activities in the strategic plan.

### **Core Component 2d**

“All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission”

In reorganizing the management and operations of CCCC, emphasis was placed on the mission and that all work and effort emanates from that mission statement.

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Subsequently, all changes and planning were aligned with the new statement, and all documents were updated to include the new mission, vision, and values statement.

**At CCCC, coordinated planning processes center on the mission documents that define vision, values, goals, and strategic priorities for the College.**

The development of the strategic plan was based on the updated mission statement.

Planning processes were initiated by the new President as she began her tenure.

**Planning processes at CCCC link with budgeting processes and this is evident in College operations.**

The 2004-2009 Strategic Plan is aligned with the budgeting process, and financial projections for those 5 years are included as part of the Plan. (*SP p 23-31, Appendix E*)

CCCC has begun to implement the goals of the 2004-2009 Strategic Plan. Examples of the steps taken to implement the goals are:

Goal 1: Provide appropriate, quality academic programs emphasizing student outcomes and assuring connection to the mission.

- Student outcomes in general education and program specific outcomes have been developed. (*SP 1.2.1*) The outcomes were developed by the Assessment Committee during the spring and summer of 2004.
- Standardized grading software is used by faculty. (*SP 1.2.3*) The software was purchased through Title III funds and installed in 2004.

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- Other funds for faculty development have been secured. Through the new Title III grant, funds are available to provide faculty and staff the opportunity to seek advanced degrees.
  - Contact has been made with several institutions to expand program offerings to form articulation agreements, so students wishing to complete a 4-year degree will have the opportunity to do so without having to leave the reservation. (*SP 1.4.1*)

Goal 2: Recruit, enroll and retain students to double the student body.

- Starting in the fall of 2004, meetings are held at the college with the area high school administrators. (*SP 2.6.1*) One of the goals of the meetings is to explore ways in which CCCC and the high schools can collaborate to better prepare Native American students to enter college.
- For the purpose of recruitment, a line item of \$8,000 was included in the 2005 budget. The college also hired a recruiter to increase student enrollment (*SP 2.6.11*) using Title III funds. The recruiter has contacted potential students (*SP 2.6.3*) and has visited the reservation high schools counselors and principals and to discuss the dual credit opportunities available through CCCC. (*SP 2.6.5*)

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- A new database system for student information has been purchased (\$64,000) and will be installed beginning March, 2005, piloted during the summer, and implemented for fall semester 2005 (*SP 2.7.2*)
  - To enhance student life, included in the budget is a line item (\$6,250) dedicated to student activities.

Goal 3: Secure and manage adequate resources including fiscal, physical, technological, and human.

- CCCC has an established endowment fund. The Board of Regents adopted an appropriate policy for the management of this fund with the assistance of the auditing firm, and also the firm managing the accounts. (*SP 3.1.4*) The majority of funding for the endowment comes from the Bureau of Indian Affairs, US Department of the Interior via the Tribal College Act and components of the Higher Education Act. The endowment investment objectives are to: 1) protect the principal of the funds against permanent loss, 2) generate sufficient investment return to provide sustainable funding for current operating needs, and 3) grow the principal to protect the endowment from inflation.
- An additional endowment account was set up with contributions made by the American Indian College Fund, for the purpose of building maintenance and renovations. Interest income generated by the

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investments of the fund will be used to maintain and improve the building.

- Endowment funds are gifts from donors subject to restrictions that the principal be invested in perpetuity and the income generated is expended for current operations in accordance with the restrictions. The goal of the endowment investment program is to provide a real total return from assets invested that will preserve the purchasing power of the endowment assets, while generating an income stream to support the activities of the College.
- A five year revenue and expense projection has been developed. (*SP 3.2.3*)
- Construction of four new classrooms is nearing completion—May, 2005, with approximately \$636,261 being expended for this project. (*SP 3.3.5*)

Goal 5: Promote lifelong learning for members of the Spirit Lake community through various community activities and services.

- Increased professional development has been supported by the Rural Systemic Initiative grant. (*SP 5.7.2*) An Integrating Technology into Teaching workshop was held that included participants from Four Winds and Warwick High Schools, as well as CCCC faculty.

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Goal 6: Assist in the preservation and learning of the Dakota Language and Culture.

- Through an Administration of Native Americans (ANA) grant (\$123,423 annually), the College is able to assist in the preservation of the Dakota Language and Culture. (*SP 6.2.1*) The new grant is focused on teaching conversational Dakota through family-based activities instead of classroom or immersion models.

**Long-range strategic planning processes allow for reprioritization of goals when necessary because of changing environments.**

The Five-Year Strategic Plan is an ongoing, working document that is reviewed and updated on an annual basis to determine if the stated goals and objectives are accomplished and whether reprioritization is necessary. The Management Team is responsible for overseeing the review of the strategic plan.

**Planning processes involve internal constituents and, where appropriate, external constituents.**

The College uses a variety of methods to ensure an inclusive process for the development and maintenance of the new strategic plan achieved. With the new administrative leadership, the Board of Regents went through training in the fall of 2003 that including a session on planning and visioning for the future. Each Board member responded to a SWOT (strengths, weaknesses, opportunities, and threats) exercise that initiated the planning process for the institution. Following that, all employees were requested to

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respond to the same exercise, and their respective responses have been included in their personnel file, in addition to being integrated as the draft plan itself.

In September 2004, The Board went through another training session on planning and reviewed the draft of the new strategic plan for CCCC. The Board authorized the final version for implementation in January, 2005. The Management Team will bring the annual updates/review of the plan to the Board for their input and approval.

Different strategies were used to gather student input – the email system, student government meetings, through a survey during orientation, and an open door policy for the President’s office. Student representatives also participated in most planning sessions or trainings.

A planning consultant with experience with tribal colleges was engaged to assist in the development of a draft document based on initial SWOT responses. The consultant met with individual faculty and staff members and also collectively with various groups and ‘departments.’ This consultant also facilitated the Board training and conducted an all-staff in-service on the strategic plan draft plan in November, 2004.

As a tribal college, community input is very important so discussions were held with the Spirit Lake Elders’ board. Several elders also participated in different sessions hosted by the College to talk about the future of the College and the needs of the community. A specific planning session has hosted with faculty, staff, students, and elders regarding

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culture and the role of the College in teaching Dakota culture and language, as well as integrating cultural values in conducting the business of the institution.

## **Strengths**

- Extensive improvements have been made in the facility and information technology.
- CCCC has stayed current with technologies that allow student to take advantage of new delivery systems.
- Budgeting and planning processes have incorporated accountability standards that are appropriate for the size of the institution.
- The planning process includes internal and external constituencies.

## **Concerns**

- An overall Institutional Effectiveness Plan needs to be developed and implemented.
- Sustained, stable funding for faculty positions and academic programming is needed.
- CCCC recognizes that methods to increase sources of revenue must be addressed.



## **Issues for the Future**

- Establish a development office with a grant writer on staff.
- Continue and expand collaboration with state educational institutions.
- Explore extended course offering through distance education.
- Data collection and analysis needs to be systemic and ongoing to better assist the college in the decision making processes.

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# Chapter 7

## Criterion Three – Student Learning and Effective Teaching

“The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.”

CCCC emphasizes the importance of student learning and teaching effectiveness. The goal of CCCC is student self-sufficiency and independence through academic achievement. The College is dedicated to providing excellence in educational and to providing services necessary for students to succeed. The College provides support systems that encourage student success. Faculty are available to provide assistance to students; tutoring and counseling sessions are available to students as needed; and provide appropriate learning environments. The building and instructional equipment are well-maintained. Other services CCCC provides to students, such as the bookstore, library, and student services, are all geared toward student success.

### History of Assessment

In 1995, the college had in place an assessment plan that was approved by the NCA. As part of the 1998 comprehensive visit, it was recommended that a Focus Visit on Student Learning take place in 2002 because there was little evidence that demonstrated the 1995 plan had been implemented. The visiting team in 2002 reported that the approved assessment plan had not been implemented. In part, because of the lack of the

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implementation of the assessment plan, CCCC was placed on probationary status in February, 2003.

In October of 2002, committees were formed to begin the self-study process. Committee 3, Student Learning and Effective Teaching, began the task of addressing the lack of implementation of student assessment. The members of this committee are also the members of the Assessment Committee. Due to high turn over of faculty and administration, and lack of documentation concerning assessment from 1995 to 2002, the new committee members could find little evidence of past data collection, and no evidence that it was used in assessing student learning. The committee began addressing the additional concerns of the 2002 visiting team dealing with assessment: ownership of the assessment process, methods to assess the general education courses, creation of academic program goals and evaluation of the programs, and trend analysis of collected data. In 2003-2004 the Assessment Matrix from the 1995 plan was reviewed and revised by the committee based on input by faculty. Since the revision of the Assessment Plan, the faculty have worked to implement it.

**Accomplishments of this assessment process are as follows:**

- Assessment is now an institutional priority.
- Assessment is continuous, not sporadic.
- Data collecting and analysis has been initiated.

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- Assessment of student learning provides evidence at multiple levels: course and program.
  - Faculty members collect, examine, and interpret the results of assessment to determine the degree to which expectations for student are met, and the level of learning achieved.
  - The information obtained through assessment has begun to document present student learning and suggest areas where improvement is needed.

#### **Challenges of the Assessment process:**

- Since several programs have small enrollment, some of the data collected lack statistical significance.
- There is a need to examine learning outcome strategies for consistency across the college.

#### **Future Plans in the Assessment Area**

- 2005—Implement recommendations from accreditation visit, faculty continues to seek training
- 2006—Reevaluate learning outcome strategies and work for consistency across the college.
- 2006—Review the general education assessment plans to make sure learning outcomes are achieved across disciplines.

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- 2007—Assess the effectiveness of the entire Assessment Plan to evaluate whether the expected outcomes are being met.
  - 2008—Review Institutional Effectiveness Plan.

### **Core Component 3a**

“The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.”

CCCC is committed to continuing the assessment of programs and services, and the College will use the results to enhance student learning and institutional effectiveness.

Principles that guide the assessment process are:

- Assessment is used to improve student learning and teaching.
- There should be a linkage between assessment of learning and CCCC’s Mission.
- Assessment must involve multiple methods.
- Assessment will be used to make internal decisions with the purpose to improve programs, instruction, and related services.
- Assessment initiatives must provide faculty and staff with the tools and training to carry them out.
- Assessment must be conducted with valid methods and instruments.
- Assessment goals/objectives should be stated in terms of student outcomes.

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CCCC clearly differentiates its learning goals for programs by identifying the expected learning outcomes. The College prepares students not only for a specific career path but endeavors to enhance the quality of the students' lives, as stated in the Mission. A diploma awarded from CCCC includes program specific courses, as well as general education requirements. General education courses at CCCC assist students with interpersonal communication skill, problem solving skills, and a better understanding of culture. Additionally, students are able to acquire knowledge relative to their society and realize that their full potential is achieved through a lifetime of learning.

Assessment of student learning provides evidence at multiple levels: course and program. The goal of this assessment is to determine the level of student learning so that improvement is made both in student learning and teaching.

### **Classroom Assessment**

Faculty members select activities and exercises to determine if student are learning what was intended. The faculty members evaluate the results to decide if changes are to be made in future class meetings.

### **Course Assessment**

Faculty members use activities and tests throughout the semester to determine if students are learning the information the faculty member intended to impart.

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## **Program Area Assessment**

The Assessment committee collects data that shows whether the graduates are employed in their field of study and if employers are satisfied with the graduates' knowledge, skills, and attitudes.

### **CCCC clearly defines the goals for undergraduate programs and certificates by identifying the expected learning outcomes for each.**

The college has defined the goals for undergraduate programs and identified the expected learning outcomes for each. Starting in 2003, the faculty began to address the lack of goals and outcomes for the academic degrees and programs. Faculty developed the goals and outcomes for each of the academic programs. These goals and outcomes were submitted to the Assessment Committee for review and revision. The following goals and outcomes were adopted in 2004;

## **Degree and Certificate Goals**

### **Associate of Arts**

Goal 1: Students will develop an understanding of arts.

Outcome 1: Students will enhance their problem solving abilities and critical thinking skills through the employment of the scientific method.

Outcome 2: Students will be able to demonstrate and employ proper laboratory procedures and techniques.

Goal 2: Students will be provided a working knowledge of technological literacy and the ability to integrate that knowledge into their lives.

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Outcome 1: Students will be familiar with the different types and sources of technology.

Outcome 2: Students will be able to use technology in a responsible manner.

Outcome 3: Students will be able to access, evaluate, and apply technologies efficiently and effectively to meet their academic and personal goals.

