CANKDESKA CIKANA COMMUNITY COLLEGE

Spirit Lake Dakota Nation

2017
Self-Study

Mission Statement

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

Vision Statement

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

Key Values

Shared Responsibility

We are respectful of each other.
We believe in the value of educational and vocational training.
We believe in the potential of our students.
We value working together - student, College, family and the community.

Commitment to Quality

We strive to be the very best tribal community college.
We strive to provide appropriate courses and academic programs.
We employ qualified faculty and staff in all positions.
We structure the institution to optimize the skills and contributions of all stakeholders.
We maintain accreditation standards.

Institutional Outcomes

- Students will demonstrate innovative and critical thinking skills through effective communication.
- Students will demonstrate skills that promote ethical, responsible, dependable, and respectful behavior.
- Students will search, process, present, and distribute information using various modes of technology.
- Students will demonstrate an understanding of Dakota culture and tribal values.

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TABLE OF CONTENTS

Chapter 1
Introduction and Context

Spirit Lake Tribal Profile – The Community Served

The Spirit Lake Dakota reservation was established by Treaty between the United States Government and the Sisseton Wahpeton Sioux Bands in 1867. The reservation, located in East Central North Dakota, covers 405 square miles (see Figure 1) and is located primary in Benson County, with a small part of the reservation in Ramsey, Eddy and Nelson Counties. The reservation has four district communities: Mission District (St. Michaels), Woodlake District (Tokio), Fort Totten District, and Crowhill District, who are represented on the Spirit Lake Tribal Council along with a chairperson and secretary/treasurer. Fort Totten is the headquarters location of the Spirit Lake Tribe.
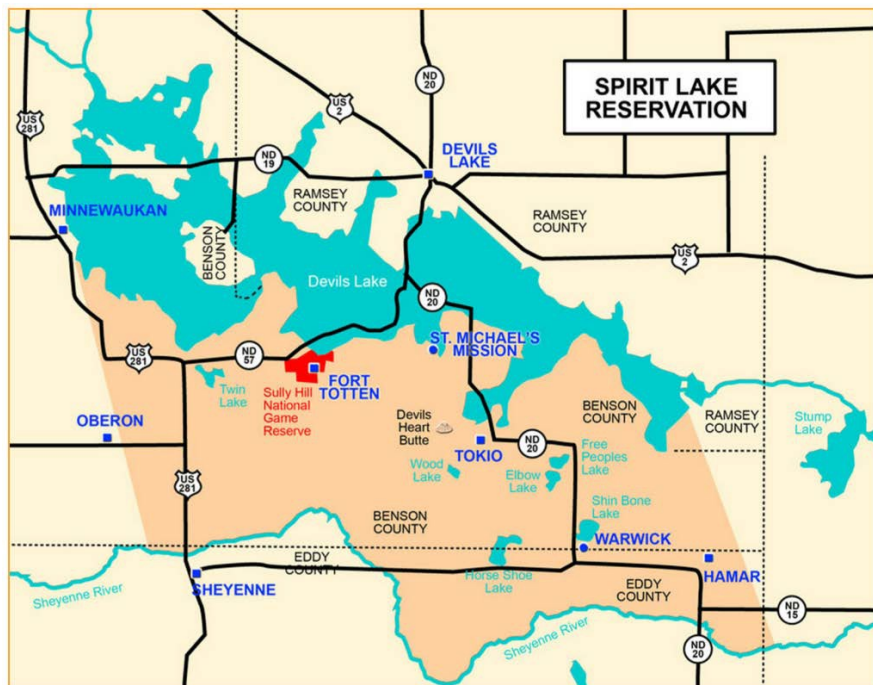
Figure 1 Map of Spirit Lake reservation

Spirit Lake Nation has 7,256 enrolled members with 2,069 enrolled members living on the reservation. The total population living on the reservation is 4,238. The Department of Interior lists 5,002 American Indian and Alaskan Natives (AI/AN) alone or in combination, living on or near the reservation.

Virtually the same number of males and females live on the reservation. The median age for all of Spirit Lake reservation is 23.4, younger than the state's median age of 37, and the nation's median age of 37.2. Women have a higher median age (23.5) than men (23.3). The reservation's

65 or older population comprises 7.1% of the total population, lower than the state (14.5%) and national (13%) percentages. Twenty-nine percent of Spirit Lake reservation residents are married, lower than the state (53.5%) and U.S. (50.2%).

According to the 2010 U.S. Census Bureau, 72% of Spirit Lake reservation's residents' age 18 and older graduated from high school as compared to ND at 89% and the U.S. at 85%. Spirit Lake Tribal member earning a bachelor's degree or higher is 7% as compared to ND at 26% and the U.S. at 28%.

According to the 2010 U.S. Census Bureau, 65% of the Spirit Lake reservation population between 20 and 64 years of age are in the labor force (labor force includes unemployed who were actively searching for employment); 55% of the labor force population is employed. This is lower than the state (85%) and national levels (78%).

The median household income on Spirit Lake reservation in 2006- 2010 was $26,118, much lower than the state ($46,781) and national ($51,914) level; 47.8% of the reservation's residents lived below the poverty level, higher than the state (12.3%), and national levels (13.8%). The U.S. Census Bureau reports that 57% of Spirit Lake reservation children live in poverty as compared to ND's rate of 14%. Minnewaukan, Oberon, Four Winds, and Warwick Schools (all with Spirit Lake children) all have a higher rate of students (78%) who qualify for reduced and free lunches than the state rate (25%).

Family Household is described as "at least one member of the household related to the householder by birth, marriage, or adoption" and "Families" as a "householder and one or more other people related to the householder by birth, marriage, or adoption". In 2010 the U.S. Census reports that Spirit Lake reservation had 1,117 total households with 83% of those being family households. There are more family households compared to the state and nation and less nonfamily households. Spirit Lake reservation has more 2-person households (23%) than any other number person households, lower than the state (37%) and nation (33%). Spirit Lake reservation also had a much higher percentage of households with 5 or more persons (33%) compared to the state (8%) and the nation (11%). The average household size on Spirit Lake is 3.78 as compared to ND (2.91) and the U.S. (3.14). The average family size is 4.01; higher than the state (2.91) and nation (3.14).

In the United States in 2010, the AI/AN population alone, or in combination with one or more other races, was 5,220,579, a 26.7% increase since the 2000 Census. Of this total, 2,932,248 were AI/AN alone, an 18.4% increase since the 2000 Census. In North Dakota in 2010, the total population of AI/AN population alone or in combination was 42,996, a 22.1% increase since the 2000 Census. During the same period in ND, the total number of AI/AN alone, a 16.8% increase since the 2000 Census. AI/AN in North Dakota comprise a little over 5% of the State's population.

Historical Context, Treaties, and Education

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

It must be understood that AI/ANs are members (citizens) of their respective tribes, but we are also state citizens and citizens of the United States (per federal legislation granting that status in 1924). This tri-citizenship can be confusing, and at times it muddles the "who is responsible" question. States often push off to the federal government anything that deals with Native people within the state. Tribes continue the struggle to have the federal government honor the treaty provisions that were promised and, of course, the federal response has been piecemeal at best or nonexistent at worst. Not one treaty has been honored, and the various federal policy eras

(currently self-determination) have only provided themes for issues that require a significant infusion of resources, let alone a focused and comprehensive response.

Education was one of the items promised in the treaties by the federal government in exchange for the taking of the land, minerals, and other natural resources, as well as for the confinement of Native people to the reservations. During the era of treaty-making there were various philosophies as to "what to do with the Indians," which included termination, containment, and assimilation. Education was one of the "tools" toward the latter goal of assimilation. The education of the indigenous people was cruel in that the heart of it was to break up the family. Children were taken away to various boarding schools and churches were assigned geographic areas to convert the "heathens." There are many writings on this subject, but it is important for educators and education policy makers to understand this history and the context of "Indian" education. Today's cultural perspective on education is that of being used as a coercive tool to punish or change people, AI/ANs are still suspicious of Western education. It is only recently that the Spirit Lake Dakota—has begun to embrace education as a "good" thing and the bridge to helping us address the plethora of historical trauma issues and today's devastating poverty. Being an educated Indian does not diminish nor negate being Dakota.

History of Tribal Colleges and Universities (TCUs)

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

According to federal law, a "tribal college or university" is an institution that qualifies for funding under the Tribally Controlled College or University Assistance Act of 1978 (PL 95-471 25 USC 1801 et seq.). To qualify for funding under the TCU Act, an institution of higher education must: (1) be chartered by the governing body of a federally recognized Indian tribe or consortium of tribes; (2) have a governing board composed of a majority of American Indians;

(3) demonstrate adherence to stated goals, a philosophy, or a plan of operation which is directed to meeting the needs of American Indians; (4) if in operation for more than one year, have students, a majority of whom are American Indian; and (5) be accredited, or have achieved candidacy status, by a nationally recognized accreditation agency or association.

Supporting and strengthening tribal identity is the core of a tribal college higher education system that was established in 1968, when Dine College was founded as the first tribal college. There is a very rich, yet frustrating, close to 50-year history for today's 37 TCUs. Of the 37 existing TCUs, 34 are designated as Land Grant colleges through the Equity in Educational Land-Grant Status Act of 1994 and are commonly known and referred to as the "1994s" within the US Department of Agriculture system and by other Land Grant institutions.

Cankdeska Cikana Community College (CCCC) History

Within this context, the Spirit Lake Dakota Tribe chartered the development of its tribal college in 1975 as Little Hoop Community College to provide post-secondary education in a Dakota cultural setting that was familiar and that maintained the supportive family network. The development began several years prior with an agreement with Lake Region Junior College (now called Lake Region State College-LRSC) for the purpose of establishing a tribal college on the reservation. In 1980, Cankdeska Cikana Community College (CCCC) became an independent, tribally controlled community college for Tribal College Act funding. In 1982 CCCC formally ended the bilateral agreement with LRSC when it was accepted as a candidate for accreditation status.

With its independent status, CCCC began development of a revitalized mission and identity. In 1984 the Tribe gave the college its current location that housed the Bureau of Indian Affairs (now Bureau of Indian Education-BIE) K-12 school buildings. In 1990, CCCC was granted accreditation status by the North Central Association of Colleges and Schools (now known as the Higher Learning Commission-HLC) to offer associate degree and certificate programs of study. CCCC has graduated 649 students since that time.

The college's name – Cankdeska Cikana – means Little Hoop in English and is the Dakota name for two Spirit Lake Tribal members, Paul Yankton I and Paul Yankton II. Paul Yankton I was killed in action in 1944 during World War II and was the recipient of two Purple Hearts. He

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

CCCC Student Profile

CCCC enrollment for the past five years has averaged 206 students including 9.5% non-Native students. The average age for CCCC students is 30 years but 48% of the student body is under the age of 25. Students are more likely to be female (58%), and 59% of CCCC students are full-time. On average for the past five years, 67% of CCCC students are receiving federal financial aid (PELL).

Chapter 2
CCCC Accreditation History

Development of 2017 Self-Study

Accredited by the Higher Learning Commission in 1990, CCCC's accreditation cycles have ebbed and flowed dependent on leadership, faculty and resources. Placed on probation in 2003, the college was successful in being removed from that status and granted 10-year accreditation in 2005 only to be placed on probation again in 2015. Thus the development of this 2017 comprehensive self-study toward the institutionalization of review and assessment processes for programs and student outcomes. The goal is a consistent and diligent effort at self-evaluation for excellence as appropriate for a tribal, community college that meets accreditation standards. Fulfillment of the college's mission for student independence and self-sufficiency is the foundation. A comprehensive accreditation review and visit is the mechanism for any institution to demonstrate its integrity and transparency to assure students and stakeholders that the degrees or certificates have value.

Following the 2015 visit, CCCC mobilized the faculty, staff, and various stakeholders to organize the transformation to address the findings. Led by the Academic Dean, the CCCC faculty determined, and engaged in, implementing an appropriate assessment process for student outcomes, courses, program review, as well as institutional outcomes that accomplish the mission. While attending an HLC seminar on assessment of student learning (July 2015), CCCC faculty developed medicine wheel framework that outlines an assessment process with academic rigor and cultural appropriateness. This process is understood by all employees, has been institutionalized, and provides documentation (data analysis) to inform plans, strategies, and budgeting. The process is explained and described in this self-study

The development of the 2017 CCCC Self-Study was led by CCCC administrators, which includes the President (Cynthia Lindquist), the Academic Dean (Teresa Harding) and the Dean of Administration (Stuart Young). CCCC operates via a committee structure and an Accreditation Committee was established following the 2015 visit. Faculty led Assessment and Curriculum Committees have played a significant role in the design and implementation of processes during the self-evaluation. As drafts were written, all of the stakeholders, including the CCCC Board of Regents, disseminated them for review and modifications.