Goal 3: Students will be supplied with the basic information to encourage a healthy lifestyle.

Outcome 1: Students will develop an understanding and awareness of the importance of exercise as it relates to a healthy lifestyle.

Outcome 2: Students will become familiar with the aspects of both the personal and community health issues of The Spirit Lake Nation.

Goal 4: Students will proficient in areas of reading, writing, and listening.

Outcome 1: Students will be able to write in a variety of genre.

Outcome 2: Students will demonstrate basic public speaking skills and show the ability to evaluate others.

Outcome 3: Students will develop a variety of reading strategies and comprehension skills.

Goal 5: Students will develop an understanding of advanced algebraic concepts.

Outcome 1: Students will solve a system of equations by graphing, substitution, addition, and using determinants.

Outcome 2: Students will identify and manipulate equations and graphs of different functions.

## **Associate of Science**

Goal 1: Students will develop an understanding of science.

Outcome 1: Students will enhance their problem solving abilities and critical thinking skills through the employment of the scientific method.

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Outcome 2: Students will be able to demonstrate and employ proper laboratory procedures and techniques.

Goal 2: Students will be provided a working knowledge of technological literacy and how they can integrate that knowledge into their lives.

Outcome 1: Students will be familiar with the different types and sources of technology.

Outcome 2: Students will be able to use technology in a responsible manner.

Outcome 3: Students will be able to access, evaluate, and apply technologies efficiently and effectively to meet their academic and personal goals.

Goal 3: Students will be supplied with the basic information to encourage a healthy lifestyle.

Outcome 1: Students will develop an understanding and awareness of the importance of exercise as it relates to a healthy lifestyle.

Outcome 2: Students will become familiar with the aspects of both the personal and community health issues of The Spirit Lake Nation.

Goal 4: Students will become proficient in areas of reading, writing, and listening.

Outcome 1: Students will be able to write in a variety of genre.

Outcome 2: Students will demonstrate basic public speaking skills and show the ability to evaluate others.

Outcome 3: Students will develop a variety of reading strategies and comprehension skills.

Goal 5: Students will develop an understanding of advanced algebraic concepts.

Outcome 1: Students will solve a system of equations by graphing, substitution, addition, and using determinants.

Outcome 2: Students will identify and manipulate equations and graphs of different functions.



## **Associate of Applied Science**

Goal 1: Students will develop an understanding of science.

Outcome 1: Students will enhance their problem solving abilities and critical thinking skills through the employment of the scientific method.

Outcome 2: Students will be able to demonstrate and employ proper laboratory procedures and techniques.

Goal 2: Students will be provided a working knowledge of technological literacy and how they can integrate that knowledge into their lives.

Outcome 1: Students will be familiar with the different types and sources of technology.

Outcome 2: Students will be able to use technology in a responsible manner.

Outcome 3: Students will be able to access, evaluate, and apply technologies efficiently and effectively to meet their academic and personal goals.

Goal 3: Students will be supplied with the basic information to encourage a healthy lifestyle.

Outcome 1: Students will develop an understanding and awareness of the importance of exercise as it relates to a healthy lifestyle.

Outcome 2: Students will become familiar with the aspects of both the personal and community health issues of The Spirit Lake Nation.

Goal 4: Students will demonstrate improvement in areas of reading, writing, and listening.

Outcome 1: Students will demonstrate their basic understanding and use of grammar and paragraph development through a variety of writing assignments.

Outcome 2: Students will demonstrate basic public speaking skills and show the ability to evaluate others.

Outcome 3: Students will develop a variety of reading strategies and comprehension skills.

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Goal 5: Students will develop an understanding of basic algebraic concepts needed to prepare them for a higher level math.

Outcome 1: Students will be able to solve a system of equations

Outcome 2: Students will be able to factor all types of polynomials.

## **Carpentry Certificate**

Goal 1: Students will perform entry level skills and gain knowledge of basic building codes and basic construction practices.

Outcome 1: Students will demonstrate knowledge of the current standards of construction and work safety.

Outcome 2: Students will interpret blue prints and adhere to current building codes.

Outcome 3: Students will operate hand, power, and pneumatic tools.

Outcome 4: Students will use basic construction practices to build various classroom projects.

Outcome 5: Students will understand the use of a tape measure and other basic mathematical skills needed for a career in construction.

## **Program of Study Goals**

### **Associate of Science in Pre-Nursing**

Goal 1: Students will develop a thorough understanding of the human body throughout all levels of body organization.

Outcome 1: Students will develop and apply knowledge of chemical principles and chemical compounds to the study of human physiology and the action of select medications within the human body.

Outcome 2: Students will gain an understanding of living organisms as a whole.

Outcome 3: Students will demonstrate basic scientific skills including the use of the scientific method and proper laboratory techniques.

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Outcome 4: Students will develop an understanding of the structure and function of the human body.

Goal 2: Students will develop a basic understanding of the use of statistics and various ways of presenting them.

Outcome 1: Students will gain an understanding of different measures of center and the advantages and disadvantages of each.

Outcome 2: Students will be able to interpret and present a set of data.

Outcome 3: Students will be able to understand and explain the distribution of data.

### **Auto Mechanics**

Goal 1: Students will be equipped with the necessary skills for immediate employment, as well as prepared for advanced positions of responsibility.

Goal 2: Students will be provided with the background necessary to perform various diagnostic tests on all foreign & domestic vehicles.

Goal 3: Students will develop an understanding of the use of technology as it relates to basic and advanced diagnosis and repair of all types of vehicles.

### **Associate of Arts in Indian Studies**

Goal: Students will be given a general overview of the study of American Indians with emphasis on the Spirit Lake Tribe.

Outcome 1: Students will understand basic social, economic, and psychological factors encountered on the Spirit Lake Reservation.

Outcome 2: Students will grasp the basic history, culture, and language of the Spirit Lake People.

Outcome 3: Students will have entry level knowledge of the various arts as interpreted by the Spirit Lake People.

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Outcome 4: Students will gain an understanding of the sciences as reflected by the use of plants and animals, including their spiritual aspects, as acknowledged by the Spirit Lake people.

### **Tribal Administration**

Goal: Students will be provided with the proper preparation to seek employment on the Spirit Lake Nation in areas that require strong leadership skills, as well as a deep knowledge of dynamics of a Native American community.

Outcome 1: Students will become familiar with the history, culture, and language of the Spirit Lake people.

Outcome 2: Students will become familiar with the history and struggles of Native Americans from the pre-Columbus era to the present.

Outcome 3: Students will understand the dynamics of tribal governments and laws which are specific to Native Americans.

Outcome 4: Students will be able to communicate effectively by means of public speaking and writing.

Outcome 4: Students will become knowledgeable with the use of modern technology.

### **Business Administration**

Goal: Students will be provided with a broad course of study that will prepare them for employment in private or public organizations of any size.

Outcome 1: Students will develop an understanding of the legal, social, and ethical environment in which business operates.

Outcome 2: Students will build competencies in critical thinking, analysis, and decision making in the areas of marketing, finance, management, and operations management.

Outcome 3: Student will show a proficiency in business communication.

Outcome 4: Students will be knowledgeable in design information systems in order to support decision-making and operations of business and other organizations.



### **Computer Applications**

Goal: Students will be provided with the technical skills needed for entry-level positions in almost every facet of business computer operations.

Outcome 1: Students will create documents using word processing software.

Outcome 2: Students will create, modify, produce, and print spreadsheets using spreadsheet software.

Outcome 3: Students will create, modify, query, and generate reports using database management software.

Outcome 4: Students will understand and use the basic terminology and concepts related to business and personal computing.

Outcome 5: Students will use operating system commands to perform basic system operations, configuration, installation, and disk management activities.

Outcome 6: Students will design and create web pages.

Outcome 7: Students will utilize internet applications to retrieve and research information, and electronically transfer data and files.

### **Accounting**

Goal: Students will meet the general education requirements for the Associate of Arts degree and the following program objectives.

Outcome 1: Students will apply generally accepted accounting principles to measure, process, and communicate financial information about a sole proprietorship, partnership, and corporation.

Outcome 2: Students will identify, analyze, and use financial statements.

Outcome 3: Students will use basic budgets and standard costs as aids in planning and controlling operations.

Outcome 4: Students will apply managerial accounting concepts and principles.

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Outcome 5: Students will apply basic job order and process cost system principles.

Outcome 6: Students will classify costs by their behavior: fixed, variable, or mixed.

### **Early Childhood Education**

Goal 1: Students will be provided with the necessary knowledge and experience to work in programs such as Early Head Start, Head Start, preschools, and public schools.

Goal 2: Students will be prepared to respond to the needs and uniqueness of children and their families.

Goal 3: Students will address the needs of professionals and parents who want to have an impact on young children either in their career or personal life.

Goal 4: Students will be supplied with educational experiences that will make them competent as Early Head Start and Head Start teachers.

Outcome 1: Students will apply child development theories into classroom activities.

Outcome 2: Students will apply principles of educational theory to the use of computers in the early childhood classroom.

Outcome 3: Students will develop lesson plans for the early childhood classroom.

Outcome 4: Students will write journals of practicum experiences.

Outcome 5: Students will explain how children change as they grow physically, cognitively, emotionally, socially and mentally.

Outcome 6: Students will acquire knowledge of the field of special education, its history, and laws as they relate to the education of exceptional children; as well as definitions and classifications systems to include children with special needs in the regular early childhood classroom.

Outcome 7: Students will demonstrate the process of lesson planning and translating goals into attainable objectives that are developmentally appropriate.

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Outcome 8: Students will explain how to integrate the Dakota culture into the early childhood curriculum.

Outcome 9: Students will apply the theories principles, laws and methods to the Early Head Start and Heard Start Programs.

### **Office Technology**

Goal: Students will be provided with the skill to work effectively in today's office environment.

Outcome 1: Students will prepare effectual business communications and reports.

Outcome 2: Students will effectively create, maintain, and manage office records.

Outcome 3: Students will demonstrate competency in using database, word processing, spreadsheet, and desktop publishing software.

Outcome 4: Students will understand current office procedures and management theories.

Outcome 5: Students will be able to use the computer as a problem-solving tool that can combine a variety of applications to accomplish a task.

Outcome 6: Students will design and create web pages.

Outcome 7: Students will utilize internet applications to retrieve and research information, and electronically transfer data and files.

### **Associate of Science in Agriculture**

Goal: Students will be develop a basic understanding of agriculture methods and techniques to gain the knowledge to pursue an entry-level position in private or public agricultural input/output industries, government service and/or agriculture farming/ranching as a private business.

Outcome 1: Students will examine and understand the basics of domestic animal physiology and reproduction.

Outcome 2: Students will examine and understand the basics of feeds and feeding of domestic animals.

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Outcome 3: Students will examine and understand range management of domestic animals.

Outcome 4: Students will examine and understand the principles of farm and ranch management.

### **Associate of Science in Natural Resources Management**

Goal: Students will develop a basic understanding of natural resources management methods and techniques to attain the knowledge to pursue an entry-level position in U.S., Tribal, State government natural resource management departments, (NRCS, USFWS, ND Game & Fish, Tribal Natural Resource/Fish & Wildlife Department). Students will acquire the knowledge to pursue a B.S. in Natural Resources Management, Fish & Wildlife, and Biology.

Outcome 1: Students will examine and understand the base knowledge and history of natural resources management in the United States and world wide.

Outcome 2: Students will examine and understand the basics of domestic and non-domestic animal physiology and reproduction.

Outcome 3: Students will examine and understand basic natural resource related survey techniques.

Outcome 4: Students will examine and understand and conduct a natural resource related literature research.

Outcome 5: Students will examine and understand how to write and carry out a natural resources management plan, and apply the knowledge gained into the real world through an internship at a natural resource related department (tribal, federal or state).

### **Assessment of student learning at CCC includes multiple direct and indirect measure of student learning.**

CCCC uses the following Direct and Indirect Measures to assess student learning:

**Direct Measures:** Direct Measures include pre/post tests, instructor generated exams and quizzes, rubrics, term papers and reports, grade reports (midterms and

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finals), Classroom Assessment Techniques (CATs), and class discussion/participation.

**Indirect Measures:** Indirect measures include, course/instructor evaluations, employer surveys, alumni surveys, student satisfaction surveys, and transfer rates.