Chapter 3
Concerns from Previous Visit

Concerns from the 2015 Visit

Per the formal letter dated November 12, 2015 from the HLC President that notifies CCCC that the college is out of compliance, the following is a summary response to the specific items noted in the letter, however, much more detail is provided in the self-study:

The College is out of compliance with Criterion Four, Core Component 4.A, "the institution demonstrates responsibility for the quality of its educational programs," for the following reasons:

- *The College has not systematically completed program reviews or followed up on findings from previous reviews for use in decision-making, and, while the College has recently developed a new program review process, implementation of the new process is just taking place and has not yet produced sufficient data for evaluation by the College;*

  CCCC has a program review process and current programs have gone through a review process as conducted by the Curriculum Committee. Information and data provided by the review process enabled the Committee to make decisions or recommendations. One new certificate program has gone through the review process and has been approved.

- *The College does not yet have a formal written process for review of general education;*

  CCCC reviews the general education (essential studies) requirements annually prior to the printing of the College Catalog. The decisions in changes to the essential studies requirements are data driven. For example, there were a high number of college Comp I students with low placement scores and low completion rates. Therefore, CCCC developed a writing lab which is linked to Comp I. The writing lab went through the formal process of course additions that is under the purview of the Curriculum Committee.

- *The College has not systematically identified and followed up on the success of graduates or former students; and*

  In an effort to have a formal and systemic method of tracking former students and graduates, CCCC has joined the National Student Clearing House. An Employer Survey has been implemented to determine employment of graduates and the quality of their performance. The data from these tools, enables the college to improve programs.

- *Faculty do not appear to have a clear grasp on how the program review process works or on how the College uses information from that process to improve student learning.*

  The college has implemented a formal program assessment process in which faculty are using the data to make changes to improve student learning. (See example below) Information from the program assessment process is integral to the program review process. Faculty are using program assessment data in their program reviews. This data is used to determine if there is a need for any curriculum changes to a program, such as

course deletions or additions. This is imperative to student learning and job preparedness as the fields of study need to be current with academic and industry standards.

Program of Study: Pre-Engineering

Area of Concern Spring 2016	Students were having difficulty recalling prior knowledge that was needed to progress into higher level sequential classes.
Recommendation of assessment committee and/or faculty	Find a way to incorporate common concepts throughout the curriculum to help reinforce prior knowledge learned.
Result of Recommendation: Actions taken Fall of 16	Implemented embedded questions of common concepts throughout the curriculum coursework needed to progress to continually reinforce prior knowledge.

Program of Study: Graphic Arts

Area of Concern Spring of 2016	The students showed competency in each of the programs for their video. A few struggled with creating their storyline so they ended up hurrying through the project to get finished. This showed in their final video.
Recommendation of assessment committee and/or faculty	The students will be spending more time on developing and writing the storyline of the video. The students will be required to spend more time outside of class to get their pictures and clips. That way class time can be spent more on editing the video. The rubric used for grading was very good and will continue to use..
Result of Recommendation Actions Taken fall of 2016	The instructor is currently incorporating in Spring 2017 semester the deficiencies found in this evaluation.

The college is out of compliance with Criterion Four, Core Component 4.B, "the institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning," for the following reasons:

- *The College has not demonstrated evidence of an ongoing sustainable process for assessing student learning outcomes at the course, program and institutional level and for using the data generated from the assessment process to improve teaching and learning;*

The assessment of student learning at CCCC is done through a systematic, sustainable, and ongoing process. The assessment plan addresses assessment of student learning at the institutional, program, and course level. Essential Studies are specifically addressed in the plan. Multiple methods for measuring student learning are incorporated into the plan. Data generated by the process is used by faculty and staff to improve general practices as well as teaching and learning.

- *Assessment of general education at the College is not systemic or formal, and written procedures on assignment of general education is lacking;*

    General education (essential studies) is addressed in the plan and is systemic for CCCC. General education is assessed as a program within itself but also during Assessment Days that have been incorporated into the college calendar. Through these processes, CCCC uses the data to identify areas for improvement or change.

- *While the College has recently redefined student learning outcomes, the College has not yet evaluated them and therefore has not been able to use that information to make decisions; and*

    CCCC updated program and essential studies outcomes and also established new institutional outcomes that were incorporated into the mission statement. All outcomes are evaluated on a systemic basis following the assessment plan.

- *While the College has recently developed a faculty-driven assessment plan, it has not yet been implemented and thus it is not yet clear that the College will be able to sustain the leadership roles expected in this plan.*

    The college has an Assessment Committee, comprised of faculty, who have overseen and implemented the assessment plan. This process is overseen by the Academic Dean who has been a faculty member at CCCC since 2010. The Chair of the Assessment Committee has been a faculty member since 2013. CCCC is, and will, sustain the assessment plan.

The College meets with concerns Criterion Five, Core Component 5.C, "the institution engages in systematic and integrated planning," because the College does not have a fully-developed strategic plan that is integrated with assessment of student learning outcomes or reflective of its prioritization of retention, and the College does not clearly link finances to its planning.

    As explained and described with the self-study, CCCC does engage in systematic and integrated planning that is appropriate for a tribal, community college. The college has a five-year strategic plan with priorities that is integrated with assessment of student learning outcomes. That plan is informed and linked to the more detailed, Enrollment Management Plan with set institutional targets for retention, persistence, and graduates rates. Planning and setting of priorities or targets is consistently linked to finances, as CCCC is a small, federally funded institution with limited resources, so the focus is always on student success, student outcomes.

The College meets with concerns Criterion Five, Core Component 5.D, "the institution works systematically to improve its performance," because the College does not have evidence of linking assessment activities to improvement in student learning, and the College does not effectively use the data it gathers to inform decision-making.

CCCC does work to systematically improve performance and has become much more adept at data management related to decision-making and the linking of assessment activities to student learning, as documented and described in the self-study.

Chapter 4
Criterion One: Mission

CRITERION ONE: MISSION

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1A. The institution's mission is broadly understood within the institution and guides its operations.

CCCCs mission is simple, concise, and reflects a tribal, community college: *CCCC provides opportunities that lead to student independence and self-sufficiency through academic achievement and continuation of the Spirit Lake Dakota language and culture.* The mission is emphasized in all work, materials, and interactions; that includes the governance of the college. As a small college, the mission is understood and is the guide for all aspects of operations

1A.1. The mission statement is developed through a process suited to the nature and culture of the institutions and is adopted by the governing board.

The CCCC mission statement is reviewed as a component of the annual strategic planning process that includes the various institutional stakeholders. The essence of the statement has not significantly changed since 2004, though the CCCC Board of Regents, in 2013, tweaked the wording to more clear and concise language that is easily understood. In that Board review process, drafts of the new language were distributed to faculty, staff and students for input. The Board of Regents adopted the new mission statement in June, 2013, and it has been reviewed in the subsequent years with no changes.

1A.2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

All academic programs, student services, and the enrollment profile for CCCC reflect consistency with the stated mission. CCCC is a vested member of the Spirit Lake reservation community and as such, any training or academic offering strives for student self-sufficiency and independence. CCCC offers academic and career and technical education (CTE) programs of study that consist of Associate of Arts, Science, or Applied Science degrees or certificates.

Student support services for CCCC is called Student Success with the Director reporting to the Academic Dean, to assure strong communications and working

relationships between faculty and the Student Success staff (admissions, registrar, financial aid, data support, transportation, and tutoring).

CCCC was chartered by the Spirit Lake Dakota Nation in 1975 to serve the residents of the reservation community. Though the majority of reservation residents are Native and Spirit Lake Tribal members, CCCC does serve a small percentage (9.5% average 2012-2017) of non-Native students. All students are required to complete a Dakota culture course. CCCC's enrollment profile is consistent with its mission

1A. 3. The institution's planning and budgeting priorities align with and support the mission.

As a small, rural, tribal community college, CCCC is adept, efficient, and resourceful in all its processes. The foundation for all processes is the mission of the institution – student independence and self-sufficiency. Strategic planning is done on an annual basis, but emanates from a five-year plan developed in 2004 that is edited and updated each year. The annual updates have been conducted because of continued progress and change for CCCC that includes addressing declining enrollment since the fall of 2014. CCCC's primary funding is federal appropriations that are based on a FTE (full time equivalent) formula; thus, the budget and planning priorities are adjusted to assure a general fund budget that supports student success. Budgeting and planning priorities do align and support CCCC's mission.

1B. The mission is articulated publicly.

Any document or publication of CCCC includes the mission statement. This would include items such as the annual report, the college catalog, brochures, schedules, research or program reports, newsletter, strategic plan, etc. All institutional policies include the CCCC mission. The mission, vision, values, and new institutional outcomes are in framed wall hangings in each classroom and throughout the campus.

1B.1. The institution clearly defines its mission through one or more public documents, such as statements of purpose, vision, values, goal, plans or institutional priorities.

There are two primary public documents that articulate the mission of the college with each going into detail regarding process – the CCCC strategic plan and the college catalog. The strategic plan is the core document that defines CCCC's mission as it sets

the priorities for the institution for the coming year. The college catalog describes the academic programs and pathways for students to earn their degree or certificate. CCCC's [annual report](#) (2014-15) also reiterates the institution's mission as it summarizes the past year's accomplishments and expenditures. The annual report is mailed to all reservation box holders as well as distributed internally and externally to stakeholders.

1B.2 The document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

The three documents mentioned above (1B.1) – strategic plan, college catalog, and the annual report – are current and do describe our emphasis on mission. The annual report (2014-2015) is the more generalized public document that summarizes the work of the college with an emphasis on the recent graduating class, but also highlighting the diverse opportunities and experiences that are available to our students. The college catalog (2016) was edited and updated to reflect alignment with the revitalized assessment process and program review. Institutional planning emanates from a 5-year plan (2015-2020) that is reviewed and modified annually. Student success is the core in the development and revising of the various documents, with the mission as the foundation. CCCC also publishes and distributes brochures, flyers, or specific publications regarding course offerings, community education courses (bead work or quilting), or special programs such as Advanced Manufacturing or CDL (Commercial Driver's License).

1B.3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

The following four component statements are considered CCCC's Mission Statement which is publicly documented and visible throughout campus:

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

VISION

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

KEY VALUES

Shared Responsibility

- *We are respectful of each other*
- *We believe in the value of education*
- *We believe in the potential of our students*
- *We value working together – student, College, family and the community*

Commitment to Quality

- We strive to be the very best tribal community college
- We strive to provide appropriate courses and academic programs
- We employ qualified faculty and staff in all positions
- We structure the institution to optimize the skills and contributions of stakeholders
- We maintain accreditation standards

INSTITUTIONAL OUTCOMES

- Students will demonstrate innovative and critical thinking skills through effective communication.
- Students will demonstrate skills that promote ethical, responsible, dependable and respectful behavior.
- Students will search, process, present and distribute information using various modes of technology.
- Students will demonstrate an understanding of Dakota cultural values.

The four components of CCCC's mission statement are inclusive and articulated as one entity and generally would be presented as such, though on occasion the mission or institutional outcomes components are described or used separately. The institutional outcomes component is new and was added in since the 2015 accreditation visit and is key for the assessment processes. The mission statement does identify the nature, scope, and intended constituents for CCCC albeit in a general manner…i.e. Dakota community which does include the non-Native farm and ranch

neighbors on or near the reservation boundaries and that is the area CCCC serves. All documents begin with the CCCC mission statement.

1C. The institution understands the relationship between its mission and the diversity of society.

CCCC serves a diverse and marginalized community in and of itself, as a tribal, community college. CCCC was established by the Spirit Lake Dakota Tribe to provide higher education opportunities for reservation residents. A small percentage of CCCC's student body does include non-Natives (9.5% average); there are 58% female and 42% male students; an average age of 30 years old; and 59% being full-time students and 41% part time students (CCCC Enrollment Trends 2012-2017). CCCC's average total enrollment during the five year period is 206 students.

While the Spirit Lake Dakota tribal community is the focus, as educators, CCCC understands and promotes student learning of the diversity of society, nationally and worldwide. Perspectives of other cultures, nationalities, and ethnicity are part of the programs of study and overall learning environment throughout the CCCC experience.

CCCC students have opportunities to travel in North Dakota, as well as outside the State, for learning experiences and activities that promote better understanding of other people, systems, and organizations. For example, CCCC students attend the annual Norsk Festival in Minot, ND that is a celebration of Scandinavian culture; or a theater production in Minneapolis, MN at the Guthrie Theater; or the annual American Indian Higher Education Consortium's (AIHEC) student competition conference. The college also brings in national educators, speakers, or entertainment to broaden the student and faculty experience, such as Iris Pretty Paint who has done research on Native resiliency or Sheldon Wolfchild with videos on the Dakota 38 and the Minnesota conflict that led Dakota people to flee that state.

These opportunities and experiences support CCCCs mission toward student independence and self-sufficiency.

1C.1. The institution addresses its role in a multicultural society.

Though CCCC is a small, rural, tribal community college, it understands and addresses the multicultural nature of today's world. A Dakota cultural value is the nurturing of relationships, and CCCC excels in accomplishing this via students and their respective networks and then through the diverse faculty who teach and interact with the students. The courses and programs of study promote working together for diverse perspectives and understanding.