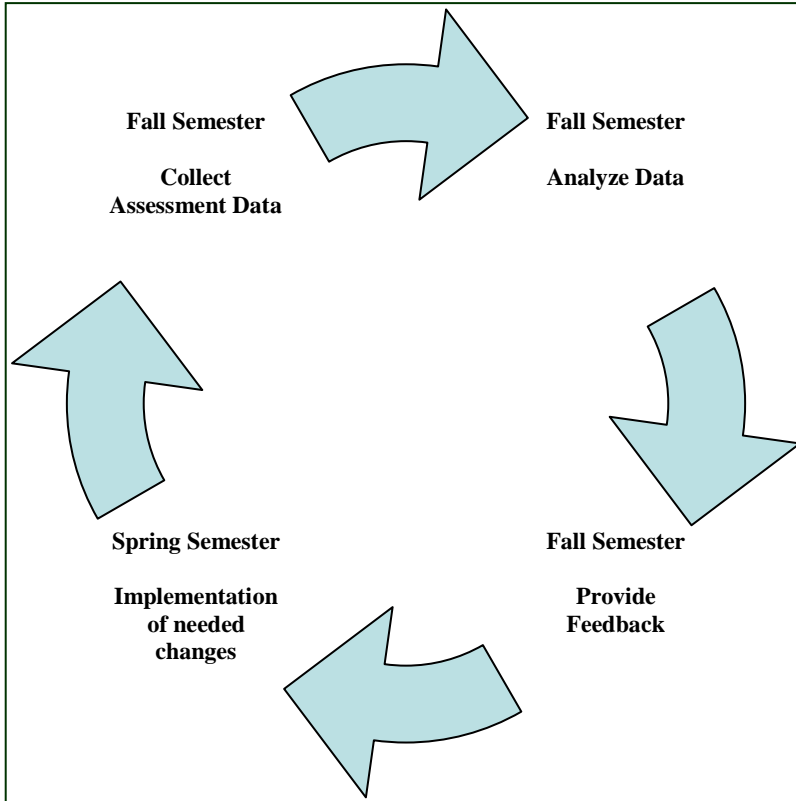
## Assessment Matrix

Assessment Instruments	Reviewed/Analyzed by	Collected By	When Collected
TABE Test (pre/post)	<ul style="list-style-type: none"> <li>▪ Advisors for placement in Math and English Courses</li> <li>▪ Assessment Committee for trend analysis</li> </ul>	Administered by GED Director and turned into Registrar	<p>Before admission</p> <p>At graduation</p>
Pre/Post Tests	Assessment Committee for trend analysis	Administered by faculty and turned into Assessment Committee	At the beginning and end of all courses
Classroom Assessment Techniques	Individual Faculty Members	Faculty	Throughout semester
Course Evaluations completed by students	Academic Dean – feedback directly to faculty	Academic Dean	At the end of all courses
Employer Surveys	Assessment Committee for trend analysis	Assessment Committee	Bi-annual
Alumni Surveys	Assessment Committee for trend analysis	Assessment Committee	Bi-annual
Rubrics	Assessment Committee	Assessment Committee	At the end of fall and spring semesters
Exit Interview Survey	Assessment Committee for trend analysis	Academic Dean	At graduation

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Assessment data is collected and analyzed during the fall semester. The results are disseminated to the faculty to implement any need changes for the spring semester.

### Assessment Loop



**Faculty are involved in defining expected student learning outcomes and creating strategies to determine whether those outcomes are achieved.**

Expected student learning outcomes are designed and developed by each faculty member for their respective course. These are outlined in the course syllabi. The syllabi are submitted to the institution’s curriculum committee for approval. Every faculty member is responsible for developing course strategies to insure that the outcomes are achieved.

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In the summer of 2004, the use of rubrics was piloted in the general education Composition I course. The faculty members reported to the Assessment Committee the results and usefulness of using rubrics in assessing student learning. Subsequently, it was decided to expand the use of rubrics. In the fall of 2004, the use of rubrics and Classroom Assessment Techniques (CATs) were introduced into selected courses. In the spring of 2005, faculty began to introduce rubrics and CATs into all of their courses. The faculty determine activities to assess general education outcomes in their classes.

### **Core Component 3b**

■ *“The organization values and supports effective teaching.”*

For a college to be successful, teaching must be effective. Toward that end, CCCC hires the most qualified faculty who have familiarity with issues faced by Native student learners and are empathetic toward using a variety of teaching methods to accommodate student academic achievement.

#### **Qualified Faculty determine curricular content and strategies for instruction.**

The institution hires instructors that are qualified to teach in their area of instruction. The updated 2003-2005 Academic Catalog lists college faculty and their academic qualifications. The institution maintains faculty files that include transcripts and curriculum vitae. Faculty teach within their discipline or related disciplines. (*Personnel Files available in Resource Room*)

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### CCCC Faculty Numbers

CCCC Faculty	Full Time <sup>1</sup>	Part-Time <sup>2</sup>
16	9	7

1 – Faculty teaching 12 or more credits

2 – Faculty teaching less than 12 credits

Effective teaching begins by presenting clear expectations of courses to students. In order to have consistency in courses, a uniform syllabus standard is given to faculty. Syllabi are required to conform to this standard and undergo the review process. Syllabi are reviewed by the Curriculum Committee each semester. (*The Syllabus Standard, as well as Course Syllabi, is available in the Resource Room*) As part of the Strategic Plan (1.3.1), the Assessment Committee will create a faculty professional development program that will reflect individual and institutional needs by spring 2005.

#### **The College supports professional development designed to facilitate teaching suited to varied learning environments.**

Faculty members are encouraged to participate in in-services and workshops on campus, as well as state and national workshops related to their professions.

Professional development opportunities: On campus in-services and workshops have been offered to assist faculty in remaining current with educational trends. A learning styles workshop was held in February of 2004 to help faculty identify and become more effective in recognizing different student learning styles. Activities helped the faculty create strategies to improve teaching methods and recognize different learning styles. A cultural competence workshop for staff and faculty was held in the fall of 2004 that

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focused on Native thinking and learning as well as the values of Dakota way of life. A team building workshop was conducted that was attended by all faculty and staff, wherein techniques were learned to improve relationships and open new avenues of communication among the staff.

- Faculty have access to travel and training funds to attend various seminars or conferences. Examples include the Academic Dean participating in the monthly meeting of the North Dakota Association of Tribal Colleges Academic Deans. The math instructor participated in a curriculum development workshop in math and science supported by the NASA Grant. A technology faculty member was sent to Turtle Mountain Community College the past two years to participate in workshops dealing with technology use for distance education and integrating multimedia into the curriculum. The Co- Coordinators of the Self-Study attended a workshop on First Year Assessment. The chemistry instructor regularly attends workshops dealing with the integration of the Interactive Video Network into the classroom. Members of the Retention Committee attended a national forum on retention that lead to a retention plan. The college also supports faculty to travel to the American Indian Higher Education Consortium’s annual conference. The faculty have the opportunity to attend workshops, cultural events, and exchange ideas with colleagues from other tribal colleges and universities.

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Professional development funding has not been constant for CCCC, but because of its importance, has been included as a line item in the institutional budget for both 2004 and 2005. In addition, the renewed Title III grant has provisions for faculty development, and plans have been initiated for that project. Partnership opportunities with other state institutions to develop a local graduate delivery system which would include a combination of locally offered classes, IVN classes, and/or online courses is being solicited for implementation in the summer 2005. These options, combined with independent study, will give faculty and staff the opportunity to complete a degree without having to leave their jobs.

The mentor component of the Title III grant will target key staff that have held their positions for less than two years. Staff meeting these criteria will be interviewed to determine the level of comfort the individual staff member has with his/her job. The interview results will be compared with the employee's performance evaluation to identify staff who have deficiencies or weaknesses based on lack of knowledge rather than work habits.

Once a staff member is identified and has agreed to the mentor program, the college President will work with other Tribal colleges to identify an individual who is in a similar position and has good job mastery. Once a mentor is chosen, the mentor will make an on-site visit to evaluate how the staff member has organized his/her office. Based on this evaluation, the mentor will provide on-going assistance in making operations more

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effective and efficient. If needed, CCCC staff members will also have the opportunity to work with the mentor at his/her home institution.

The college will utilize a phased-in approach. In the first year, two pilot pairings will be created. Based on this experience, the system will be revised to add three new pairings per year. It is anticipated that the initial pairs will probably not continue to be operational by the end of the project. As staff gains experience, the need for mentoring should disappear, but the college expects the relationship to strengthen ties between similar staff.

CCCC participated in 2004 in the AIHEC/Kellogg Foundation Leadership development program by nominating an Indian faculty member, Douglas Lohnes. Mr. Lohnes has attended training seminars during this past year that focused on development of leadership skills in concert with other minority serving institutions. The College intends to nominate another employee for the program (due the end of March, 2005) for implementation in July, 2005.

**CCCC evaluates teaching and recognizes effective teaching.**

Every full time, part time, and adjunct faculty member is evaluated on an annual basis using a Performance Appraisal and Development Review Form. (*PADR Form, Resource Room*). Students complete course evaluation surveys at the end of each semester. Once completed, results are compiled by the Academic Dean and returned to faculty members during the beginning of the following semester. The results of the survey provide faculty

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with insight into teaching effectiveness for the specific course. (*Instructional Evaluation Form, Resource Room.*)

While a separate, outstanding faculty award does not currently exist for CCCC, under the new President, an “Employee of the Month” award (certificate and small cash award) was initiated in November, 2003. Fellow employees must nominate the candidate and provide the top ten reasons why he/she should be Employee of the Month. Since initiating this award, five faculty members have been recipients.

By the fall of 2005, the college will establish an award that recognizes excellence for innovation in teaching, performance beyond the average, commitment to personal and professional development, and team/committee participation.

**The College demonstrates openness to innovative practices that enhance learning.**

CCCC has continued to expand its Interactive Video Network (IVN) to provide enhanced learning opportunities. A new IVN system has been installed in the science classroom/lab that enables students to conduct lab experiments with other North Dakota Tribal Colleges.

CCCC has a successful General Educational Development (GED) program and learning center. The program has a computer lab that contains software to allow for computerized

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study. Community members are able to complete their GEDs, and many of them enroll in the college.

The college is using innovative delivery systems to enhance student learning.

Starboard technology allows an instructor to:

- have a desk-free workstation that allows the instructor to project instructional material on to a screen from anywhere in the classroom.
- switch between writing on a whiteboard and displaying information from a PC.
- record the lesson as it progresses and save it to review at later time by students or the instructor.
- work side by side with a student while the rest of the class follows the progress on the projection screen.

Workstations that are mobile have been set up for the Math and English classrooms. A station consists of an overhead projector that has a wireless connection, a laptop computer, a special touch sensitive monitor and “Starboard” software. A third location in the computer lab has also been installed. Testing is currently in progress to use wireless tablet PC’s with the Starboard technology.

Various classroom activities are utilized by faculty to engage the student in the learning process. This includes field trips, the use of Indian elders or Native consultants for

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segments of the lesson, or using culture in examples or stories to convey the lesson and to support student success in the learning process.

## Core Component 3c

■ *“The organization creates effective learning environments”*

During a recent site visit by the State Vocational and Technical Education Department, comments were made that they were impressed that CCCC faculty (on occasion) provided transportation for students to attend class! As a small organization that was established by a tribal government, CCCC enjoys close, personal relationships among faculty and staff, and with the students. Dakota cultural values are rooted in kinships and knowing where you come from and who you are related to—kinship relationships set the boundaries for appropriate behavior. It is within this context that faculty and staff interact, communicate, and work to assure sure that student needs are met. Due to the nature of the institution, faculty serve in various capacities, that results in communicating with one another on a regular basis to provide the best learning environment for CCCC students.

The College strives to improve the physical environment to create a positive environment for teaching and learning. Classroom enhancements have been made that include new chairs, tables, technology and software. Four new classrooms are being constructed and

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the student lounge and study area is being remodeled. Planning is in progress for a ‘student union café’ to provide some level of food service.

**Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services.**

Teaching at CCCC is improved through assessment of student learning, student satisfaction surveys, faculty and course evaluations, and best practice workshops. Faculty create the curriculum in their respective areas, and they make recommendations to the Curriculum Committee concerning the addition or deletion of courses.

**Assessment of student learning**

- Classroom assessment: All courses at CCCC have goals and outcomes that need to be met in order for student to pass a class. In addition to tests, faculty members select activities such as projects, papers, and exercises to determine if student are learning what was intended.
- Course Evaluation: At the end of each semester, students in all courses complete the course evaluation survey. The surveys provide feedback from the students that the faculty can use to evaluate their teaching effectiveness and improve course content and delivery.
- Faculty evaluation: Faculty are evaluated annually. The Academic Dean and the faculty member discuss the evaluation and ways to improve.
- Program evaluation: The first steps toward program evaluation have taken place. The goals and outcomes for each program are in place.

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- Best practices: In-service workshops were held that covered learning styles, cultural diversity, team building, and information technology use. Faculty and staff are also encouraged to pursue staff development.

**Instructional Resources:** The institution provides an environment that supports students through services provided by Student Support Services (SSS), the Health Careers Opportunity Program (HCOP), and Title III.

- Student Support Services (SSS) provides its students with additional counseling and advisement opportunities. The goal is to increase retention and graduation rates of the participants, and to help them transition from one level of higher education to the next. In addition, the program provides opportunities for academic development, assistance with basic college education requirements, and grant aid. Student Support Services offers academic advising, tutoring, workshops, research opportunities, computer literacy, and retention strategies. In keeping with Cankdeska Cikana Community College's mission, Student Support Services provide cultural events for their participants. SSS has served 49 students in 2002, 75 in 2003, and 100 in 2004. SSS also provides monthly seminars with speakers from different areas of the Spirit Lake Nation. These speakers address many needs that the students may have, which include career opportunities, learning styles, and college transfer information.

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- HCOP provides students with in depth information related to careers in the health field, as well as opportunities to visit and observe professionals in the health area. HCOP offers summer enrichment classes to both college and high school students.
  - Title III: The Title III staff maintains the college’s technology infrastructure. They develop the College’s Technology Plan, provide computer help and training, and assist all college programs with information technology purchases.

**Surveys:** The College conducted a student survey in the fall of 2004 to gather information on the student body and their satisfaction with services provided. The college also conducted an exit survey of students graduating in the spring 2004 semester.

- Student Survey: Some of the items included in this survey were: demographics, work hours, course time offerings, and college satisfaction questions.
- Exit Survey: Some of the items included in this survey were: Admissions, Financial Aid, academic advising, student support services, and library satisfaction questions.

The results of the surveys are used to assess services offered to students and evaluate the effectiveness of the institution. (*Student Survey, Exit Survey, Resource Room*)

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**CCCC provides an environment that supports all learners and respects the diversity they bring.**

Students at CCCC are ethnically similar, with 96 % being American Indian/Alaska Native. The majority of those are enrolled members of the Spirit Lake Tribe. The College averages 7 or 8 non-Indian students per semester. The non-Indian students have some indirect connection to the Tribe or may be married to an Indian. They may be children of farm or ranch families that are within the reservation boundaries.

- According to the fall 2004 Student Survey, the students are of both traditional, attending college immediately after high school graduation, and non-traditional age. Traditional students comprised 24% of the student body, while 76% are non-traditional. Over 50% of the students are working.
- CCCC has an open-door college policy, with a large number of students under prepared for postsecondary education according to the Test of Adult Basic Education (TABE) results. The TABE is used as a placement instrument to identify the knowledge levels in the area of Math and English of students entering post-secondary education. (*TABE Data Analysis, Resource Room*)
- The College has made provisions for disabled students and has purchased equipment and software to aid students with special needs. For example, remote, touch-sensitive mouse pad and speech recognition software have been provided to a special needs student.
- Students who work also require different delivery methods to be able to continue their education. The College offers ‘after hours’ courses, in addition to IVN and online classes.

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- The Student Support Services program provides academic and personal support for first-generation, low-income, and handicapped students.

**Advising systems focus on student learning, including the mastery of skills required for academic success.**

Assessment of student learning at CCCC starts at the admission of the student. Each student is required to complete the TABE Test before they can enroll in Math and English courses. Students are assigned either a faculty advisor or a Student Support Services Advisor. Advisors are available for advising by appointment or on a walk-in basis during office hours. Faculty are in contact with Student Support Services concerning at-risk students. At-risk students are encouraged to meet with faculty or Student Support Services to discuss matters that are affecting their progress toward academic success. The students continue to be monitored by faculty and Student Support Services. This way, CCCC helps ensure students are on track and will be able to complete degree requirements.

**CCCC employs, when appropriate, new technologies that enhance effective learning environments for students.**

Since the last comprehensive visit in 1998, major changes have taken place in the technologies and facilities to create effective learning environments.

**Enhanced Learning and Instructional Presentational Tools:** Title III helps provide students with access to new technologies. All students have access to distance learning courses offered through the internet. All students have access to

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a student email account and are also given space on the server to store any documents they may need or create for in their coursework. Student computer labs have been updated, new computers were placed in the tutor lab, and TVs and VCRs were placed in every classroom. Wireless projectors have been installed that are used to enhance the learning environment within the classroom. Wireless access points have been added around the college so that all classrooms have online capabilities. Faculty have access to SmartBoard presentation technology. This technology allows faculty to combine an interactive whiteboard, computer, and projector to project and control any applications on a screen that all students can see.

**Distance Learning Technology:** The Interactive Video Network (IVN) system has been updated and a new IVN system was installed in the science room. The systems allow the college to connect with all of the North Dakota Tribal Colleges, as well the North Dakota University System.

**The College's system of quality assurance includes regular review of whether its educational strategies, activities, processes, and technologies enhance student learning.**

**Student Surveys:** Course evaluation surveys are a method that the College uses to assure the quality of classroom instruction. At the end of each semester, students in all courses complete a Course Evaluation survey. The Academic Dean compiles the information and returns it to the faculty. The survey provides

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feedback from the students that the faculty can use to evaluate their teaching effectiveness and improve course content and delivery.

**Curriculum Committee:** The Curriculum Committee’s purpose is to maintain academic standards across the College. The committee reviews syllabi to ensure the educational quality of the curriculum. It also reviews all new course offerings, including those offered as Continuing Education Units (CEUs).

A campus wide assessment plan apart from student learning has not yet been implemented. The college needs to move toward an integrated assessment effort to include all college programs; this will give a complete picture and facilitate decisions on how the College can make improvements in the areas of instructional resources, technology, enhancement of student learning, and student services.

### **Core Component 3d**

*“The organization’s learning resources support student learning and effective teaching.”*

CCCC is committed to providing students and faculty with the resources necessary for learning and teaching. There is a close working relationship between areas of instruction, Student Support Services, and administration, which helps to ensure that students have access to resources that enhance learning.

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**CCCC provides access to the resources (such as computer labs, the library and science lab) necessary to support student learning.**

**Science Lab:** The College has a fully-equipped science lab that serves that needs of the students enrolled in science courses such as chemistry, anatomy & physiology, and biology. Students are provided with hands-on learning opportunities such as dissection and microscopic examination, which help with understanding the concepts presented in lectures. Students have access to labs at scheduled times throughout the semester. At least one science course is offered as an evening class for students that are unable to attend during the day. A new science lab was included in the new classroom addition. It will be fully-equipped and will include a connection to the IVN system. It is scheduled to be in use starting in the fall 2005 semester.

Collaborations with the University of North Dakota, BRIN and RISE grant programs, provide funds to CCCC for the purchase of equipment for various chemistry and biology classes and labs. Recent purchases include several state-of-the-art microscopes, a complete electrophoresis kit for DNA analysis, anatomical models, large DNA models, charts and image libraries for anatomy and physiology, and general lab supplies. BRIN provided resources for the installation of an additional IVN classroom in the science lab at CCCC.

**Computer Labs:** The College provides student access to computers in a variety of locations across the campus. Computer lab Room 102 has 24 computers and lab room 101 has 12 computers. The Student Support Services program has a computer study lab

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with 7 computers. The GED Learning Center has 8 computers. Students have access to computers in rooms 101 and 102 from 7:30 a.m. to 8:30 p.m. The Student Support Services lab is available from 8:00 a.m. to 4:30 p.m. The student lounge/study area is undergoing remodeling as part of the four new classrooms addition, and when completed, does include technology access.

**Library Access:** The library is available to students Monday through Friday from 8:00 a.m. to 4:30 p.m., and Tuesday and Wednesday until 8:00 p.m. The evening hours of the library were started in the fall 2004 semester to provide students additional time to access the library resources. The library has 7 computers for student use with two new PC being installed in the spring 2005.

**CCCC evaluates the use of its learning resources to enhance student learning and effective teaching.**

Presently, Title III maintains a database of technology resources and has developed a Technology Infrastructure Plan that includes timelines for replacement or upgrades. The College recognizes the need to implement an assessment plan that will include internal and external evaluations that will be used to monitor the effectiveness of all resources.

**CCCC supports students, staff, and faculty in using technology effectively**

Since the last comprehensive visit in 1998, technology is an area of the College that has dramatically changed. In 1998, computers were just beginning to be integrated across the

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campus. Now faculty and students have computers available with updated hardware and software.

**Technology Training:** Through Title III funds, opportunities have been available to students, staff and faculty to learn new ways to use technology. Workshops that involve technology are offered to staff and faculty. These include Smart Board training, power point presentations, using the faculty grade book program, and data storage and backup. Technology staff has attended the annual Greater Plains Technology Conference in Fargo, ND to learn about new technologies and their uses. A technology staff member attended the Science, Technology, Engineering, and Mathematics (STEM) conference in the spring of 2005.

**Student Email Training:** All students are provided with an email account, giving them another method to communicate with faculty. Training is done either through the required Computer Literacy course, or as personal training by the IT staff.

**Distance Learning through IVN and Internet Classes:** Staff and faculty use the IVN classroom for development training and meetings. Through out the process implementing the BRIN and INBRE grants, faculty participated in meetings and training without having to leave the campus. Students that enroll in online

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classes are given training on how access the courses by the faculty teaching the course.

**FAFSA:** FAFSA (Free Application for Federal Student Aid) is the free online application for federal financial aid. The College’s Financial Aid Director assists students in completing the online application.

**Library:** Inter-Library Loan Services give students access to several information sources not held by the CCCC library.

**The College provides effective staffing and support for its learning resources.**

The addition of the Student Support Services and HCOP grants has helped the College to provide increased staffing and support. The programs have allowed the college to provide additional advising and tutoring resources. Peer Tutors are available to help students who need assistance to successfully complete their coursework.

Recently, the library added a full time staff position and extended its hours to allow students and the community access to its resources in the evening. The library also makes use of work-study students to assist in its day to day operations.

The Day Care service that is supported by the college has expanded its hours of operation to accommodate students that attend evening courses and is available until 7:30 p.m.

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Students are made aware of transportation resources available on the reservation through various tribal programs and services.

**The College’s system and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness.**

CCCC seeks to partner with other organizations in the community to provide services and innovations that will enhance student learning and strengthen teaching effectiveness.

**Partnerships**

The Early Childhood Education program is cooperating with the Spirit Lake Early Head Start and Head Start Programs to place students in their centers, so they can complete their practicum coursework. Students complete two practica. During Practicum 1, they are placed in Early Head Start classrooms. During Practicum two, they are placed in the Head Start classrooms. Both provide students the opportunity to gain hands-on experience while supervised by the Early Head Start and Head Start classroom teachers.

Student learning opportunities have been enhanced through cooperation with Spirit Lake Natural Resources. The Agriculture program, through USDA funds, placed four student interns to complete their Cooperative Resources course requirements at two Spirit Lake Natural Resource work sites. The College also cooperated with Spirit Lake Water Resource Department which hosted two student interns from CCCC. Spirit Lake EPA department hosted two student interns for 12 weeks during the summer of 2004. Three of

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the interns received an excellent rating for future employment opportunities with the work site department upon graduation.

### **Advisory Committees**

The Carpentry Program was evaluated in the fall of 2004 by the North Dakota State Careers and Technical Education Agency. As part of their evaluation results, they recommended the formation of an advisory committee for the program. CCCC is in the process of organizing an advisory committee for the program, and will have it in place by the summer of 2005.

### **Budget priorities reflect that improvement in teaching and learning is a core value of the organization.**

Faculty development has been added to the College's budget as a line item. In addition, the Title III grant has \$40,000 per year available for faculty development. CCCC has invested resources for state-of-the-art technology and equipment for the teaching and learning process. Improved and enhanced facilities are accomplished or planned. The budgeting process is inclusive and based on the accomplishment of the new mission statement.

### **Strengths**

- CCCC has qualified faculty and staff.
- CCCC has quality facilities.
- CCCC supports professional development.

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- Goals for each academic program have been developed.
  - Student and Exit surveys have been conducted.
  - CCCC is a significant community partner.
  - CCCC is focused on assessment and using results to improve student learning.

### **Concerns**

- Shift toward an integrated assessment effort to include all college programs and courses.
- Sustained and stable funding for academics and faculty positions.

### **Opportunities for the Future**

- CCCC will communicate assessment results to staff, faculty and students.
- Recognize effective teaching.
- Development of Advisory Committees for vocational programs.
- Establishment of resource development group to assist in improving CCCC.