The annual AIHEC student competition is an event wherein tribal college students meet other students for competitions and also create life-long friendships. The competition has a science and knowledge bowl wherein students are challenged to think and understand the world, national, and local perspectives. For example, in the botany program, the students learn the English/Latin words for a plant and also bring in their respective cultural (tribal) name and use for the plant. The student competitions have a great variety of venues from which students can choose, such as a poetry jam, films, archery or hand games, storytelling and writing, etc.

As mentioned, CCCC provides a variety of activities that teach and inform a worldview of culture, people, and knowledge. For example, several students attend an annual Washington, DC, event that promotes tribal colleges and universities (TCUs). Visits are made to Congressional offices with the students serving as the spokespersons. They get to meet many different people and at varying levels of the federal government. In addition, the students visit Georgetown, American, or Howard Universities to meet other college students and to learn about other institutions and program offerings.

On a more local level, CCCC hosts cultural events such as storytelling, music and dance, or research presentations for civic groups or the North Dakota National Guard (their training camp is located between Fort Totten and Devils Lake, ND).

The CCCC President has a chapter in a recent publication, Overcoming Educational Racism in the Community College, edited by Angela Long (Stylus Publishing, LLC 2016) that discusses tribal colleges as well as other categories of students (Blacks, Hispanic, Asian, and white students in poverty). There are common themes from each group related to student persistence, retention, and completion that are best practice

models not only for community colleges, but also for higher education systems in general.

CCCC addresses and engages in today's multicultural society.

1D. The institution's mission demonstrates commitment to the public good.

CCCC is a tribal community college and thus, its very foundation is the commitment to the public good. Core Dakota values include integrity, honesty, respect, fortitude, and generosity, and these are essential to any educational system and the process of teaching and learning. Most Native people think 'tribal' or 'community' or 'people' including the tribal college students who come to campus wanting 'to help the people' or to 'make the community better.' Yes, individual students are educated, but within the context of improving the family or community.

The key values in the mission statement articulate shared responsibility and commitment to quality. The emphasis is on being a Dakota tribal college, and thus, the practice of the values within the institution. CCCC is a public, non-profit institution that strives for transparency and the mission demonstrates our commitment to the public good.

1D.1 Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

The actions and decisions of the CCCC Board of Regents and the administrators are always within the context of the public but the word community is generally used. As a rural, isolated, reservation-based institution, CCCC employees, Board of Regents, and community members know each other or are related in some manner.

CCCC strives for transparency and accountability to the community, and with this in mind, the college began publishing an annual report in 2004. That report summarizes enrollment, student success stories, services provided, and research projects, as well as the annual audit. The annual report is mailed out to all reservation box holders and copies made available during public forums.

On occasion, CCCC commissions specific reports such as an economic impact study that is usually done in concert with the other North Dakota Tribal Colleges every two

years, or the cultural narrative for the Comprehensive Community Assessment that CCCC conducted in 2015 and distributed in 2016.

The college hosts various community (public) events, such as a health fair or a drum ceremony or music event or the Tribal children's symposium, usually in partnership with a local program or agency. CCCC also hosts an annual tribal college research forum in concert with the University of North Dakota and several grant-funded projects.

CCCC is a vested member of the Spirit Lake Dakota reservation community that serves the public, and thus a public obligation.

1D.2 The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to related or parent organization, or supporting external interests.

CCCC does not have a parent organization, investors, or external interests that stand to benefit from any financial return that the college may realize. The college is chartered by the Spirit Lake Dakota Tribe to serve the residents of the reservation community with the sole purpose to provide educational opportunities for community members. The college is funded via federal appropriations for the Native students who attend and those funds are scrutinized.

1D.3 The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

The Spirit Lake Dakota reservation is primarily located in Benson County, North Dakota with 375,286 acres of land. There are four district communities (Fort Totten, St. Michael, Woodlake, and Crow Hill) within the reservation that are represented on the Spirit Lake Tribal Council (six members) as well as the CCCC Board of Regents (five members appointed by the Tribal Council).

Within the reservation boundaries there are a several rural towns (Minnewaukan, Oberon, Warwick) but the largest city nearby is Devils Lake, ND, (population about 10,000) which is about 14 miles from Fort Totten (tribal headquarters). CCCC is a member of the Devils Lake Area Chamber of Commerce.

Fort Totten, Warwick, Minnewaukan, and Devils Lake high schools all have Native students, and CCCC has worked with the schools for many years. The CCCC Talent

Search Program is a U.S. Department of Education TRIO grant program that serves high school students and has the goal to help those students' complete high school and plan for college entry. Talent Search has an educational advisor for each high school, in addition to working with the teachers and counselors.

CCCC hosts a monthly Sunday academy for high school students to strengthen the science, technology, engineering, math (STEM) disciplines and interest. The academies are in collaboration with the school teachers and are funded by the National Science Foundation (NSF) via North Dakota State University (NDSU) and the University of North Dakota (UND). This past year (2016), CCCC hosted a literacy academy modeled after the STEM academy for high school students that was funded via a grant from Bureau of Indian Education (BIE) to the American Indian Higher Education Consortium (AIHEC).

The college's Career and Technical Education (CTE) programs (carpentry, HVAC-R, and CDL) all have advisory boards that include local, industry representatives. Those boards meet bi-annually.

CCCC's main constituency is the Spirit Lake Dakota reservation community that is mostly tribal members, however, there are non-Natives who live on or near the reservation who do attend the college. The college does its best to engage with the various constituencies and to respond to their needs as our mission and capacity allow.

CRITERION ONE – Mission

Strengths: CCCC responds appropriately and well to the needs of the community and applies the mission in all it does for student success. The mission is articulated in many ways, including visible postings throughout the campus, as well as referenced in the policy and governing documents. The mission is understood by faculty, staff, students, and the Board of Regents, and is used as a guide for setting policy. The courses and programs provided by CCCC meets the needs of the students and to accomplish the mission.

Concerns: Though the college has adequate resources for its operations, additional funding and staffing for student services would be most helpful. For example, a transfer specialist position, who helps students to transfer but also to track those graduates pursuing bachelor degrees. Social workers or counselors who are Native to guide students regarding personal health and well-being but also family dynamics, are also an ideal role mentioned when discussing needs for the college.

List of documents, in order mentioned, with hyperlinks:

CCCC Strategic Plan 2015-2020

CCCC College Catalog

CCCC Annual Report 2014-15

CCCC Enrollment Trends 2012-2017

Chapter 5
Criterion Two: Integrity
– Ethical and Responsible Conduct

CRITERION TWO: INTEGRITY – ETHICAL AND RESPONSIBLE CONDUCT

The institution acts with integrity; its conduct is ethical and responsible.

2A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

All institutional administrative policies are reviewed and authorized by the CCCC Board of Regents with the understanding and practice that those policies are applicable to the Board, the President, and all CCCC employees.

The CCCC Personnel Policies are the foundation for employment with the institution. Section 104 of the Personnel Policies sets the tone for employment: "…it is expected that all employees uphold the highest standards of professionalism, integrity, and character in performing their job functions and representing the College. Understanding and emulating the Dakota values is essential to the College's teaching and learning process."

When a new employee goes through orientation, the policies are reviewed and a paper copy is provided so that the employee may take time to go over the document to understand the working environment and expectations. The CCCC Personnel Policies cover legal compliance, conflict of interest, employment practices, performance and pay, standards of conduct, complaints and grievances, benefits, and other information as related to personnel. CCCC does have a Human Resource (HR) Director who oversees employment records, recruiting and hiring processes, and all related functions.

Likewise, the CCCC Fiscal Policies follow accepted accounting standards, including federal compliance, and are reviewed annually as part of the audit process. The financial management and oversight is the purview of the Chief Financial Officer (CFO) who reports directly to the President. Employees are informed of the Fiscal Policies that are available electronically.

Should updates or changes be needed for either policy manual, the respective director would bring a draft to the President for consideration by the Board of Regents. The director (HR or CFO) would attend the monthly Board of Regents meeting to explain the

change or update. In most instances, the Board would approve the change, but on occasion they have requested time for deliberation or for additional information. When a recommended policy change comes to the Board for action, it has been vetted within the institution…i.e. employees have opportunity to review and provide input.

During the monthly, all staff meeting, personnel and fiscal policies are discussed and reviewed as needed, but especially if a revision has been implemented. CCCC also utilizes the email system to keep the employees updated and informed on policies. The policy documents are electronic and available via the CCCC web site to employees, students, and the public.

CCCC is proud to have audits with no material weakness for several years and the college has maintained an acceptable reserve account balance. The institution's 990 report is available on the CCCC web site along with the annual audit report that is also submitted to the Federal Audit Clearing House.

2B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Significant effort is put into making sure that CCCC is presented to the students and public in a transparent, concise, and open manner. All manuals, reports, handbooks, and other institutional tools are available electronically via the CCCC web site. Printed copies are available and distributed at varying points during the academic year, such as student orientation at the beginning of each semester.

The CCCC College Catalog is the foundational tool that describes programs, requirements, faculty and staff, costs, control, and accreditation status. The catalog is reviewed annually.

In addition, the Student Handbook and the Faculty Handbook both go into more specific details regarding processes and resources available for those respective areas, as well as articulating the CCCC Mission. The handbooks explain the chain-of-command, should there be a question or complaint, and how it would be addressed. The handbooks were updated in 2016 and do include programs, requirements, and costs.

CCCC is accredited (on probation) by the Higher Learning Commission (HLC) and the notice of affiliation is posted on the CCCC web site as well as the HLC web site. When accreditation is mentioned in any report or in a public manner, CCCC acknowledges its current status.

2C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

The five-member CCCC Board of Regents is appointed for three-year terms by the Spirit Lake Tribal Council per a [Charter](#) that established the college in 1975. The charter describes the role and authority of the Board of Regents "…to administer and oversee the College…" (Article Seven). The Tribal Council amended the Charter in 2014 to include the following language "…That the Board, so appointed by the Tribal Council, as well as the Tribal Council, shall not attempt to direct the College's operations or management of its curricula, faculty, or other employees except as may be necessary to comply with the standards of accreditation of the Higher Learning Commission" (Article Seven) in an effort to clearly define the role of the Tribal Council and the Board of Regents as separate and autonomous.

The current members of the Board of Regents are all female, all are CCCC graduates, two have bachelor's degrees, and one is a current Bush Foundation Native Nation's Rebuilder fellow. Four members represent the community district in which they live and one is a member-at-large. All are Spirit Lake Tribal members.

The Board developed [Bylaws](#) in 2003 that were amended in 2014 to guide their work and deliberations. The bylaws articulate qualifications, responsibilities, election of officers, conduct of meetings, censuring or removal protocol, a conflict of interest policy, training, and accreditation. The Board plans and attends an annual training, and for the past two years, has participated in the Association of Community College Trustees (ACCT) Governance Institute for Student Success (GISS) seminars that have been conducted for tribal colleges and universities.

The CCCC Board of Regents is an autonomous body that makes decisions in the best interest of the institution and assures integrity in all aspects of operations. The Board works to accomplish the CCCC mission of student independence and self-sufficiency.

2C.1 The governing board's deliberations reflect priorities to preserve and enhance the institution.

The CCCC Board of Regents are members of the Spirit Lake community who are vested and engaged to preserve and enhance the college. The Board meets monthly (second Wednesday at 4:45 pm as they all hold full time jobs on the reservation) and the agenda not only includes current issues or topics, but also a review of the monthly reports from the various programs and services of the college. At least twice a year, the agenda includes a review of the institutional data, and most recently (past three years) a focus on the declining enrollment has been done each semester, with discussion on the [Enrollment Management Plan](#). The packet of materials includes the reports and a monthly activities calendar.

The Board has been transitioning to paperless meetings utilizing BoardMax software wherein the agenda and materials are available electronically. The college provided the Board members with iPads to accommodate the transition, and training has been ongoing. Minutes of the Board meetings are maintained and are available to the public, as is the agenda when posted.

Any policy document changes or updates are reviewed and approved by the Board of Regents upon vetting by the college administration. As appropriate, the respective Dean, faculty, or staff member would participate in the Board meeting for the discussion.

The Board approves the general fund budget for the operation of the college. This includes a review of the enrollment trends and the subsequent funding anticipated from the federal appropriations, as well as anticipated revenue from other sources (tuition, fees, indirect costs, etc.)

Likewise, in updating the strategic plan to set annual priorities, the Board of Regents is informed of data trends, community needs, staffing issues, and funding estimates so that their deliberations are current and reflect maintaining the institution. These deliberations have also considered the academic programs of study within the context of decreased enrollment, but with an emphasis on student outcomes. Sustained stability is at the forefront for the work of the Board and the administration.

2C.2 The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

Item #1 in the Board Bylaws, under responsibilities, states "…Determine the college mission and purpose with assistance from the president and the college's stakeholders." This is done in a variety of ways:

Student success, along with faculty and staff at CCCC, are at the forefront of the CCCC Board of Regents during their deliberations and decision making. These are the internal constituents. Policies and practices that are authorized by the Board have been vetted with the reasonable and relevant interests of the students, faculty, and staff in mind. The Board members do participate at various college events and student activities, including the annual tribal college student conference competitions or the research symposium, wherein faculty and students present their projects.