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# Chapter 8

## Criterion Four – Acquisition, Discovery, and Application of Knowledge

“The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.”

The future and potential for CCCC is like a spring flower waiting to blossom with the support of Mother Nature! Opportunities abound to continue the progress and enhancement of Cankdeska Cikana Community College. The strength and resilience of Dakota people is founded on the values of the culture. As a tribal college, a primary purpose is the preservation and teaching of language and culture. Dakota culture has always been constant in its teaching that learning is a life-long journey that takes many forms and that never ends. Each and every day one may learn something or see something differently. Knowledge and its discovery, understanding, and use is a Dakota cultural characteristic that is perhaps not transmitted with those words, but that is embedded in its transference for generations.

It is with this understanding that Cankdeska Cikana Community College undertook reorganization, the revising of the mission statement, the development of a new strategic plan and the updating of all policies, procedures, handbooks, catalog, etc. to reflect change, but more importantly to support inquiry, creativity, practice and social responsibility. The key values of the mission statement says it well:



*Shared Responsibility*

*We strive to be respectful of each other*  
*We believe in the value of education*  
*We value working together – student, college, family, and community*

*Commitment to Quality*

*We strive toward being the best tribal community college*  
*We strive to provide appropriate courses and academic programs*  
*We employ fully qualified faculty and staff and in all positions*  
*We structure the institution to optimize the skills and contributions of the staff, faculty, students and Board of Regents*

**Core Component 4a**

“The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.”

**CCCC’s planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty, and staff.**

The Strategic Plan and financial documents demonstrate the organization’s commitment to learning. Various policies, handbooks, the college catalog, along with the Strategic Plan, refer to goals and activities that encourage lifelong learning. The institutional budget and grant program budgets have allocations for expanded employee development and improved student learning, e.g. classroom addition, student lounge/study area

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remodeling, acquisition of technology and software programs, improved email capabilities, and increased student activities.

- The CCCC campus has undergone many physical changes in the past five years. In order to best meet the needs of the students, faculty and staff, the college has shown a commitment to building expansion and renovation projects. This is discussed more fully in Criterion 1
- Plans to meet the increasing space needs are under review. An extensive building assessment of the college was completed in May 2004. The assessment was done in conjunction with planning development to determine the viability of remaining in the existing facility as well as to evaluate energy efficiency. (*Facilities Report, Resource Room* )
- The Valorie Merrick Library was built in 1989. At that time, through discussions with the Tribal Council and the Board of Regents, it was decided that this library was the community's public library, in addition to being the institutional library. The college provides the financial support to operate the library and has developed proposals for supplemental funding. In 2004, through the President's professional network, CCCC received a small contract from the National Library of Medicine for library enhancements (\$20,000) and for the development of a two-year health program curriculum (\$20,000). Health related resource materials are being purchased and two new computers will be installed, spring 2005, for the library. The college is pursuing other resources to support library operations.

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- In the five years following the 1998 comprehensive visit, \$30,000 per year for faculty development was provided by a Bush Foundation faculty development grant. The grant ended in 2003, and due to the probationary status of the college, the grant was not renewed. The College added a \$7,500 line item to the budget in 2004 for faculty development, and through the renewal of the Title III program in 2004, an additional \$40,000 per year is earmarked for faculty development. Faculty development is included in the 2004-2009 Strategic Plan (1.3) outlines strategies to establish a faculty professional development program that reflects individual and institutional needs.
  - Staff development funds are available for faculty and staff to utilize to continue learning, to keep up to date with changes in technology, and with changes in their field of study. The funds enable faculty and staff to attend conferences, workshops, seminars, and classes to fulfill their professional development goals.

Faculty development is also supported through educational leave policies of the institution. Full time faculty and staff that have completed one year of service can be granted up to 6 hours off-campus paid educational leave per week. (*Policies and Procedures Manual 387, Resource Room*) Full and part time faculty and staff can be granted up to 6 hours of paid educational per week to attend courses offered by the institution, with tuition and fees waived if the employee completes the course with a grade of C or better. (*Policies and Procedure Manual, Section 388, Resource Room*)

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- In the fall of 2004, the College applied for, and was awarded, a five year Title III grant in the amount of \$2.1 million. Activity 1 of the grant focuses on the development and implementation of a technology degree. Activity 2 focuses on development and implementation of a student recruitment effort. Activity 3 of the grant focuses on faculty and staff development. These were activities that the college had identified as needs, but did not have adequate funds to support without this grant.

**The CCCC Board of Regents has approved and disseminated statements supporting freedom of inquiry for the organization’s students, faculty, and staff, and honors those statements in its practices.**

At present, the College does not have a specific statement regarding the freedom of inquiry. The College does have policies that cover civil rights. Policy 103 makes certain that all educational and employment opportunities at CCCC comply with federal, state, and local civil rights requirements. Compliance with Civil Rights: Higher Education Act (Revised); Title IX, Rehabilitation Act, 1972, Section 504

- *“It is the policy of Cankdeska Cikana Community College to recruit, hire, train and promote employees without discrimination because of race, color, religion, gender, age, creed, status of marriage or public assistance, national origin or physical requirements or bona fide occupational qualification, or where Indian Preference or Veteran’s Preference is appropriately claimed.”*

The College provides for student needs for special courses that are not part of the regular curriculum. The College provides opportunities to pursue a course of study that is not

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included in the regular course of study, to do independent work. Regular tuition charges apply. (*College Catalog, Resource Room*)

**The College publicly acknowledges the achievements of students and faculty in acquiring, discovering and applying knowledge.**

A number of methods are used by CCCC to recognize students, staff, and faculty for their academic and work-related achievements:

- Each semester, the College recognizes outstanding student performance in the President's and Dean's lists that are displayed throughout the College. The lists are also included in the College's Annual Report, announced on the local radio station (KABU), and published in the local newspapers.
- The College newsletter (Camp Crier) is published monthly and distributed to faculty, staff, and students, as well as several external groups, e.g. Tribal Council.
- Every month CCCC recognizes, during the employee luncheon, the outstanding employee of the month. Nominations are submitted by faculty and staff to the President's Office and the employee is selected from those nominations.
- Press releases to the area papers announce achievements by students, faculty, and staff.
- The College selects an AIHEC Student of the Year. The student is recognized at the annual American Indian Higher Education Consortium conference.

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- Starting in the fall of 2004, the College honored an outstanding student of the semester.
  - Each May, the College recognizes the awarding of degrees and certificates at a formal graduation ceremony. Students, family members, faculty, and administrators honor the graduates. The value placed on higher education becomes evident in that there is strong community participation. (*Graduation Photos, Resource room.*)

(*Public Acknowledgement Examples, Resource Room.*)

## Core Component 4b

“The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.”

CCCC services students at the undergraduate level, delivering associate degrees in arts, sciences, applied sciences, and a vocational certificate. Faculty at CCCC are committed to their disciplines and encouraged to continue to learn.

**CCCC integrates general education into all of its undergraduate degree programs through curricular and experiential offering intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society.**

CCCC believes in the value of general education for all of its students. Course offerings in the general education areas have expanded since the 1998 comprehensive visit to include more technology. General Educational students are better at understanding

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human relations, in becoming more competent in communications and math, technology, science, physical wellness, and Dakota Culture.

The College Catalog outlines the general education requirements for each program of study. The Associate of Arts Degrees requires 41 general education credits for a Liberal Arts Degree and 29 general education credits for Indian Studies, Business Administration, Early Childhood Education, and Accounting. The Associate of Science Degrees requires 29 general education credits, and the Associate of Applied Science Degrees require 26 general education credits. The Carpentry Certificate requires 9 general education credits. (*College Catalog, Resource Room*)

CCCC mission states, in part, that “The goal is student self-sufficiency and independence through academic achievement.” CCCC provides a solid general education that is designed to prepare students to transfer to other institutions of higher learning, to prepare for the workplace, and to be productive members of society. It also serves as an entry point into higher education for under-prepared students. The following general education outcomes are more than a collection of skills learned in individual courses. They represent skills, knowledge and attitudes expected of students completing their general education.

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## General Education Outcomes

- Communication
  - write a clear well organized paper for various academic and professional contexts;
  - construct and present, in oral and written forms, a body of information;
  - understand that the writing and/or speaking process includes procedures such as planning, organizing, composing, revising, and editing; and
  - make written or oral presentations employing correct diction, syntax, usage, grammar, and mechanics.
  
- Critical Thinking and Problem Solving Skills
  - identify an argument or problem;
  - identify facts related to a problem;
  - construct multiple solutions to a problem; and
  - predict consequences.
  
- Science
  - conduct an experiment, collect and analyze data in a laboratory setting;
  - analyze, evaluate and test a scientific hypothesis;
  - use basic scientific language and processes, and be able to distinguish between scientific and non scientific explanations; and
  - analyze and discuss the impact of scientific discovery on human thought and behavior.
  
- Technology
  - navigate the operating system to perform specific tasks;
  - manage file system to locate, copy, and delete files;
  - send and receive email, including attachments; and
  - use a word processing program to produce a document accurately and in a timely manner.
  
- Numerical data
  - demonstrate basic algebraic skills, factoring, use of exponents, solving equations, and solving inequalities;
  - use function notation, interpret math models, and demonstrate graphing skills;
  - obtain correct mathematical results and state those results with qualifiers; and



- solve multiple step problems through different (inductive, deductive, and symbolic) modes of reasoning.
  
- Culture and Society.
  - identify and explain Dakota cultural customs, beliefs, traditions, and lifestyles;
  - identify and explain social forces that can affect cultural change; and
  - identify biases, assumptions, and prejudices in multicultural interactions.
  
- Wellness
  - develop an understanding and awareness of the importance of exercise as it relates to a healthy lifestyle; and
  - become familiar with the aspects of both the personal and community health issues of The Spirit Lake Tribe.

General Education Outcomes Achieved through Degree Requirements

Communication	Critical Thinking/Problem Solving	Science and Technology	Numerical Data
<p><b>A.A</b> 6 credits Composition 3 credits Speech <b>A.A.S</b> 3 credits Technical Communication 3 credits Speech <b>A.S.</b> 6 credits Composition 3 credits Speech <b>Certificate</b> 3 credits – Technical Communications</p>	<p>Embedded in program curriculum</p>	<p><b>A.A</b> 4 credits Science/Lab 4 credits Technology <b>A.A.S</b> 4 credits Science/Lab 4 credits Technology <b>A.S.</b> 4 credits Science/Lab 4 credits Technology <b>Certificate</b> 3 credits – Intro to Computers</p>	<p><b>A.A</b> 3 credits – College Algebra <b>A.A.S</b> 3 credits – Intermediate Algebra <b>A.S.</b> 3 credits – College Algebra <b>Certificate</b> Embedded in program curriculum</p>
Culture and Society	Wellness		
<p><b>A.A</b> 6 credits – Intro to Psychology/American Government Dakota Culture <b>A.A.S</b> 6 credits – Intro to Psychology Dakota Culture <b>A.S.</b> 6 credits – Intro to Psychology Dakota Culture <b>Certificate</b> 3 credits – Dakota Culture/Dakota Language</p>	<p><b>A.A/A.A.S/A.S.</b> 3 credits – Personal and Community Health Physical Education Activity <b>Certificate</b> Embedded in program curriculum</p>		

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CCCC has started assessing the general education outcomes on an annually basis. The process of assessing general education is detailed in Criterion 3.

**CCCC demonstrates the linkages between curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility.**

CCCC recognizes that numerous learning opportunities are available beyond the formal classroom. Co-curricular activities are vital to students' personal and intellectual development. The College supports events and activities such as, field trips, community service, student government, and attendance at regional and national conferences.

- The College cooperated with Spirit Lake Water Resource Department which hosted two student interns from CCCC.
- The Agriculture program placed four student interns to complete their Cooperative Resources course requirements at two Spirit Lake Natural Resource related work sites.
- Two students completed internships with the Spirit Lake EPA Department in the summer of 2004.
- The Early Childhood Education program is cooperating with the Spirit Lake Early Head Start, and Head Start Programs to place students in their centers so they will complete their practicum coursework.
- Agriculture students attended the Native American Fish and Wildlife Society National Conference held at Jackson Hole, Wyoming, May 1-6, 2004, the Intertribal Agriculture Council National held at Hollywood, Florida, November 1-6, 2004, and the Inter-Tribal Bison Cooperative National Conference. The



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trips are funded through the USDA Endowment Funds awarded each year to 1994 Tribal College Land Grant Institutions.