For external constituencies, such as tribal community members and former students of the college, the Board of Regents does represent the four reservation community districts. Each district has a monthly community meeting wherein the Board member may present materials (i.e. recruitment information on offerings or schedules) or speak about the work of the institution and any current issues, such as enrollment trends. Any idea or suggestion from the community during the district meeting is then brought forward by the respective Board member to the next monthly meeting.

A joint, annual meeting is held between the CCCC Board of Regents and the Spirit Lake Tribal Council to discuss the work of the college, higher education issues, programs of study, enrollment trends, student outcomes, and funding projections.

The CCCC Board of Regents reviews and considers the interests of the constituencies in its decision-making deliberations.

2C.3 The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

As a small, rural, tribal college, CCCC does not have donors, ownership interests, or other external parties. There are elected officials (the Spirit Lake Tribal Council), but the

governing documents (Charter and Bylaws) articulate the autonomy of the college and authority vested to the Board. The Board Bylaws clearly describe conflict of interest and expectation for ethical standards.

2C.4 The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Outlined in the two governing documents – the Tribal Charter establishing CCCC and the Board of Regents Bylaws – the day-to-day management of the institution is vested to the President. The President is the only employee of the Board. The Charter states "The Board shall select a President of the College to oversee the operation of the College, who shall have the qualifications as prescribed by the Board consistent with sound operation of the College. The President shall have the authority to manage and operate the College consistent with the powers granted to the President by the Board."

The Board Bylaws defines Board responsibilities to include: "Select the president. The president is the only employee the Board supervises, all others work for the president following the chain-of-command as articulated in the CCCC Personnel Policy."

The President of CCCC is a Spirit Lake Dakota Tribal member, has a PhD in educational leadership, and has been president since 2003. Her current contract is through 2020.

In the spring of 2015, facing budget cuts due to declining enrollment, and key administrator turn over, as well as the resulting accreditation visit and being placed on probation, CCCC underwent significant organizational change for the management of the college. The college went from having four vice presidents to two dean positions, creating a tri-fold management structure – President, Academic Dean and Dean of Administration (see CCCC [Organizational Chart](#)). The Academic Dean (AD) had been a faculty member at CCCC for over five years when stepping into the new role (summer 2015) and the Dean of Administration (DA) is a long time CCCC faculty member and key administrator (since 2001).

The Management Committee for CCCC includes the three key administrators, the CFO, the HR Director, the President's Executive Assistant, and the Director of Student

Success. The student services functions for the college was renamed Student Success and includes admissions, registrar, financial aid, outreach (recruitment) and the grant-funded TRIO program, Student Support Services. Under the old organizational structure, student services was separate with its own vice-president. With the new structure, Student Success was put under the Academic Dean to assure collaboration, cooperation, and communications between faculty and student support services (Student Success).

All academic matters are under the purview of the Academic Dean (AD) with all faculty members reporting to the AD. CCCC does have a Faculty Senate that meets monthly with a selected leader who will bring forward ideas, issues, or concerns to the AD. A group of faculty (9) have been designated as student Academic Advisors with each having a certain area of responsibility…i.e. Dakota Studies, HPER/Liberal Arts, non-degree seeking, etc. Faculty oversee the Assessment and Curriculum Committees, with oversight from the AD.

The day-to-day management of CCCC is delegated to the administration with faculty engaged and leading academic matters.

2D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

As outlined in the Faculty Handbook, CCCC faculty practice academic freedom in all aspects of their work, particularly in the classroom while discussing subject matter. Though curriculum remains consistent, individual faculty members may use whatever means available to deliver course materials. Faculty are encouraged to use discretion with nonessential issues in the classroom by drawing clear relations to the subject matter and the educational objectives outlined in the course syllabus. Students are free to choose topics for papers, essays, or speeches, as well as in selecting the degree or certificate program while at CCCC.

2E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff.

The core of CCCC's policies and procedures is the accomplishment of our mission, with processes of teaching and learning, as the pathway. CCCC strives in many ways to

provide diverse learning opportunities for employees and students and within internal and external venues.

Obviously, the academic programs offered are the primary vehicle and are open to any and all learners. A couple of years ago, CCCC had an elder (over 70 years old) who wanted to learn about computers and Skype to keep in contact with a grandson who was going to Afghanistan. CCCC faculty accommodated this elder, including providing some equipment. The elder was not degree-seeking, CCCC could not 'count' her, but she learned about today's technology and understood its utility.

Students have a variety of opportunities to explore events or presentations such as a book review by local author, or a theater production, or an ethnic heritage celebration, to better understand who they are and what it means to be a life-long learner as well as today's college student. There are student clubs, tribal college competitions, research opportunities, and travel opportunities to broaden and enhance the college student experience.

Internal and external professional development opportunities are abundant and CCCC supports the plans and goals of our faculty, staff, and students to accomplish them.

Each semester a faculty and staff in-service is conducted with nationally known presenters participating and conducting a training on a topic of interest, such as understanding students of poverty, or assessment practices for tribal colleges, or current pedagogy strategies for curriculum. Faculty are encouraged and supported to participate at regional or national conferences related to their discipline, or to invite speakers and presentations to CCCC.

CCCC has generous educational leave policies to take classes at CCCC or another institution toward terminal degrees. Our faculty also have access to resources from the American Indian College Fund (AICF) to complete master's or doctorate degrees, as well as to publish any research they may be conducting.

Responsible acquisition, discovery and application of knowledge by CCCC faculty, staff and students are supported via the various policies and practices for the institution.

2E.1 The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

CCCC is a small, tribal, community college and thus, does not have a full-blown research agenda or office. However, our status as a Land Grant institution and a vested tribal, community partner lends to CCCC's involvement in some research that is Community Based Participatory Research (CBPR) or that has been brought into CCCC by a faculty member. CCCC has a goal to establish an IRB (Institutional Review Board) at some point in time, but this is dependent on the development of Native scholars and researchers who would be faculty members at CCCC.

Any research project on the reservation is approved by the Spirit Lake Tribal Council, and in 2014, the Council requested the assistance of CCCC by designating the college as the Tribe's Research Review Board (RRB). This Board is comprised of CCCC faculty, with the primary responsibility to review and approve study publications from projects approved by the Tribal Council. The Academic Dean has oversight of this role.

CCCC currently has a couple of faculty-led research projects that have emanated from a State institution where the faculty member has a relationship (graduate student) and role for the project. The IRB protocol of the State institution is followed for the project. CCCC published a [Research Summary](#) in April 2016 that describes these projects and plans.

Because of the continuing evolution of research at CCCC, the Fiscal Policies, Section XV, Grants & Contracts section, was updated in 2014 and 2016 to include a component for research. Part IV of Section XV is called "Policy Related to Conduct of Research (42 CFR Pat 93)" and it follows federal guidelines but as applicable to a tribal community college. This policy describes processes including training requirements for those engaged in research and sets the standards for the conduct of research at CCCC.

CCCC provides effective oversight and support services to ensure the integrity of research and scholarly practice by faculty, staff, and students.

2E.2 Students are offered guidance in the ethical use of information resources.

The CCCC faculty articulate in each class and via the course syllabi, expectations related to use of information resources and to understand the need to verify the information from multiple sources. Students are cautioned to think and to seek truthful facts when writing papers or reports. This includes caution when posting on social media sites. CCCC faculty use Turnitin software for detection of plagiarism and students are required to prove truthful facts. Care is also given to inform students of appropriate factual resources.

2E.3 The institution has and enforces policies on academic honesty and integrity.

The college enforces policies on academic honesty and integrity as outlined in its Scholastic Dishonesty Policy within the Student Handbook. The policy covers cheating, plagiarism, and collusion, with faculty handling the case(s).

CRITERION TWO – Integrity: Ethical and Responsible Conduct

Strengths: Stable and qualified leadership, including the CCCC Board of Regents, with policies that reflect expectations that are appropriate for a tribal, community college. Strong involvement and engagement by the stakeholders. The integrity of the institution emanates from the Dakota values that are incorporated throughout the work. Clear separation of power between Tribal Council and Board of Regents. Appropriate organizational chart demonstrating chain-of-command and work flow for the college. Financial management reflects sound practices as demonstrated by good audits. Faculty and staff are qualified and understand their work as a part of the goal for student success.

Concerns: Tribal Council elections are held in the spring of each year with 3 of the 6 positions up for consideration. This could possibly impact the college as a new administration might turn over the Board members. As a tribal member, the President strives, and has been successful, in maintaining a good relationship with the Tribal Council toward the stability of the Board membership. The joint meeting between the Tribal Council and the Board of Regents is most useful and helpful. While the Board of Regents has discussed including a student representative on the Board, there has not been any formal action, so hopefully this will be accomplished in 2017.

Another concern, though not specifically described within this section, is that most CCCC students are quite unaware of the costs associated with their college education. CCCC does have it publicized in the various institutional documents and students are made aware of the costs during orientation, when they meet with the financial aid staff, in discussions with their academic advisors, or when they receive a bill. We believe this is part of the endemic poverty and learned dependency lifestyle for the reservation community. CCCC has access to several financial literacy projects and students are directed and encouraged to learn to do personal budgeting, but this is a community issue.

List of documents, in order mentioned, with hyperlinks:

CCCC Personnel Policies

CCCC Fiscal Policies

990 Report

CCCC Audit Report Sept 2016

CCCC College Catalog

CCCC Student Handbook

CCCC Faculty Handbook

Spirit Lake Tribal Charter

CCCC Board of Regents Bylaws

CCCC Enrollment Management Plan

CCCC Board of Regents Minutes

CCCC Organizational Chart

CCCC Research Summary 2016

Chapter 6
Criterion Three:
Teaching and Learning:
Quality, Resources, and Support

CRITERION THREE: TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT

The institution's degree programs are appropriate to higher education.

For a little over 40 years, CCCC has provided quality higher education opportunities for the residents of the Spirit Lake Dakota reservation in an effort to improve lives and lifestyles. With over 600 graduates since its first class in 1977, CCCC has many examples of student success stories that include nurses, teachers, engineers, and tribal college presidents. Close to twenty percent of CCCC employees are CCCC graduates, with many achieving bachelor degrees.

The college offers three types of associate degrees: Associate of Arts (AA), Associate of Science (AS), and Associate of Applied Science (AAS). All the degrees are designed to provide students with a broad range of elective classes and requirements in the social sciences, humanities and physical sciences toward transferring on to institutions with bachelor's programs, but the AAS is often a more focused area, such as graphic arts or automotive technology pointed toward immediate employment. In addition, CCCC offers certificates for carpentry, finish carpentry, office technology, and HVAC-R (Heating Ventilation Air Conditioning-Refrigeration.)

CCCC operates via a committee structure, with the Curriculum Committee having the responsibility to ensure quality and appropriate academic programming. They provide oversight in the development and review of courses, programs, and academic policies, ensuring that the curriculum is academically rigorous, comprehensive, and responsive to the evolving needs of the community. The Curriculum Committee process includes a protocol for course additions and deletions, along with the development and implementation of program review for current or new programs of study. All new programs are required to complete this process and receive approval from the Curriculum Committee. The Committee then brings forward their work (recommendations) to the Academic Dean and Dean of Administration for discussion and any modifications. The Academic Dean brings the recommendation to the President for review, then it is brought forward at the next Board of Regents meeting for final approval.

All Career and Technical Education (CTE) Programs at CCCC undergo a five year, program evaluation from North Dakota Career and Technical Education Office. The last review was completed in the fall of 2014 with several commendations noted…

- *Instructional materials, equipment, and supplies are adequate and appropriate for the subject matter;*

- *Instructional personnel are qualified in the program areas that they teach; and*

- *Course content, articulation, and numbers have been aligned with the North Dakota University System matrix.*

The report also made recommendations highlighted below, along with CCCC's response:

- Attend the next NCCER Instructor Training - January 2015

    o the instructor did attend

- Add safety measures in training areas such as, electronic safety cut-off valves on the existing LP/NAT gas lines @ point of entrance, possibly wiring both valves in series to shut off together for complete gas line shut down

    o a shut off valve was installed

- The advisory committee must continue to meet twice a year and Advisory committee meeting minutes must be on file in the state office

    o CCCC Advisory Committee is scheduled to meet twice a year and notes are written and submitted, however, the college struggles with attendance.

The CCCC CTE programs have been established to meet not only the local reservation needs, but also State and regional needs, including the oil industry in the western side of North Dakota. Support and assistance from the industries as well as other institutions has helped CCCC to maintain quality programs.

With the internal and external evaluation processes that have been completed in the last few years, CCCC is confident that the college programs of study are appropriate to higher education.

3A.1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

In accordance with the CCCC mission of providing opportunities that lead to student independence and self-sufficiency through academic achievement and continuation of the Spirit Lake Dakota language and culture, the college undertakes a variety of measures to ensure that its academic, and career and technical education programs are current and appropriate with academic rigor. All programs of study at CCCC have established program outcomes which students are expected to achieve.

CCCC offers courses in multiple formats: traditional face-to-face, accelerated, hybrid, distance learning, and independent study. The curricular content and mode of delivery for every course contains rigor and follows the credit hour policy. Course evaluations are disseminated for the students to complete each semester. Faculty also provide course assessment data during their program assessment that includes a formative and summative evaluation.

Proposed program and course changes and additions at CCCC are subject to an approval procedure as outlined in the Policy on Academic Programs and Courses and facilitated by the Curriculum Committee.

CCCC participates in the General Education Requirement Transfer Agreement (GERTA), a statewide agreement that allows the transfer of completed essential studies (general education) curricula between participating institutions. The registrars of the North Dakota State Colleges and Universities, in addition to the registrars of the North Dakota Tribal Colleges, meet annually to review the document, share information, and make necessary updates to the Transfer Agreement.

The learning outcomes for essential studies, along with the essential studies requirements for the associate degrees, are listed in the 2016-2017 College Catalog. A student fulfills the essential studies requirements by successfully completing a minimum

of 41 credits in the Associate of Arts; 41-42 credits in the Associate of Science; or 32 credits in the Associate of Applied Science. The essential learning outcomes for the CCCC essential studies requirement were revised by the Assessment Committee in the spring of 2016 and are as follows:

> *Students will demonstrate knowledge of human cultures and the physical and natural world:*
> - *Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts.*
>
> *Students will demonstrate intellectual and practical skills:*
> - *Through extensive practice across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.*
>
> *Students will demonstrate personal and social responsibility:*
> - *Through active involvement with diverse communities and real world challenges.*
>
> *Students will demonstrate integrative and applied learning:*
> - *Through synthesis and advanced accomplishment across general and specialized studies.*

The sequence of essential studies courses is designed to help students develop critical and creative thinking as well as written and oral communication skills that are valuable for student success in future courses within the major.

The college has required all new students to complete a first-year experience course since fall 2008. The course was formerly entitled First Year Experience but was changed in the fall of 2015. In response to low completion rates, the college researched how a change in a first year experience course might aid in better completion and retention. During the last three semesters before the change the completion rate averaged 53%. The course was renamed Student Success, that incorporated a cohort group, and was changed to an eight-week, one credit course instead of a 16-week two credit course. In the three semesters since the change (fall 2015), the completion rate has risen to 62% and the college plans to continue to track the success of the course.

Career and Technical Education (CTE) prepares students for a range of high-wage, high-skill, and high-demand careers in current or emerging professions in two years or less. CTE provides students with competency-based and applied learning opportunities that build academic knowledge, higher-order reasoning skills, problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry. CCCC offers seven Associate of Applied Science degrees, two Associate of Arts and four certificate programs in CTE in the

following programs: Auto Technology, Business Administration, Carpentry, Computer Applications, Construction Management, Early Childhood Education, Finish Carpentry, Heating Ventilation Air Conditioning/Refrigeration (HVAC/R), Graphic Arts, Office Technology, and Professional Driver.

Certificate programs vary in length and require a minimum of forty-one (41) credit hours. All the career and technical education programs are certified through the North Dakota State Board for Career and Technical Education and are required to have an advisory team composed of representatives from business, industry, or the profession it represents. The advisory committee's purpose is to strengthen the Career and Technical Education program it serves. The committee exists to advise, assist, support, and advocate for career and technical education. Advisory committees work cooperatively with school officials in planning and carrying out committee works. Members are volunteers who share an expert knowledge of the career tasks and competency requirements for specific occupations.

Members of the advisory committee include local programs and related industries with a purpose of providing guidance and direction to programs and to ensure positive student outcomes, including employability of those students. The program goal is to foster a stronger and closer working relationship between higher education and the business sector. Their expertise and experience will contribute to making CTE programs successful.

CCCC has challenges in getting advisory committee members to attend meetings. To improve participation, CCCC and Four Winds High School CTE combined efforts and held a meeting in December 2017 at CCCC that was well attended. The next meeting will be hosted by Four Winds High School in the spring.
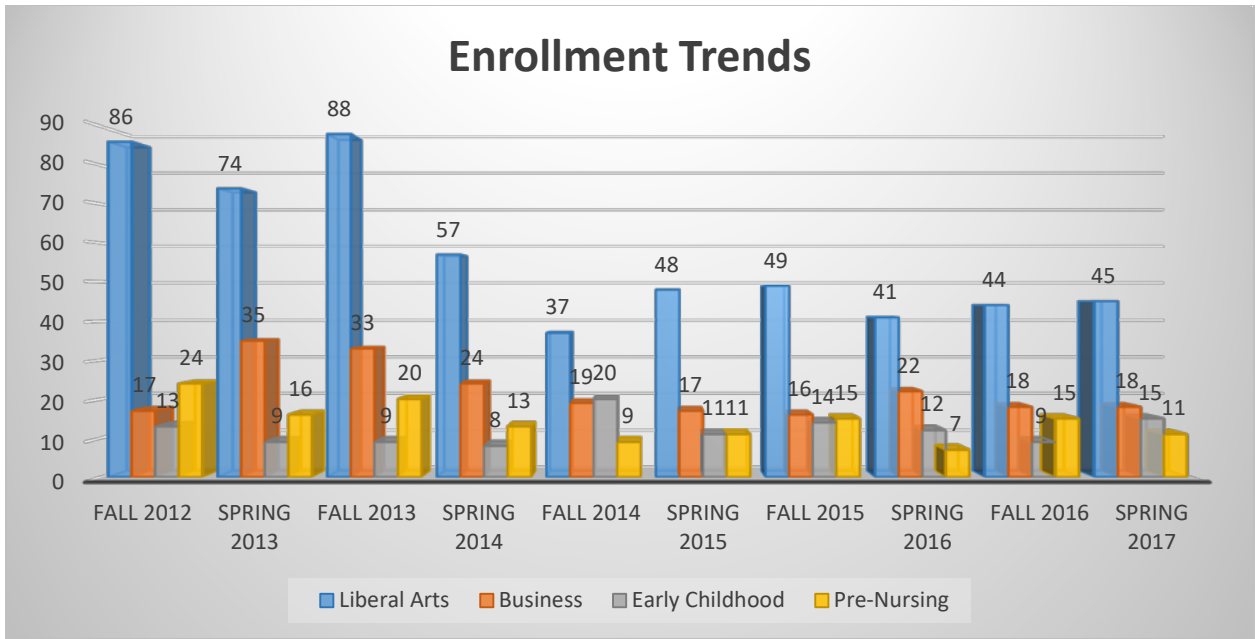
Enrollment Trends

Figure 2 Enrollment trends for the top four programs

Courses and programs at CCCC are current and require levels of performance by students appropriate to the degree or certificate required.

3A.2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Cankdeska Cikana Community College is a two-year degree granting institution with several certificate programs. As described in the College Catalog, the learning outcomes are differentiated from the associate level to certificate programs. At CCCC, learning outcomes are based on industry standards and community needs and are a way to assess student learning. The learning outcomes at all degree levels, along with essential studies outcomes, are regularly assessed as a means of continuous improvement, with year-end reporting to the Assessment Committee. The college's academic advisors also offer students a degree audit or program of study for all of its programs to enable students to properly plan the sequence of courses and complete programs in a timely manner. This is done by specifying when courses are offered (spring, fall, or summer), and is indicated in the College Catalog.

3A.3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortia arrangements or any other modality).

To accommodate students, CCCC has various educational delivery methods for course offerings. These methods include face-to-face (lecture and laboratory work); accelerated (eight-week courses); hybrid (face-to-face and online); distance learning (internet courses and Interactive Video Network classes); and independent study. Though delivery methods may vary, the college is located on one campus in Fort Totten, ND.

Dual credit is an option for high school juniors and seniors who meet eligibility requirements. High school students can also take for-credit courses on campus. All course delivery methods require the same academic equivalency.

External internships are required for two degree programs. An Internship Handbook has been developed to assist faculty, students, and sponsoring agencies with guidelines for the internship practice.

As stated in 3A.1 above, all new courses, regardless of delivery method or delivery location, are subject to an established process via the CCCC Curriculum Committee. This process requires a complete syllabus with course description and learning outcomes review and approval from the Committee. As described previously, CCCC participates in the General Education Requirement Transfer Agreement" (GERTA), a statewide agreement that allows the transfer of completed essential studies curricula between participating institutions.

The college has developed a syllabus template, wherein all components are contained on the template. Every instructor is obligated to submit a syllabus for each course and delivery format each semester. The syllabi are reviewed by the Academic Dean's office to ensure accuracy of course descriptions, prerequisites, and course objectives.

A collaborative arrangement for the Associate of Applied Science in Automotive Technology exists with Lake Region State College (LRSC), Devils Lake, ND. Students in this program complete the essential studies courses at CCCC and then the core courses at LRSC.

These processes ensure CCCC's program quality and learning goals are consistent across all modes of delivery.

3B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

Broad learning and skills are integral to CCCC's academic programs and are facilitated via the essential study education courses that are intended to impart common knowledge, intellectual concepts, and attitudes enabling people to function effectively in a multi-cultural society. Essential Studies outcomes are articulated clearly for students in the College Catalog, with specific outcomes for each course communicated through the course syllabus. This is reinforced during the student orientation at the beginning of the semester and by the academic advisors throughout the semester. The college requires, beginning in the fall 2015, reporting the assessment of essential studies components at the end of each semester.

3B.1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution.

As an associate degree granting, tribal college, CCCC is focused on general education with a liberal arts philosophy. The goal is well-rounded students who are prepared to be employed or to transfer to complete a bachelor's degree. The general education program is facilitated as Essential Studies that give students the opportunity to become critical and analytical thinkers by exposing them to a broad range of knowledge from many academic disciplines. This exposure allows students to gain new perspectives on the world around them and an appreciation for the diverse people who inhabit it. These opportunities are critical if CCCC students are to be successful lifelong learners and purveyors of Dakota culture and language.

During the accreditation visit in the spring of 2015, a peer reviewer discussed with the Assessment Committee, and made the recommendation, to choose one essential studies outcome and assess it over a period of time. In the summer of 2015, the Assessment Committee and the college chose the essential study outcome: Write a clear, well-organized paper for various academic professional contexts. This outcome was chosen because CCCC placement scores showed that 84% of students were placed in a

developmental English course. A new writing lab course was added, and students with low placement scores are required to take the course in conjunction with English Composition I.

The general education program (Essential Studies) is appropriate for CCCCs mission as well as to the educational offerings and degree levels of the college.

3B.2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate essential studies requirements. The program of essential studies is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

The essential studies outcomes, along with the essential studies program requirements, are clearly outlined in the College Catalog that is available on the CCCC website. Course selections to meet the essential studies requirements are made from the following categories: Communications (9 credits, 6 from English and 3 from Speech), Arts/Humanities (9), Social Science (9 Credits), Mathematics/Science/Technology (10) and Institutional Specific (3 Credits).

The essential studies course requirements for completion and graduation are as follows:

Associate of Arts
An Associate of Arts degree is obtained by meeting the following requirements:
1. *Attain a minimum cumulative grade point average of 2.00.*
2. *Successfully complete a minimum of 62-66 semester credits.*
   a. *Successfully complete 41 semester credits of general education from the following disciplines:*
      i. *Communications (9 credits); must include ENG 110, ENG 120, and COMM 110.*
      ii. *Mathematics/Science/Technology (10-12 credits)*
      iii. *Social Science (9 credits)*
      iv. *Arts and Humanities (9 credits); must take DS 110, ENGL 161*
      v. *Health/Physical Education (3 Credits); must include HPER 217 and a 1 credit physical education activity.*
      vi. *Successfully complete Student Success course*
   b. *Successfully complete a minimum of 19 semester credits of electives.*

Associate of Science
An Associate of Science degree is obtained by meeting the following requirements:
1. *Attain a minimum cumulative grade point average of 2.00.*
2. *Successfully complete a minimum of 63-77 semester credits.*
   a. *Successfully complete 41-42 semester credits of general education from the following disciplines:*
      i. *Communications (9 credits); must include ENG 110, ENG 120, and COMM 110.*
      ii. *Mathematics/Science/Technology (10 credits)*
      iii. *Social Science (9 credits)*

          iv.   *Arts and Humanities (9 credits); must take DS 110, ENGL 161*
          v.   *Health/Physical Education (3 Credits); must include HPER 217 and a 1credit physical education activity.*
          vi.   *Successfully complete Student Success course*
    b.   *Successfully complete required core classes.*

Associate of Applied Science

An Associate of Applied Science degree is obtained by meeting the following requirements:
1. *Attain a minimum cumulative grade point average of 2.00.*
2. *Successfully complete a minimum of 60-94 semester credits.*
    a.   *Successfully complete 32 semester credits of general education from the following disciplines:*
          i.   *Communications (6 credits); must take ENG 110 and COMM 110.*
          ii.   *Mathematics/Science/Technology (10 credits)*
          iii.   *Social Science (9 credits)*
          iv.   *Arts and Humanities (9 credits); must take DS 110, ENGL 161*
          v.   *Health Physical Education (3 credits) must include HPER217 and 1 credit physical education activity.*
          vi.   *Successfully complete Student Success*
    b.   *Successfully complete required core classes.*

Essential studies requirements for certificate vary according to the specific program of study, but the intended learning outcomes for CCCC's Essential Studies are:

Students will demonstrate knowledge of human cultures and the physical and natural world:
- *Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts.*

Students will demonstrate intellectual and practical skills:
- *Through extensive practice across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.*

Students will demonstrate personal and social responsibility:
- *Through active involvement with diverse communities and real world challenges.*

Students will demonstrate integrative and applied learning:
- *Through synthesis and advanced accomplishment across general and specialized studies.*

CCCC articulates the purposes, content, and intended learning outcomes for its essential studies requirements.