- Students have the opportunity to participate in the annual American Indian Higher Education Consortium's (AIHEC) Conference. Students compete in knowledge venues, participate in cultural events, and attend workshops. They also have a chance to interact with other Native American college and university students from across the nation.
- Carpentry students are involved in providing community service by using their skill and knowledge to help in projects such as building a handicapped access ramp at the Early Head Start Building and constructing a shelter for the moccasin game tournament during the annual Fort Totten Days pow wow.
- CCCC students help to organize activities for high school student during "Lock Ins" at local area high schools.
- The Student Government sponsored a dance at the end of the semester.
- The Student Government setup a booth to provide information about the College at the annual Parent Fair held at Four Winds High School.
- CCCC students have been elected as officers to the American Indian Higher Education Consortium's (AIHEC) National Student Congress. The National Student Congress represents the student body of all AIHEC Tribal Colleges.
- Ten students attended and represented the institution during the opening of the National Museum of the American Indian in Washington, DC in September

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2004. CCCC marched in the Native procession and the students were awed at being a part of history. (*Museum Opening Photos, Resource Room.*)

## Core Component 4c

“The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.”

As is evident in the Commitment to Quality statements from the Key Values in the Mission, the College strives “toward being the best tribal community college” and “to provide appropriate courses and academic programs.” Evaluation systems are in place to determine the effectiveness of the college curriculum and instruction at the classroom, course, and program level. These systems enable CCCC to determine whether it is accomplishing its mission.

Sixty Three percent of CCCC employees are graduates of the College, which is reflective of the general trend that Indian people return home. There is a strong commitment to ‘giving something back’ to one’s community that is rooted in cultural values.

### **Regular academic program reviews include attention to currency and relevance to courses and programs.**

A goal of the Academic Program Assessment is to determine if students can find employment in their field of study, and if employers are satisfied with the graduates’ knowledge, skills, performance, and attitudes.

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All associate degree and certificate programs will be evaluated on a two-year cycle.

Student outcomes assessment should precede program evaluations so that assessment results can be included with other information.

- Program evaluation data will be collected by the Assessment Committee during the fall semester.
- After reviewing all available information, the Assessment Committee will prepare a written report.
- Reports will be reviewed by the Academic Dean and President.
- The President and Academic Dean will implement needed changes.

The evaluation process focuses on productivity and quality, and identifying strengths and weaknesses. The process concludes with suggestions for program improvement if changes are needed. Implementing any needed actions will be the responsibility of the President and Academic Dean.

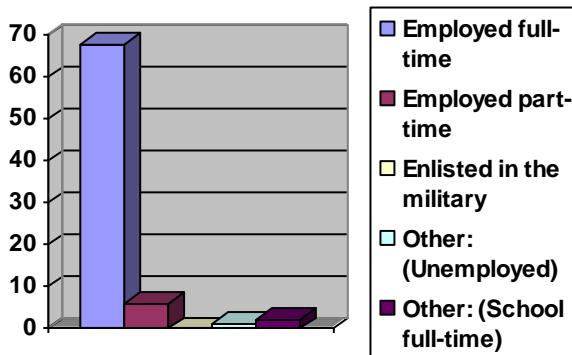
Academic Program Review started in the spring of 2005. (*Academic Program Evaluation Plan, Appendix H*) The next program evaluation will begin during the spring semester of 2007.

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## Alumni Survey

A survey of Alumni of the college was conducted during the summer of 2004 that was answered by 77 graduates. On average, the participants had attended the college for 5.2 semesters to complete their program of study.

One of the most encouraging statistics from the survey was that only 1 respondent was unemployed, with the vast majority (88%) employed full time.



The areas of employment were also encouraging. Of the respondents, 73% hold jobs in the areas of Education, Health Care System, and Public Administration/Government.

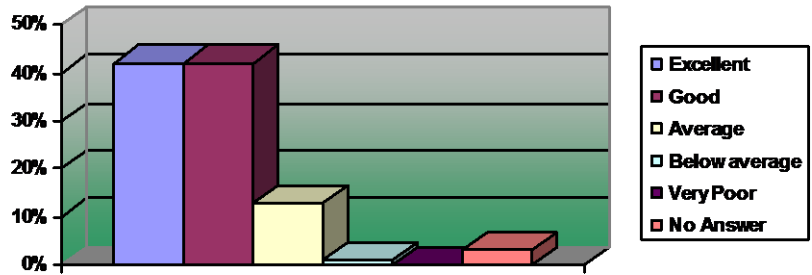
What best describes your current employment?

Construction / Building Trades	1	1%
Agriculture	0	0%
Wholesale and Retail Trade	7	9%
General Services	6	8%
Education	25	32%
Health Care System	11	14%
Public Administration/Government	21	27%
Other (please explain)	1	1%
No Answer (Includes Full/Part time Students & Unemployed)	5	6%
	<b>77</b>	<b>98%</b>

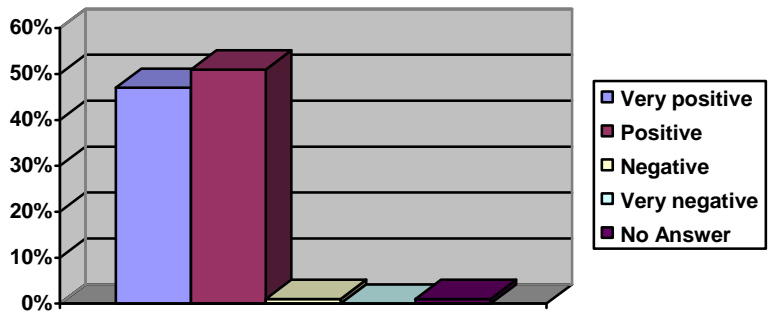
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When asked about their attitudes concerning the college, those surveyed had overwhelmingly positive responses. The quality of education received was rated as excellent or good by 84% of the respondents. The overall impression/attitude toward the college was rated very positive or positive by 98% of the respondents. Participants in the survey were almost unanimous in responding that they would recommend the college to others, and would start their college career over again at the college.

Overall, how would you rate the quality of education you received at Cankdeska Cikana Community College?



What is your overall impression/attitude toward Cankdeska Cikana Community College?

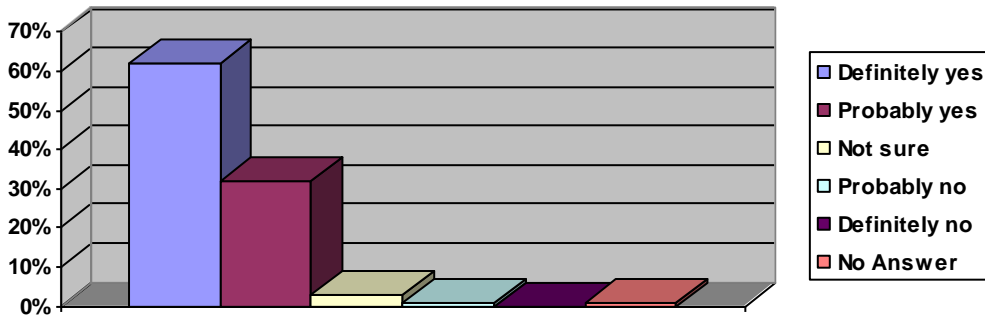


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Have you recommended, or would you recommend Cankdeska Cikana Community College to others, such as a friend, relative, child?

Yes 97% No 3%

If you could start college over, would you choose to attend Cankdeska Cikana Community College?



## Core Component 4d

“The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.”

**CCCC follows explicit policies and procedures to ensure ethical conduct in its research and instructional activities.**

The college leadership has an explicit expectation of integrity in the conduct of the students, faculty, and staff. Acceptable conduct is defined in the Student Handbook, the Faculty and Advisor Manual, and the Policies and Procedures Manual. (*Student*

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*Handbook, Faculty and Advisor Manual, Policies and Procedures Manual, Resource*

*Room*) Examples of some of the key policies that reinforce the responsible use of knowledge include the following:

- Scholastic dishonesty and what constitutes cheating and plagiarism.
- The Family Educational Rights and Responsibility Act (FERPA) which affords students rights with respect to their educational records.
- Proper usage of computer facilities.

There are processes that ensure adherence to the policies. For example, instances of academic misconduct are dealt with through a series of actions deemed appropriate by the faculty member, as outlined in the Student Handbook. (*Student Handbook, Resource Room*)

**The College creates, disseminates, and enforces clear policies on practices in involving intellectual property rights.**

The issue of intellectual property rights is address by CCCC:

- The librarian informs students about plagiarism and copyright laws. Signs are posted about copyright laws.
- The Librarian is a member of the American Library Association and the American Indian Library Association, which promote proper use of intellectual property rights.
- The College purchases appropriate software and pays for the licensing for the entire campus or for specific program use.

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## **Strengths**

- Professional development opportunities.
- Curricular and Co-Curricular opportunities for students.
- Continued improvement of the building.

## **Concerns**

- Acknowledgement of Faculty.
- Development of a statement regarding freedom of inquiry.
- Improved tracking of students once they leave the college.
- Funding sources for the library.

## **Issues for the Future**

- Acknowledgment of effective teaching.
- Continued program evaluation to determine future trends.

# Chapter 9

## Criterion Five – Engagement and Service

“As called for by its mission, the organization identifies its constituencies and serves them in ways both value.”

CCCC has a commitment to engagement and service that is rooted in Dakota culture.

The college has built, and is maintaining, relationships with its campus and community

constituencies to provide opportunities for direct communications. The internal

constituencies include students who enroll in the college to earn credits or degrees that

will transfer to other institutions of higher education; students who are preparing for a

career, or upgrading skills, to improve career options; and students who are academically

under prepared and wish to improve skills to succeed in college work. The external

constituencies include area schools, businesses, community members and leaders. This

chapter addresses some examples of how CCCC engages and serves, carries out its

mission to improve the quality of life and seeks feedback from its constituencies.

### Core Component 5a

“The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.”

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CCCC learns of constituents' needs through formal and informal means. The information gained is used as a basis upon which the College can take steps to analyze its capacity to meet the needs of its constituencies.

**The organization's commitments are shaped by its mission and its capacity to support those commitments.**

One of the Key Values in the Mission statement is "We value working together—student, college, family and community." In order to incorporate this value, the College must understand its capacity so it can support and expand commitments to the community. In the 2004-2009 Strategic Plan, one of the six goals is to "Promote lifelong learning for members of the Spirit Lake Community through various community activities and services." The plan outlines objectives and strategies to accomplish this goal.

**The College practices environmental scanning to understand the changing needs of its constituencies and their communities.**

CCCC has performed a formal scan of its constituencies and their communities. In 2004, a Community Engagement Survey was conducted. The survey collected data to provide the College with a better picture of the community's knowledge of the services the College offers, and which types of services the community identified as needs.

*(Community Engagement Survey, Resource Room)*

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The College is in communication with its constituencies. Examples include:

- Meetings with Sprit Lake Tribal Housing that resulted in Financial Literacy classes being offered to the housing residents.
- Certified Nursing Assistant training was offered as a result of discussions with the Community Health Representative (CHR) program.
- The College, through its Volunteerism and Leadership Program, reaches out to the community. The program is guided by input from reservation members and steers the neediest of its members toward self-esteem and job seeking skills.
- The College is establishing a program for tribal elders to train in using PCs and email, as well as other computer skills.
- The College president meets monthly with the area high school principals to identify areas in which they can work together to respond to student needs.

The College has advisory councils and committees that include community members:

- The Dakota Language Advisory Council members are tribal elders who are fluent speakers and well-versed in Dakota culture. The Advisory Council assists the staff and College in the development of traditional activities.
- The RSI Steering Committee consists of administrators and teachers from Four Winds and Warwick schools, and stakeholders from the college. The purpose of the committee is to provide a relationship between the participating schools and the College's RSI program. Topics of discussion include student

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recruitment and retention, school improvement, student improvement and professional development for teachers and paraprofessionals to earn credits to meet requirements of the new No Child Left Behind Act.

- The Diabetes Education in Tribal Schools program (DETS) Community Liaison Committee has as its primary goal is to inform the community about the program and to serve as a liaison between the community and the college.
- A new grant-funded project, in cooperation with AIHEC, is the Diabetes Education planning project to design a risk assessment tool and diet/nutrition curriculum for CCCC students. Recently an Advisory Board was created to guide the project.
- The College is in the process of forming an advisory board for the Carpentry program, as was recommended by the recent review by the Careers in Technical Education Agency.