3B.3. Every degree program offered by the institution engages students in collecting, analyzing and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptive to changing environments.

Emanating from the CCCC mission, the new component Institutional Outcomes was implemented in the fall 2015, and articulates the expected learning outcome for students:

o Will demonstrate innovative and critical thinking skills through effective communication

o Will demonstrate skills that promote ethical, responsible, dependable, and respectful behavior

o Will search, process, present, and distribute information using various modes of technology

o Will demonstrate an understanding of Dakota cultural values

This is accomplished via the teaching and learning process using Essential Studies as the foundation so that faculty do engage students. All programs of study at CCCC engage students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptive to changing environments. For example, the Science and Natural Resources programs incorporate several laboratory exercises during which students will analyze results and summarize their findings. Some exercises offer the chance for the student to formulate and test a hypothesis that they develop.

3B.4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

CCCC understands its role as an educator in living in a very diverse and global world. Imparting that knowledge and understanding is a core function of the tribal college system for the success of Native students. CCCC provides many opportunities as described in 1C and 1C.1 of this self-study, from which the students can experience human and cultural diversity. The academic programs, essential studies have a specific expected student outcome that addresses this point:

• Students will demonstrate knowledge of human cultures and the human and natural world

All students must meet essential studies course requirements including courses in English, speech, mathematics, science, humanities or social and behavioral science, as well as other general education courses that address these issues. Educating all students for a pluralistic society involves continuous review of curriculum to meet the needs of a global community.

Administration has proven its commitment to diversity through a clear and consistent message that all members of the institution have a voice in strategic planning, upward communication, and future plans for CCCC. The most recent strategic plan was developed, as indicated earlier in this document, by a series of group meetings that included administration, students, faculty, staff, community, and the Board of Regents.

The college provides students with co-curricular opportunities to develop leadership skills and the ability to work cooperatively with others. In addition, the college models citizenship rooted in Dakota values, which the college is hopeful will help students to function in a diverse society. CCCC has no student housing and is a commuter college, but understands the need to create and maintain venues for students to connect with one another and gain a sense of community.

The college has provided opportunities for students to socialize and work together, regardless of age or background, through student organizations, welcome back events, art classes, programs and exhibits, guest speakers, family events, sporting events, open mic night, and entertainment. A college open mic night is held periodically where students and community members have an opportunity to come and be the star they are by singing with Karaoke or strumming a few chords on a guitar or any talent they may wish to demonstrate.

Student orientation provides students with the tools they need to successfully navigate through a degree offering at CCCC. An annual research symposium is held each spring which allows students to showcase their research and network. CCCC also provides travel opportunities for students to attend and participate in the American Indian Higher Education Consortium's (AIHEC) annual student conference. This conference allows CCCC students to interact with other Tribal College students from across the United States with student competitions in traditional hand games, Indian dance and drum

groups, plus sporting competitions. In addition, rigorous academic challenges are the focus of the AIHEC competitions such as writing (short story & poetry), speech, business bowl, science bowl, knowledge bowl, art, and website designs. Each year, the winning writing pieces and art contest winners are published in the Tribal College Journal's (TCJ) Student Edition. These activities and events are designed to enhance students' educational experience by exposing them to a diverse world, while strengthening tribal identity.

The college has an existing relationship with Nutritional Institute of Food and Agriculture (NIFA) and AIHEC that is long standing. The two entities host an annual First American Land Grant Consortium Network (FALCON) conference that includes student research, faculty and staff training, and tribal college networking. The event has provided opportunities for students, staff, and faculty to travel to different areas of the U.S. and experience other cultures as well as share their own.

CCCC will bring in speakers, researchers, or entertainment that broadens and enhances the learning opportunities and that are generally open to the public. There is a concerted effort to recruit Native professionals for these presentations to provide role models for the students as they aspire and dream.

3B.5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate within their programs and the institution's mission.

The Experimental Programs to Stimulate Competitive Research - Native American Tribal Undergraduate Research Experience (EPSCoR/NATURE) program has been part of CCCC since 2002. The program promotes science, technology, engineering, and mathematics (STEM) activities in addition to the opportunity for research by exposing grades 8 through 12 students to well-designed STEM curricula. Students and a mentor (faculty member) can propose a research project to the project coordinator who will submit the proposal to a Research Intensive University (RIU), which will eventually lead to pairing up with a research professor who also has similar thoughts on a research project. Previous projects have led to students conducting research on the probability chord grass (indigenous to the Spirit Lake reservation) could be used as an alternative source to flax in a composite material used in boat hull construction.

The Natural Resource Management program is consistent with the mission of the institution wherein students build intellectual capital related to the Dakota culture through applied scientific research. Through additional grant programs like INBRE (Idea Network for Biomedical Research Excellence), the college has been working to build research capacity, mostly in concert with the Spirit Lake Tribe, and utilizing community based participatory research methods.

A Native American Research Centers for Health (NARCH) grant has allowed CCCC to conduct ten-week, research intensive internships during the summer months. Students receive training in various molecular biology and biochemistry techniques in order to conduct novel research. The summer culminates with the students presenting their research at the University of North Dakota. The current research project focuses on the role of a heavy metal binding protein in breast and kidney cancer.

The INBRE grant provides funding for an annual research symposium that is held at CCCC and is an opportunity for area tribal colleges to present research conducted by faculty and students. The symposium is open to the public and the past couple of years has had close to 200 participants.

CCCC faculty and students contribute to scholarship, creative work, and the discovery of knowledge via strong and long-time partnerships with the State's research institutions as well as the other regional tribal colleges. This work is appropriate and relevant for CCCC as a rural, tribal, community college and is also discussed in section 2E.1 of this self-study.

3C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

The college employs an adequate number of faculty and staff appropriate for a small, rural, tribal college to ensure quality programs and student services. CCCC does everything in its power to recruit faculty who are familiar with Native student issues or have experience teaching at a tribal college. Student Success staff are mostly Spirit Lake Tribal members who are CCCC graduates who went on for their bachelor's degree and have longevity at the college. The teaching load for all full time faculty is monitored and is no more than 12-18 credit hours per semester, per instructor. CCCC's average class

size is under ten and therefore, does not overburden faculty with excessive course work to correct. Strong relationships are formed between students and faculty to assist with course and program completion. Criterion 5A.1 and 5A.4 have more detailed information regarding faculty and staff employed by CCCC.

The college, at times, does struggle in recruiting faculty but does well in networking to find the right people with appropriate credentials and who prefer the rural environment…i.e. early childhood, athletic director, and social work instructors currently employed. Several of the faculty have come to CCCC as graduate students via grant partnership with the University of North Dakota and have stayed on as CCCC faculty.

Instructors at CCCC become involved in the lives of students due to the small class size and the family-orientated philosophy of the college that emanates from Dakota values. People who live and work on the reservation tend to know each other and are often related, thus creating strong collegial relationships within the college.

3C.1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty (oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning; etc.)

The college currently (January 2017) employs 22 full time faculty and 6 other staff that teach at least 3 credits per semester, and this is sufficient to carry out both the classroom and non-classroom roles of faculty. CCCC notes that its small class size lends to a student/faculty ratio of 6 to 1, which supports effective teaching and learning as well as developing relationships.

All faculty are engaged in the development and revision of courses to ensure that CCCC's academic programs are current and meeting the needs of the students and regional workforce. The curriculum is reviewed before each printing of the college catalog. Faculty engagement is facilitated via the committee structure of the college, with eight faculty on the Assessment Committee, eight on the Curriculum Committee, and seven on the Enrollment Management Committee (some overlap…i.e. are on 2 or 3 committees).

Faculty are required to maintain a minimum of ten office hours per week for student consultation, tutoring, and advising. This policy is specified within faculty contracts and in the faculty handbook. Each semester, all faculty are required to have their office hours clearly posted by their offices to ensure students are aware of their availability time, as well as within the respective syllabi. Faculty hours are extended during pre-registration and registration. These activities assist the college in their support of student retention and persistence efforts

All faculty report to the Academic Dean and most participate in the new Faculty Senate that was established in 2015. Half of the current faculty have been at CCCC for more than 6 years as shown in the following table:

Faculty Years of Service

	5 Years or Less	6 - 10 Years	11 - 15 Years	16 - 20 Years	Total	Average
2016-17	14	9	4	1	28	6.1

Several faculty assist the CCCC Student Government by assisting them to write bios, complete scholarship applications, contribute to a fund raising activity, or even call out bingo numbers for the fund raisers. The college is proud of the interactions and work of the faculty.

3C.2. All instructors are appropriately credentialed, including those in dual credit, contractual and consortia programs.

The college follows HLC guidelines for hiring faculty and faculty are expected to have a bachelor's or master's degree in the discipline they teach. In addition, any CCCC faculty teaching a Career and Technical Education (CTE) course are required to enroll in the North Dakota Career and Technical Education Transition to Teaching Clinical Practice Program and to achieve certification.

It is the responsibility of the Academic Dean, with the help and support from the Human Resource (HR) Director, to ensure that all faculty, whether teaching full-time,

adjunct, or dual credit, are properly credentialed. In Criterion 4A.4, the college explains in greater detail faculty credentials. In a case where a faculty member is hired with an appropriate degree, but the college would prefer a higher level, the individual is employed with the understanding that they work towards the higher degree, with support from the college.

Recruiting and retaining qualified faculty for North Dakota, where housing is scarce and the weather is noted for extremes, is a constant challenge for any system of education, let alone for a reservation-based college. Many of the faculty at CCCC commute 30 miles, one way, on a daily basis, but some travel up to 100 miles in order to report to work. Various marketing tools are used to find and hire faculty members, but word of mouth and networking are the best methods for CCCC.

Even with challenges, CCCC maintains sufficient, highly qualified full- time faculty. Currently, the college has 28 faculty members. The following chart (Figure 3) provides a breakdown of faculty credentials.
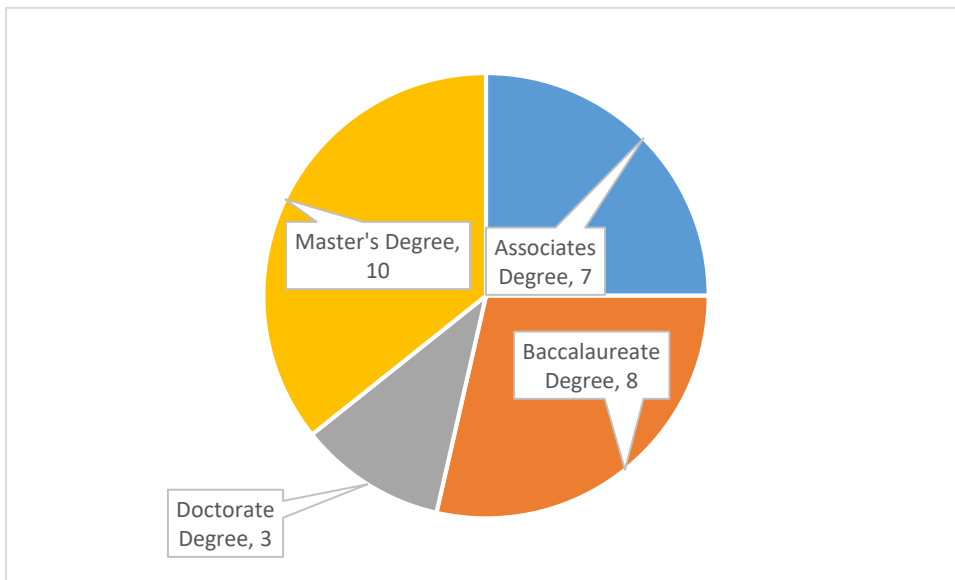
Figure 3 Faculty Credentials

3C.3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

All full-time faculty members are evaluated annually as are all CCCC employees, per Personnel Policy. The evaluation process consists of completing and reviewing both a Key Job Elements (KJE) and Performance Appraisal and Development Review form. The KJE is a weighted scale evaluation and is used to review the specific elements of the individual's job and weigh the performance of such. The KJE is discussed and agreed to by the employee and supervisor the prior year. The Performance Appraisal and Development Review is a comprehensive review that covers everything from specific elements such as time and attendance, to broader subjective areas, such as future goals of the employee.