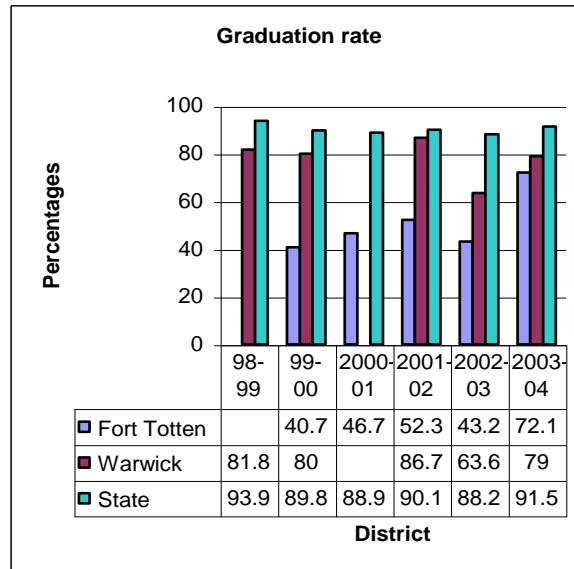
*(College Advisory Councils or Committee documentations, Resource Room)*

**The College's outreach programs respond to identified community needs.**

One of the first and longest running community-based programs at CCCC is The Learning Center. The College opened The Learning Center in 1975. Because the high school graduation rate of the local high school is much lower than the North Dakota state

average, the Learning Center provides a valuable service to the residents of the Spirit Lake Reservation, enabling individuals to earn their high school diploma. By the end 2004, 344 students had received their GED diploma.

### Area High School Graduation Rates Compared to ND State Average



In keeping with the Colleges mission statement, CCCC offers residents of the Spirit Lake Nation the opportunity to participate in the Volunteerism & Leadership Program (V & L). The services offered are guided by input from reservation members V & L serves, and it reaches out to the neediest of community members. This goal is to increase the human resource capacity through developing a culturally relevant, innovative curriculum, while implementing a training to foster self-esteem, build leadership skills, and promote volunteerism. It works closely with the college Adult Learning Center and a variety of other programs and is funded through an USDA grant. It serves reservation residents 18 and older and provides literacy, interpersonal communication, and job readiness skills

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training to financial assistance clients. Upon completion of a five-week session, students receive a certificate verifying 36 hours of training in Life Skills & Volunteer Services. Of those who have completed the training and volunteer components, 40 percent are now enrolled in college. The success of the program relies, in large part, on a collaboration of over 80 schools, businesses, and community agencies over its six years of operation. The project does yearly evaluations and has served 128 individuals since its start in December, 1997.

## **Core Component 5b**

“The organization has the capacity and the commitment to engage with its identified constituencies and communities.”

CCCC exists because of the constituents and the community it serves. The college’s mission is interwoven with and dependent upon continually satisfying local needs. This can only be accomplished through a pro-active engagement strategy. The commitment is embedded in the updated Mission Statement and evidenced by the close working relationship the college has with community it serves. The question of capacity is one that CCCC, as a tribal college, will have ongoing issues in addressing. The development and focus on institutional capacity is a key goal of the new strategic plan and reorganization efforts.

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**The College’s educational programs connect students with external communities.**

Programs across campus have established commitments and engaged the constituents of the college that benefit both students and external entities.

- Environmental Protection Agency (EPA) provided funds for a Native American Water Quality Project to be presented under the auspices of the Rural Systemic Initiative. The main goal of the training was to provide local teachers, students and community members with the skills to make water quality measurements and basic scientific knowledge to deal with water pollution issues that exist or may arise in the future.
- The Carpentry Department
  - The Carpentry Department is geared to be of service to the community. One of the main complaints of the community is the lack of carpenters and the maintenance of homes on the reservation; therefore, the Carpentry Department assists whenever it can to provide this vital service free of charge. If the department does not have sufficient materials, the requester is asked to provide them. Examples of work that has been provided are building entry decks and handicap ramps for Head Start, repairing furniture, roofing, hanging doors, and installing windows, drywall, and flooring in homes. . The Carpentry Program also built a Moccasin Shed for the annual Spirit Lake Pow Wow. Work on these projects gives the community a much needed



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free service and aids the student in acquiring carpentry knowledge.

The students learn how to deal with the public and coordinate jobs.

- **USDA Biotechnology**
  - In collaboration with South Dakota State University, University of Minnesota, University of Wisconsin, Iowa State University, Lac Courte Oreilles Ojibwa Community College, Leech Lake Community College, and Si Tanka Community College, the college joined the Biotechnology Consortium in 2002. In 2003, CCCC conducted two biotechnology workshops. The first workshop was attended by tribal elders, and the second involved community members as well as staff, faculty, and students at CCCC. This workshop was broadcast over the IVN system to the other North Dakota Tribal Colleges. As a result of these workshops, and a survey of 190 Spirit Lake tribal households, a position paper was written on the social, ethical and cultural aspects of biotechnology as it relates to the people of Spirit Lake Dakota Nation. In the summer of 2005 a focus group will be formed, bringing together Tribal Government, high school students, and CCCC students that collected data. This group will make recommendations on the tribe's position on the use of biotechnology.



**Planning processes project ongoing engagement and service.**

In the 2004-2009 Strategic Plan, numerous objectives and strategies address the College’s commitment to engagement and service. Some examples are:

- Survey the community, Tribe, and other employers and establish programs to meet their needs *(SP 1.1)*
- Focus on vocational training that reflects the needs of the Spirit Lake community and employment opportunities for residents. *(SP 1.5)*
- Offer cultural and educational seminars for the betterment of the community. *(SP 5.4)*
- Host and coordinate community events and activities. *(SP 5.9)*

**Core Component 5c**

“The organization demonstrates its responsiveness to those constituencies that depend on it for service.”

**Collaborative ventures exist with other higher learning organizations and education sectors.**

As the only institution of higher education on the Spirit Lake Reservation, it is vital to respond to the special educational and career needs of the community. In this section, the College demonstrates its responsiveness to various constituencies.

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Students that are “traditional”, attending college directly after high school are an important constituent group, and the College offers pathways for the students to succeed. Scholarships are designed to provide access to higher education for high school students who might not otherwise be able to attend college. Native American students enrolling directly from high school are eligible for a tuition waiver for the first semester. This opportunity is also provided to students completing their GED.

High School juniors and seniors with a 3.0 GPA have the option to earn college credit while still enrolled in high school. Through the Dual Credit program, students have the potential to earn 24 college credits by the time they graduate from high school.

Another important constituency group is teachers and paraprofessionals in the K-12 area schools. The College has provided opportunities to help them enhance their professional development. The College’s Rural Systemic Initiative program provides professional development summer sessions to area teachers and paraprofessionals. Undergraduate and graduate courses in the area of mathematics are offered to assist schools to comply with the requirements of the No Child Left Behind Act. All sessions are presented with an inquiry-based approach to teaching and learning and include standard alternative assessment. The summer sessions allow teachers to pilot lesson plans using independent and guided research in mathematics and science and alternative assessment. This curriculum is piloted, evaluated, and revised by the teachers involved in implementation. The outcome of this teacher-as-research model is expected to strengthen the scientific

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training of the workforce and increase the school's commitment to the curriculum. (*RSI K-12 Professional Development documents, Resource Room*)

The Diabetes Education in Tribal Schools (DETS) grant, funded through the National Institutes of Health, is another example of a partnership between the College and the public schools. In the five year project, CCCC, along with seven other tribal institutions of higher education, are in the process of developing a K-12 curriculum that addresses the serious threat that diabetes poses to the Native American population. CCCC, and two of the other tribal colleges, are charged with writing the 9-12 curriculum. Teachers from the two reservation high schools are involved in the development of the curriculum. The curriculum will be pilot tested in grades 9-12 in the spring of 2005. At the end of the project, a national curriculum on diabetes education and prevention will be disseminated to all tribal schools by the National Institutes of Health.

**The College's transfer policies and practices create an environment supportive of the mobility of learners.**

CCCC is part of the State Board of Higher Education's General Education Requirement Transfer Agreement (GERTA). This agreement was created to help students transfer between institutions in the North Dakota University System and other institutions in the state. By knowing which general education classes and credits will transfer prior to actually transferring, students can better plan and make use of their time and money, both at the student's original campus and at the campus to which the student transfers.

*(Articulation Agreements, Resource Room)*

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CCCC has program-specific articulation agreements with other institutions of higher education in the state. Through an agreement with the University of North Dakota, courses in the Early Childhood Education program transfer. The College is in the process of forming an articulation agreement with North Dakota State University for the transfer of the Natural Resources Management degree core courses.

According to the Community Engagement survey, 74% of those responding are aware of the transferability of CCCC courses to four-year institutions. (*Graduate Transfer Data, Appendix I*)

**The College participates in partnerships focused on shared educational, economic, and social goals.**

The activities of the Talent Search program, Health Careers Opportunities (HCOP) program, and the Rural Systemic Initiative (RSI) are examples of the College’s efforts that focus on the shared educational, economic, and social goals of the community.

Talent Search identifies and assists students from disadvantaged backgrounds. The program provides academic, career, and financial aid counseling to students in grades 6-12, or up to the age of 27 if in a GED program that are low-income and first-generation, and encourages them to graduate from high school and continue to the post-secondary institution of their choice. Talent Search has Inter-Agency agreements in place with Four Winds Middle & High Schools, Warwick Public School, Sheyenne Public School, Devils

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Lake Central Middle School, and Devils Lake High School. Talent Search personnel also sit on the Spirit Lake Youth Inter-Agency Committee that works to create opportunities for area youth. It collaborates with the 21st Century Program to provide monthly activities for area youth. In 2002-03, Talent Search served 875 individuals; and in 2003-04, 1,510 individuals were served. The Talent Search Program has sponsored community activities, such as a Dakota Culture summer camp. Tribal Elders exposed children to Native American philosophies and spirituality. Another activity is the summer youth program. For four weeks, participants between the ages of 14 to 21, receive instruction in science, nutrition, Culture, Beading, Storytelling, and Dakotah language. (*Talent Search Monthly Reports, Resource Room*)

Through the Health Careers Opportunity Program, the College hosts a six week enrichment summer program. Participants include 7-12 grade students and CCCC students. The students receive instruction in math and sciences during the morning. Job shadowing opportunities are provided in the afternoon, during which students observe health professionals as they perform their duties. In the past three years, a total of 129 college and high school students have participated. In the spring of 2005, HCOP, in partnership with the Diabetes Fitness Program, is organizing a health career fair at the College. Throughout the academic year, college students act as peer tutors in the area K-12 schools. (*HCOP Monthly Reports, Resource Room*)

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Another program providing services to the community is the Rural Systemic Initiative (RSI). RSI is funded by the National Science Foundation, and its primary goal is the successful and sustainable improvement in science, mathematics and technology education in grades K-12. Some examples of services that RSI has promoted and supported include: teacher and para-Professional training; Portable Star Lab Planetarium presentations; purchase of FOSS “Full Options Science Systems”; a “hands-on” standard based science curriculum kit for Four Winds & Warwick schools, grades K-8; and college students serving as tutors for grades K-12 in the area schools. (*RSI Monthly Reports, Resource Room*)

The NASA Project is an educational initiative of CCCC and the surrounding area middle and high schools. It provides monthly Saturday and Sunday Academies for Native American middle school and high school students.

The goal of Sunday Academies is to enhance and enrich math, science, and engineering curriculum. The academy includes a series of one-day weekend math/science academic sessions, one per month throughout the academic school year. Topics of each lesson are developed and presented collaboratively through a joint effort by faculty from NDSU and all other North Dakota Tribal Colleges. Students are presented practical day-to-day problems involving math, physics, chemistry, and biology, with the integration of technology. Each session requires the students to utilize higher-level thinking skill, risk-taking, brainstorming, divergent thinking, cooperative learning, student engagement, and

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appreciation of others. Learning styles are important factors to consider when teaching math, science, and technology curricula. These activities are not only school-based, but also provide for a strong community involvement component. Because of the vast distance and multiple sites involved, parts of the academic activities are conducted in a distance education mode.

The goal of the Saturday Academies is to encourage Native American students to pursue careers in math, science, technology, and engineering. Curricula for the academies has been developed by the instructors of the academy, focusing on an inquiry-based model learning theory. Each academy focuses on physics and robotics with the integration of math and technology into the lesson plans. Students are introduced to an interactive physics software program that is used to enhance student learning. (*NASA Monthly Reports, Resource Room*)

On a national level, CCCC has been a member of the American Indian Higher Education Consortium (AIHEC) since 1974. AIHEC's mission is to nurture, advocate, and protect American Indian history, culture, art, and language, and the legal and human rights of American Indian people; and to enhance their own sense of identity and heritage through:

- assisting Tribal Colleges and Universities (TCUs) in maintaining standards of high quality education, developing an accrediting body for American Indian-

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serving post-secondary institutions, and reaching out to other national education organizations;

- promoting policy, legislation, and regulations at the national level to strengthen American Indian higher education and advocating for TCUs in Congress and with the federal government;
- providing technical assistance to member institutions; and
- promoting public and private opportunities for TCUs in areas critical to success in the 21st century, including science and information technology; agriculture and natural resource use; pre-K through 12 linkages; international outreach; and leadership development.
- the Tribal College Journal. CCCC student success stories and academic innovations are showcased in an award winning national journal.

*(AIHEC Materials, Resource Room)*

## Core Component 5d

“Internal and external constituencies value the services the organization provides.”

Value is represented by what internal and external constituents say about the College and how they participate in College activities and groups. Both internal and external constituents were asked in surveys about the College’s services, accessibility, and breadth of programs.

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**The College's evaluation of services involves the constituencies served.**

In the Community Engagement Survey (*Resource Room*) conducted in 2004, the College gained insight on external constituencies' knowledge, experiences, and attitudes about the college. A majority to the participants had either attended a class (68%) or a workshop (63%) at CCCC. When asked about the CCCC facilities, 70% replied that they were adequate. The participants identified the areas of Health (44%), Education (44%), and Dakota Culture/Language (35%) as the most valued areas of education offered at the College.

In the 2004 Student Survey, it was clear that students were satisfied with services offered by the college. Student responses were overwhelmingly positive, with 96% satisfied with the computer lab's equipment, 94% satisfied with the library's resources, 97% satisfied with the admissions process, 100% satisfied with the process for obtaining financial aid, and 95% satisfied with the academic advising they received. (*Student Survey, Resource Room*)

Community members show they value CCCC by serving on College advisory boards and committees, by using the facilities, and attending activities and events offered by the College. Community members serve on the RSI Steering Committee, ANA Language Advisory Board, the Diabetes Education in Tribal Schools Community Liaison Committee, and the AIHEC/CDC Diabetes Education Advisory Board. Some of the College activities attended by community members include Family Night, Masquerade

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Pow Wow, Graduation Ceremony, 30<sup>th</sup> Anniversary Celebration, and Get Out the Vote Rally.

**The College’s facilities are available to and used by the community.**

Cankdeska Cikana Community College provides facilities that are open to the public, including the use of classrooms, gymnasium, library, and conference room for meetings.

- A tribal drug and alcohol councilor has been using the facility to conduct counseling sessions.
- Head Start children utilize the college gymnasium.
- The tribal Diabetes Wellness Program makes use of the college gym for exercise programs open to the community.
- The Internal Revenue Service provides free tax preparation at the College on an annual basis.
- A classroom is used on an annual basis to provide ACT testing for area high school students.
- Community cultural events are hosted at the college, such as moccasin games, weekly Wahanpi Anpetu “Soup Day”, and pow wows.
- Career and Health Fairs
- Public food or bake sales
- Family event fund raisers
- Community Rummage Sales

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## **Engagement and Service Evaluation Issues**

Through the process of the self-study, it became apparent that there is room for improvement, and especially in regard to documenting how the college is valued by its constituents. There is not a common College-wide documentation system, nor an adequate number of instruments used to evaluate the services offered by the College and how the college is valued.

## **Strengths**

- Outreach of the college's programs to the community.
- The College is in communications with its constituencies.
- The College has advisory councils and committees that include community members.
- Professional development opportunities for high school teachers and paraprofessionals.
- Articulation agreements with North Dakota Colleges and Universities are in place.

## **Concerns**

- Need for improvement in regard to documenting how the college is valued by its constituents.
- Lack of a common College-wide documentation system.

## **Issues for the Future**

- Focus on vocational training that reflects the needs of the Spirit Lake community.
- Offer cultural and educational seminars for the betterment the community.
- Use of a number of instruments to evaluate services provided by the College.

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# Chapter 10

## **Federal Compliance**

Cankdeska Cikana Community College operates with integrity in fiscal and legal matters. CCCC adheres to federal and state regulations by ensuring CCCC's policy and procedures include institutional compliance with federal mandates that are part of the institution's day to day operations.

### **Title IV – Student Financial Assistance**

Cankdeska Cikana Community College is authorized to participate in the following

Federal Financial Aid programs:

- Federal Pell Grant Program
- Federal Supplemental Educational Opportunity Grant Program
- Federal Work Study Program

Cankdeska Cikana Community College is in full compliance with all requirements of the Higher Education Reauthorization Act. Documentation of the college's approval to participate in and comply with Title IV includes the Program Participation Agreement (PPA), the Eligibility and Certification Renewal (ECAR), and the official cohort default rates for the past three years (2000, 2001, and 2002).

The college demonstrates compliance by completing the Program Participation Agreement (PPA) every five years. The last PPA was completed in 2003 and is

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scheduled to be updated in 2008. Cankdeska Cikana Community College maintains compliance with federal reporting of and participation in student financial assistance by the yearly completion of the Fiscal Operations Report and Application to Participate (FISAP). The FISAP is a federal report used by the Department of Education to document previous year expenditure of funding received in Federal Pell Grant, Federal Supplemental Education Opportunity Grant, and Federal Work Study.

The ability of CCCC's Student Financial Services to administer federal student aid programs appropriately was demonstrated during the spring of 2003. The Department of Education conducted a program review of Cankdeska Cikana Community College's administration of the Title IV Student Financial Assistance programs. The institution was cited for eight findings in the review. However, resolution of seven findings was completed based upon the responses and representations submitted by the institution, prior to the closure of the review. The final finding, which involved the Return of Title IV Refunds, has been corrected with a policy establishing clear and concise instructions for the Business Office on processing a Title IV Refund in a timely manner.

Cankdeska Cikana Community College audits its Student Financial Service office each year using an independent auditor. The most recent audit, conducted during the fall of 2004, did not reveal any negative findings.

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Cankdeska Cikana Community College does not participate in the student loan programs. However, the most recent default rate for the Federal Family Educational Loan programs (FFELP) at CCCC is 0%. The table below illustrates default rates for the past three years.

**Student Loan Default Rates at CCCC for Most Recent Three-Year Period**

Loan Type	AY 2000	AY 2001	AY 2002	AY 2003
FFELP	0%	0%	0%	Not published

The college utilizes the National Student Loan Data System to track loan indebtedness of its federal aid applicants, as well as reporting enrollment information.

Cankdeska Cikana Community College believes that in order to enhance program integrity and accountability, it must provide staff members with regular training. Staff members are provided an opportunity to participate in financial aid workshops offered at the state and regional level. The institution is a member of the North Dakota Student Financial Aid Administrators Association and the Rocky Mountain Student Financial Aid Administrators Association. In addition, a strong relationship has been established with the Department of Education Denver Regional team that assists with technical assistance to ensure compliance with Title IV programs.

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**Credits, Program Length, and Tuition**

Cankdeska Cikana Community College uses a traditional semester structure for its learning experiences, with fall and spring each running 16-weeks, and one 8-week summer semester. The 8-week summer semester allows a student to complete a course in half the time of a traditional course. These courses meet for the same number of hours as the equivalent 16-week courses. One credit is awarded for each fifty minutes a class meets per week. Day classes typically meet two, three or four times per week, and evening classes meet one to two times a week. All classes are assigned credit with the majority of one-semester classes averaging three credits. Students may earn Certificates of Completion or Associate degrees based upon completed requirements. All degree programs include general education core requirements. In addition to the general education core, each degree program has its own set of course requirements. Most Associate degrees require a minimum of 60 credit hours, depending upon the specific program of study. Information on program course requirements, program length, and tuition is provided in the College Catalog.

Tuition is charged by credit hour up to 12 credits. All credit classes are charged the same per semester credit hour tuition rate. Tuition rates are subject to changes, but are published in the college catalog. In addition to the per credit hour tuition, all students are subject to a \$25 student activity fee, \$10 registration fee, \$15 technology fee per semester. Most laboratory classes carry an additional lab fee. CCCC participates in the North Dakota Tribal College Association, which provides online courses to member

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colleges. Students who elect to take courses online from a member college are charged a \$50 per credit fee in addition to the regular CCCC tuition fee. Tuition and fees are determined by the governing board. For the academic and fiscal year 2004-2005, the tuition rate is set at \$85 per credit hour.

### **Advertising and Recruiting Materials**

Cankdeska Cikana provides accurate information regarding its programs and policies to students, employees, and the community in all major college documents and publications. The current CCCC Catalog includes the following statement referencing the College's accreditation status with the Higher Learning Commission: Cankdeska Cikana Community College is accredited on probation through North Central Association of Colleges and Schools Commission on institutions of Higher Education.

CCCC prominently publishes college contact information in all pertinent documents, recruitment materials, and on the college website. Examples include the class schedules, catalog, college recruitment brochures, and print and radio advertisements.

### **Record of Student Complaints**

Cankdeska Cikana Community College student complaints are recorded and processed by the responsible administrator, following the instructional and non-instructional complaint processes detailed in the Student Handbook. All complaints resulting from academic process issues are resolved through the faculty member and the academic dean, as

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outlined in the student handbook. The description addresses initial steps, timelines, and resolution processes. The Academic Dean maintains a log of all written complaints and how they were resolved.

Non-instructional complaints, including discrimination and sexual harassment issues, are forwarded to the Academic Dean, President, or designee for resolution; this process is also clearly outlined in the student handbook. The appropriate designee maintains a log of all written complaints and documentation of resolutions and sanctions imposed.

### **Campus Security**

Cankdeska Cikana Community College complies with the Jeanne Cleary Disclosure of Campus Security Policy and Crime Statistics Act by filing crime statistics annually with the U.S. Department of Education. Campus security policies and crime information are published annually in the Student Right to Know and Crime on Campus information sheet. The information sheet is given to every student who registers and is distributed yearly to employees through payroll.

### **Drug-Free Workplace**

Cankdeska Cikana Community college complies with the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act Amendment. CCCC is an abuse-free environment and publishes its comprehensive drug and alcohol policies in the College Catalog, Policy and Procedures Manual, and Student Handbook. The College also

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provides information to students and employees about alcohol and drug abuse and offers counseling services. No alcoholic beverage or illegal drug is allowed on the CCCC campus.

### **Family Educational Rights and Privacy Act (FERPA)**

Cankdeska Cikana Community College complies with the Family Educational Rights and Privacy Act (FERPA). Student records are protected, and all student rights are respected. FERPA policies are included in the college catalog, including the name and address of the Family Policy Compliance Officer of the U.S. Department of Education.

### **Employment Practices**

CCCC abides by all tribal, state and federal nondiscrimination equal opportunity regulations. Nondiscrimination policies are included in the College Catalog and in the employee Policy and Procedures Manual. CCCC follows the internally established guidelines for sexual harassment. The sexual harassment policy is also included in policy manuals and the College Catalog. College employees are eligible for leave as required by the Family Medical Leave Act. Employee policy manuals specify the appropriate eligibility requirements.

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**Americans with Disabilities Act and Rehabilitation Act**

Under the ADA and Section 504, CCCC is cognizant of and adheres to the obligation to provide accessibility to students with disabilities. CCCC adheres to programmatic and architectural requirements in accordance with the ADA.

**Summary**

Cankdeska Cikana Community College adheres to all federal compliance requirements by incorporating those requirements into the institutions policy documents.

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# Chapter 11

## **Summary of Data – Request to be Removed from Probation Status and Request for Continued Accreditation**

Cankdeska Cikana Community College has been involved in the self-study process for over two years, and through the process, has made significant progress in addressing issues of the probationary status. CCCC has systematically addressed the concerns of the Commission and is emerging a much stronger institution that will continue to offer its constituents a quality higher education. The self-study process has allowed the College to identify its strengths, challenges, and opportunities for the future. Through the self-study process the College:

- Reviewed the Mission and strategic initiatives;
- Evaluated the effectiveness in meeting the Mission and Vision;
- Reviewed data and relevant information to analyze the College’s strengths and concerns;
- Summarized the strengths and concerns in order to form a base of information to improve the College; and
- Invited and involved the College constituencies to participate in the self-study process.

College has presented evidence that it meets the five criteria for accreditation. CCCC has made a commitment to continue the self-study process in a systematic and sustainable method that will continue beyond the completion of this report and the review team visit.

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The College’s updated mission document is a strong foundation for all of the planning, budgeting, and strategic decision-making processes.

Cankdeska Cikana Community College respectfully requests its removal from probation status and continued accreditation by the Higher Learning Commission of the North Central Association for a period of ten years.