As related to the teaching quality, a class observation is conducted by the Academic Dean (AD) on an annual basis using an observation form. This observation is to evaluate classroom management, ability to address student learning styles, student rapport, and appropriate student/instructor interaction. The AD meets with the faculty member to discuss the observation and to make recommendations for improvement.

Student evaluations of faculty and the course are completed each semester. In the fall 2016 semester, the time of the student evaluation was changed from the end of the semester to the middle of the semester to provide faculty feedback earlier, so they have the opportunity to make adjustments to enhance student learning. The student evaluation rates the faculty on course management, willingness to assist them, and faculty attitude. Course evaluation includes content and learning outcomes. The AD reviews the evaluations and the aggregated results are shared with the faculty member. This evaluation process provides insight to the instructor to refine and improve their teaching methods.

3C.4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Through CCCC's Personnel Policies, the college has generous professional development opportunities for all employees but particularly for the teaching staff. All employees are encouraged and supported to achieve terminal degrees and many have

done so. This support includes time (leave) and financial for both, on-campus and off-campus educational opportunities for terminal degrees and professional affiliation seminars (i.e. assessment or teaching methods for a community college).

CCCC sponsors the travel for faculty to participate in conferences or workshops, such as the annual Higher Learning Commission forum. CCCC faculty also have access to scholarship resources from the American Indian Higher Education Consortium (AICF) for master's or doctorate degrees via a collaboration with the Mellon Foundation. CCCC had two former employees complete doctorates through this program.

The college also hosts and schedules regular in-services (fall and spring semesters) that will include a presenter or facilitator, such as, a consultant for program review or teaching college students who live in poverty.

3C.5. Instructors are accessible for student inquiry and mentoring.

The size of CCCC allows for exceptional faculty/student exchange that promotes student inquiry and mentoring. Within the classroom, the course syllabus provides faculty contact information and office hours. Office hours are also posted outside faculty office doors and are updated each semester. Faculty are required to maintain a minimum of 10 office hours per week, outside of classroom instruction, to be available for students. Most instructors at CCCC do tutoring individually with students or in small cohorts. Mentoring is encouraged and done by the faculty, in particular, as the students prepare for the annual tribal college student competitions (AIHEC annual conference) or as they consider a research project, but also as they seek employment or consider transferring.

3C.6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

As a result of the reorganization of CCCC in the spring of 2015 and the subsequent accreditation visit, student support services were combined into the Office of Student Success. The Office of Student Success has a Director who reports to the Academic Dean and includes the functions for financial aid, registrar, admissions, Student Government, tutoring, outreach, and advising. The current employees for these functions include the following:

CCCC Office of Student Success

Position	Name (years of service)	Degree Held
Director	Dixie Omen (19)	BS
Registrar/Admissions Officer	Misti Cavanaugh (1)	BS (completing)
Financial Aid Director	Tina Ploium (4)	BAS
Assistant Registrar	Tia Fox (1)	AA
Assistant Financial Aid	Lindsey OneBear (11)	AA
Outreach Coordinator	Melissa Dauphinais (1)	BS
Data Support Coordinator	Chris Dahlen (14)	BS/completing Master's

As the table indicates, there is a wide range of years of service for these employees, and it should be noted that six of the seven are tribal members as well as CCCC graduates. Three of the employees obtained their bachelor's degree as CCCC employees, as is the Data Support Coordinator for the master's. Described in 3C.4, CCCC's Personnel Policies have generous education leave opportunities that are supported with time off and funding, in addition to supporting professional development venues, such as the state registrar's meeting or the national federal financial aid directors forum.

The CCCC student support services staff are adequately qualified, trained, and supported in their professional development.

3D.1. The institution provides student support services suited to the needs of its student population.

According to the CCCC Enrollment Trends 2012-2017, the majority of CCCC students are Spirit Lake or other Tribal members, however, a small percentage (9/5%) are non-Native students; an approximate, 58% female/42% male ratio; an average age of 30 years old; with 59% full-time students and 41% part time students. 71% of CCCC students receive PELL (federal financial aid). CCCC's average total enrollment during the five year period is 206 students. For a three academic year period, 2013-2015, 93%

of CCCC students were first generation. For the academic years 2012-2016, CCCC had a total of 295 first-time entering students taking the COMPASS test. On average 94% of those students were placed into developmental math and 82% into developmental English.

Based on the above CCCC student profile, the college offers a variety of resources designed to improve students' academic skills, enhance their college experience, increase retention and graduation rates, and foster a supportive learning environment. The college is committed to providing support services to enhance life-long learning, personal growth, and academic success. These services include student orientation, financial aid counseling that includes access to many scholarships or tuition waivers, transportation, child care, employment and internship opportunities, tutoring services, an Angel Fund for emergencies, and travel opportunities to attend education venues.

All students are encouraged to attend and participate at the Student Orientation that is hosted in the fall and spring semesters. This half-day session occurs at the beginning of each fall and spring semester, and is designed to enable the tribal college student to become the best student possible with the help and support of the institution. There is an agenda with all faculty and Student Success staff introducing themselves and explaining the services available. Door prizes that have been solicited from the community are given out at intervals and lunch is provided for everyone. Students attending are given a $200 credit at the bookstore by the President, not only as a thank you, but also to help pay the bill to attend college.

The student orientation is an introductory event so that students can put faces with names, and know who they should be going to for help. Returning students and the Student Government officers have been a great addition to the agenda, serving on a student panel to describe their personal journey in being a CCCC student. Also, students have a chance to meet and socialize with their advisors, staff, and other students.

Following the fall 2016 student orientation session, students were asked to list what they liked most about the orientation by completing a brief survey. Overall, the students liked orientation, meeting faculty and staff, and the student panel.

The college provides transportation services for students, at no charge, during the fall and spring semesters that averages 9 students per week. CCCC has a child care center (Wakanheza Oti or Sacred Children's Place) that is licensed for 75 infants and children, and CCCC students have priority for slots. CCCC helps the student to budget for this service as part of their financial aid package.

As mentioned early in the student profile, 71% of CCCC students receive PELL and the majority need some level of financial support to attend college. CCCC provides tuition waivers for recent high school graduates, GED graduates, as well as for Spirit Lake elders (defined as anyone 55 years old and older). The college also has a tuition work waiver program wherein a student may work to pay his/her bill. As a tribal college, CCCC has scholarship funding from the American Indian College Fund (AICF). A portion is distributed internally to the students (about $50,000/per semester), but the majority is distributed by AICF to the students directly (i.e. Coca Cola Scholarship is $5,000).

CCCC has maintained an Angel Fund that was initiated by the AICF several years ago, in that the college will help a student with an emergency situation. The college budgets approximately $4,000 per semester wherein a student may request help for things such as a heating bill or car repairs or gas/hotel to visit baby who is hospitalized many miles from the reservation. The Angel Fund is capped at $400/per student/per semester, and the student must put the request in writing and provide receipts (if available).

A key program that helps CCCC Student Success is the Student Support Services (SSS) grant funded program from the US Department of Education/TRIO. This program helps low-income and first-generation students enter college, stay in college, and graduate. The program provides academic counseling, tutoring, skills training (i.e. time management, personal budgeting, note taking, etc.), and various activities on and off campus to enhance the college experience. SSS also provides a financial incentive at the end of the semester to each student who participates. As reported for the 2015-2016 academic year, the CCCC/SSS program has a great track record for the students served by the program - 103 CCCC students served, achieving a 61% persistence rate, and 58%

of the students in good academic standing (per CCCC policy). (SSS Annual Report 2015-2016)

In the spring of 2016, a student satisfaction survey was administered through Noel Levitz and a separate survey for graduates was also completed to determine their level of satisfaction with services they receive. CCCC is in the processing of analyzing this data.

Student support services at CCCC are suited to the needs of its student population.

3D.2 The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students in courses and programs for which the students are adequately prepared.

The college has used COMPASS as the tool to determine caliber and readiness of all new, entering students but transitioned to ACCUPLACER in January, 2017. This tool helps the institution to determine proficiency in English or Math, in an effort to place the student in the appropriate college level course. Students who have been out of college for 3 or more years are also required to take the exam. During the period, 2014-2016, with an average of 29 new, entering students, 94% were placed in math remediation courses and 83% were place in English remediation courses. This information required CCCC to establish developmental education courses such as pre-algebra, introductory algebra, and a writing lab as a part of the English course.

Faculty and Student Success staff work together to administer ACCUPLACER to assure the information is shared and utilized to support student's completion of the courses and their continued success for a degree.

In accordance with the Americans with Disabilities Act (ADA), CCCC recognizes its responsibility to provide appropriate accommodations for students with documented disabilities who are otherwise qualified to participate in the programs and courses of the college. Staff and faculty work with students and/or other agencies to arrange for reasonable accommodations. Each of the CCCC course syllabi are required to include the following statement:

> *Any student with disabilities or other special needs, who will need special accommodations in this course, is encouraged to share these concerns or requests with the instructor as soon as possible. The*

instructor will refer students with special needs to the Student Success Director to ensure a record of the need is established and reasonable accommodations are explored.

Students must contact the Student Success Director to initiate disability services.

Students needing additional support to complete course work are directed to tutoring services located in two different areas of the campus. The tutors also provide guidance on careers, employment, or transferring.

3D.3 The institution provides academic advising suited to its programs and the needs of its students.

During the transition of CCCC over the past two years, and in establishing the Student Success office, it was determined that dedicated academic advising needed to be formally identified and defined. Ten faculty have been designated as student Academic Advisors with the responsibility of guiding students to understand the program of study and pathway to achieving completion (graduation). The advisors have specific areas such as Dakota Studies, business, early childhood education, liberal arts, etc.

Each student is assigned an Academic Advisor upon enrollment at CCCC. The advisor assists in proper course selection to meet curricular requirements and helps students avoid errors in scheduling. The admissions office ensures that each student is enrolled in the EMPOWER software system used by CCCC. The advisor provides the student a copy of their schedule.

Cankdeska Cikana Community College believes academic advising is a relationship with mutual responsibilities between the adviser and student for timely consultation, sharing of accurate and complete information, careful listening, critical evaluation, and respectful interchange. The primary purpose of academic advising is to assist students in the development of meaningful educational plans that are compatible with their life goals. Academic advising is viewed as a continuous process of clarification and evaluation. Advisors document their interactions in the software program so that other faculty and Student Success staff have access to the most current notes on student progress.

Relationships are integral to CCCC's mission, both from an academic/educational perspective and from an indigenous perspective. Studies have shown that effective

academic advising increases student retention; therefore, retaining students through completion of their chosen program of study or transference to a four-year institution ensures that the college is fulfilling its overall mission. All CCCC Academic Advisors have recurring training on this responsibility as well as on the use of the EMPOWER software system.

3D.4. The institution provides students and instructors the infrastructure and resources necessary to support effective teaching and learning (e.g., technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections).

As more generally described in Criterion 5A.1, CCCC is a beautiful campus with state-of-the art technology, and the human and fiscal resources, are sufficient and appropriate to support its operations. The following narrative, however, provides more detail on the technology, classroom, and library resources:

CCCC provides centralized IT (information technology) services that are shared by all, including help desk, e-mail, Internet and intranet services that are coordinated by the Dean of Administration (DA). Each classroom on the campus is equipped with an overhead projector and network connectivity. The college maintains two IVN (Interactive Video Network) classrooms and has the capacity for one portable IVN classroom. This system allows for sharing of course work among the North Dakota Tribal Colleges and the North Dakota University System Colleges.

The CCCC campus Ethernet LAN consists of numerous servers, including file storage, e-mail, database, and web servers. There are computer labs consisting of a total of over 200 workstations for student and faculty use. The library has 12 workstations for public access. There is a dedicated printer for each computer lab. Wireless access is available throughout the college. All students are provided with an e-mail address and file storage space on a college server.

CCCC has two science laboratories. A storage room between the chemistry and biology labs is used to organize many of the needed supplies and equipment for these labs. The chemistry lab accommodates 16 students for lab work or classroom instruction. Cabinets are well stocked with glassware, chemicals and other supplies for conducting laboratory experiments. Safety features include fire extinguishers, emergency shower,

eye wash station, first aid kits, material safety data sheets (MSDS) stations, and spill cleanup equipment. Students are required to wear aprons and eye protection during the lab experiments.

The mission of the CCCC Valerie Merrick Memorial Library (VMML) is to serve the dual functions of an academic library for the college and a public library for the Spirit Lake Dakota reservation. The library supports the mission of CCCC and seeks to assist its faculty, staff, and students to achieve success in meeting institutional, essential studies, and program outcomes. The library also provides services to the tribal community and makes a special effort to collect all materials relating to the tribe, its history and culture, and government affairs. The library serves and seeks to be an active source of information for the community.

The Library of Congress classification system organizes the library and the online catalog indexes the collection. In addition, current library holdings include 18,800 volumes and 46 periodicals, 15 newspapers, 223 DVDs and CDs. During 2016, the library inventory increased by 1,866 items. The library has access to the Online Dakota Information Network (ODIN) that accesses the catalogs of nearly all the major libraries in North Dakota. Students as well as members of the community have access to Interlibrary Loan through this network, as well as other libraries nationwide through the North Dakota State Library. The library has 12 public access computers for use by students as well as the public. These computers allow access to the Internet, basic reference resources, archival resources, and various types of software. The library also offers use of media tools and equipment, including e-readers, to staff, faculty, and students.

3D.5 The institution provides students guidance in the effective use of research and information resources.

Described in Criterion 2E.1 and 2E.2, CCCC does provide guidance to students in the effective use of research and information resources. The college has limited research capacity, but at the same time is a partner for several research projects ([Research Summary 2016](#)). As a vested tribal member, CCCC works with the Spirit Lake Tribal Council to help in the oversight and coordination of research conducted on the

reservation. Creating and learning new knowledge is the core of research, and CCCC students are inquisitive and want answers to the many disparity issues facing Native communities. Faculty help those students to pose the questions, find the answers, and report the findings in a manner that is ethical and responsible.

Faculty inform students of expectations related to use of information resources and to understand the need to verify the information from multiple sources. Most faculty use Turnitin software for detection of plagiarism with students required to prove truthful facts.

The English 120 course, teaches the skill of writing a research paper and includes extensive instruction regarding using and citing resources correctly. The following are examples of how faculty incorporate the use of research and information resources:

COMM 110 Fundamentals of Public Speaking

- *Students find reputable sources for the persuasive and informative speeches*

ENGL 110 Composition I

- *Students begin to understand the basics of research to write various essays with proper sources and correct citations*

ENGL 120 Composition II

All writings in this course use more extensive research and heavier demands are made for quality and authority in their resource choices. Papers are longer and demonstrate stronger writing skills

3E. The institution fulfills its claims for an enriched educational environment.

As part of the educational environment and experience at CCCC, the college provides students with leadership development opportunities that build skills to promote ethical, responsible, dependable, and respectful behavior. CCCC strives for students to demonstrate their understanding of Dakota culture and tribal values. Through involvement in co-curricular programs, students gain valuable life experiences from being officers and members of college clubs, along with participation in activities such as the American Indian Higher Education Consortium annual student conference, attending

state and national conferences, and completing external internships or research experiences. All of these opportunities enhance the educational experience, provide leadership experience, and help expose students to a diverse world of possibilities.   This is also discussed in Criterion 1C.1.

3E.1 Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

Students at CCCC have opportunities to engage and participate in a variety of co-curricular activities that are appropriate for a tribal, community college.   The most significant group or club is the CCCC Student Government that has five elected officers who provide leadership and coordination for student activities, events, and engagement with the institution's management and governance process. They are the sources of information between students and the faculty, staff, and administration.

There is an Indian club with the purpose of promoting, renewing, and hosting cultural events that focus on Dakota heritage.

Students are offered opportunities each year to travel and to compete with students from other tribally controlled colleges in areas of math, science, office simulations, computers, speech, athletics, cultural activities, art, and the Knowledge Bowl, which is similar to a Jeopardy game. CCCC students may seek leadership roles by running for officer positions in the AIHEC Student Congress.

CCCC participates in two athletic programs - the National Intercollegiate Athletic Conference and the American Indian Higher Education Athletic Commission. The athletic programs challenge students to learn the importance of striving to reach the highest standards of athletic excellence, being a member of a team, and accountable behavior both on and off the competitive court. In addition, students are encouraged to uphold integrity and respect for the academic and athletic opportunities provided by being a college athlete. CCCC has men's and women's basketball teams and are striving to win the AIHEC competitions.

3E.2 The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

CCCC is deeply committed to enriching its student's educational experience in areas other than the classroom. The college has a long tradition of student involvement in community functions. Students are given opportunity to engage in community activities such as the Lake Region Relay for Life, a local fund raising activity for cancer research, building floats for the annual Spirit Lake community parade, regular art exhibitions where students submit paintings, drawings or sculpture for public viewing, and in Open Mic Night, an evening event where students and the community can demonstrate their artistic abilities through song, poetry or musical instrument. Students can also go live on the radio with CCCC's very own bi-weekly morning radio show. The radio program allows students to share their college success stories with the local community.

The institution also supplies students with a plethora of research opportunities. A prime example of CCCC's commitment to this important area of academia is the North Dakota Experimental Program to Stimulate Competitive Research (EPSCOR). Every summer, a group of students is given the chance to conduct research at a North Dakota university. Students can work with experts in various fields, learning not only the basics of research but experiencing the thrill and satisfaction of scientific discovery. Research opportunities are not limited to the hard sciences. Every year a handful of students are taken on a trip to Washington DC, where they can learn more about our nation's political system and government. Students meet with members of Congress and explain to them the importance of tribal colleges and how attending a tribal college has opened opportunities for them.

In the realm of economic development, CCCC has establish a business incubator program on campus where students and community members are encouraged to explore the idea of opening and managing their very own business. The business incubator provides tools and support, necessary for nascent business developers. Echoing this option are the many internships and work study positions available to students on campus.

Criterion Three - Teaching and Learning: Quality, Resources, and Support

Strengths: CCCC has a strong teaching staff that is credentialed and professional in their teaching methodologies. The institution encourages its faculty to further their professional development by providing financial support for advanced degrees and granting opportunities for travel to conferences and training workshops. The institution rounds out these opportunities with regular in-service trainings that strengthen faculty team work and efficiency.

Supporting the teaching staff of the college is a level of technology few other learning institutions can match. At the disposal of CCCC instructors is a wide range of desktop computers, IPads, e-readers of various models, smart boards, 3D printers, fully equipped laboratories, IVN classrooms, online classrooms, and an impressive library that contains both paper and electronic sources. All of these technological resources are supported by trained IT professionals and librarians.

The paragraphs above allow CCCC the ability to function as an institution of learning but also as a college that stresses the importance of academic research. This not only enriches the student learning environment, it demonstrates to students the main function of academia – the furtherance of human knowledge.

CCCC also takes pride in the level of commitment and training of its student support staff. In the areas of financial aid, retention, tutoring, academic advising, student orientation, transportation and the office of the Registrar, CCCC excels in providing quality service to its student body. Student surveys reflect the high performance and satisfaction provided by these vital areas of student service.

Concerns: Need for more Native faculty; dedicated staff for data management; transfer specialist and social work/counselors would be most helpful for the college.

List of documents, in order mentioned, with hyperlinks:

CTE Program Evaluation

Program Outcomes

Policy on Academic Programs and Courses

General Education Requirement Transfer Agreement (GERTA)

College Catalog

Internship Handbook

Syllabus Template

CCCC Personnel Policies and Procedures

Performance Appraisal and Development Review

Observation Form

Student Evaluations

CCCC Enrollment Trends (2012-2017)

CCCC Research Summary 2016

Chapter 7
Criterion Four:
Teaching and Learning:
Evaluation and Improvement

CRITERION FOUR: TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4A. The institution demonstrates responsibility for the quality of its educational programs.

Cankdeska Cikana Community College demonstrates responsibility for the quality of its educational programs through the review of assessment of student learning process and program review data. The Assessment and Curriculum Committees have the responsibility to ensure that programs of study outline academic standards and the outcomes for assessing student learning.

CCCC's program review has moved forward since the comprehensive visit in 2015 and the College is confident that process is providing sufficient data to make informed decisions about its education programs, as well as ensuring the quality of those educational programs.

4A.1. The institution maintains a practice of regular program reviews.

As noted from the 2015 visit, CCCC had started a new program review process in the fall of 2014 that utilized an outside consultant. There was lack of follow through as well as understanding by all faculty, so, following the 2015 accreditation visit and the substantial administrative changes at CCCC, the college engaged the outside consultant to revitalize the preliminary work that had been done and to establish a functioning program review process at CCCC. Overseen and led by the Curriculum Committee (mostly faculty, some Student Success staff), program review entails a staggered timeline that evaluates a program's quality based on assessment information, enrollment of students, ability to benefit and impact the college's mission, and is cost effective. Each area is evaluated and approved using a four level rating scale: maintain a program, enhance a program, reconfigure a program, or reduce or phase-out a program. The Curriculum Committee brings forward their recommendation to the Academic Dean, who brings it forward to the President and the CCCC Board of Regents.

CCCC has implemented a revised Program Review Timeline, in which all programs will be reviewed a minimum of once during a five year cycle. The Curriculum Committee was able to complete the review and approval process for HPER and Natural Resources and six other program reviews are slated to be finished in the spring 2017 semester. In December 2016, the program review process was used to complete and approve a new certificate program in Advanced Manufacturing that will be considered by the Board of Regents at their February monthly meeting, since they did not meet in January due to winter storms (and preparing the self-study report).

Though still in a learning stage, CCCC has established a practice of regular program reviews.

4A.2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

CCCC's assessment processes ensures that all credits it transcripts are appropriate in content and rigor, and strictly follows its college credit hour policy. The college does offer experiential learning internships in the Early Childhood and Natural Resources degree programs and has an Internship Manual in place that was updated in November 2015. The college does not offer credit for other forms of prior learning.

CCCC works with the local reservation high schools in support of dual credit programs and follows the CCCC Dual Credit Policy. Those pre-college dual credits, once examined, will become a part of the student's permanent academic record.

4A.3. The institution has policies that assure the quality of the credit it accepts in transfer.

Cankdeska Cikana Community College has a Transfer Credit Policy that describes how transferred credits are accepted. Transfer students are required to complete the following application process:

- *Complete admissions application package*

- *Submit an official high school transcript and/or GED certificate/GED transcript.*

- *Send copies of official transcript(s) from previously attended college(s) directly to the registrar's office.*

A review of official college transcripts by the Registrar determines if college credit earned from approved institutions will apply toward fulfillment of a certificate or degree program of study at CCCC. Only official transcripts granting the credit will be accepted as proof of credit earned. The student is responsible for having official transcripts forwarded to CCCC. Only courses where the student received a "C" or better will be considered for transfer credit.

Students enrolling at CCCC with the intention of transferring to another institution to complete their educational objectives are advised to work closely with the transfer campus to determine those courses that will transfer most effectively. Students who have attended other accredited colleges or universities will be admitted without restriction to CCCC if they left the last transfer institution in good academic standing and if their cumulative grade point average meets the Academic Progress standards outlined in CCCC's catalog. Failure to list all colleges, universities, and schools previously attended may result in denial of admission, dismissal, loss of credits, or other appropriate sanctions.

CCCC is also a part of the North Dakota University System (NDUS) [Common Course Numbering](#) (CCN) system, in which course competencies are developed by a discipline group. These common competencies are reviewed by the academic discipline groups at least once every three years. The CCCC registrar works closely with the faculty and advisors to ensure that transferring courses match CCCC coursework before courses are accepted into a student's degree plan.

The [NDUS General Education Requirement Transfer Agreement (GERTA)](#) was developed to assist students who transfer within the State's system, including the five tribal colleges. If a student has completed the essential studies coursework at CCCC and transferred to another NDUS institution, the essential studies requirements of the institution to which the student has transferred will have been met. If the student has not completed their essential studies before transferring, most courses will be accepted as essential studies requirements at another NDUS institution; however, the courses may be redistributed in other areas not specific to the student's major plan of study.

CCCC has policies that assure the quality of the credits it accepts in transfer.

4A.4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

CCCC faculty have the primary responsibility for course rigor, prerequisites, and syllabi, with oversight from the Academic Dean (AD). Syllabi are composed by the faculty using an institutional [syllabus template](#) that identifies required components of the course. Syllabi for the current semester are kept on file with the AD, but those from preceding semesters are archived on the college server. Faculty initiate approval for additions and/or modifications to course(s) as well as program curricula through the Curriculum Committee.

It is the responsibility of the Curriculum Committee to review any course(s) and/or programs and to make revisions by evaluating the rationale presented by the faculty member. The recommendation can be any of the following: approval of revision, non-approval, approval contingent on recommended changes, or a request for more information. Items that are approved are then reviewed by the Academic Dean. When new programs or new courses are proposed, the approval process followed is outlined in the college's [Policy on Academic Programs and Courses](#).   This procedure helps to ensure that the institution develops and maintains quality educational programs.

Following the CCCC Personnel Policy for all employees, but anticipating the new HLC policy for faculty credentials in the fall of 2017, the college incorporated a [hiring policy](#) specific to any faculty being recruited to teach at CCCC. The college is committed to effective teaching and learning, as well as academic excellence, and will utilize careful consideration of qualifications and consistent evaluation procedures for all instructional faculty.

Professional development for all college faculty is essential for growth, practice change, discipline advances, pedagogy, and a host of other worthy reasons. Faculty are encouraged to complete continuing education via conferences, in-service training, journal review, research, and training sessions. In addition, professional development is offered via the online setting for all employees. CCCC has provided a number of professional

development opportunities for faculty and staff, including the following examples from the past two years:

The college has sent faculty to HLC conference annually

Six faculty have used professional development funds to work towards advanced degrees

- EMPOWER (computer software program for student records) Training
- Assessment of Student Learning Training
- Program Review Training
- Ruby Payne's Poverty Framework has been presented on campus
- Culture and Competency training by Ethleen Iron Cloud-Two Dogs
- Wellness & Health by Faith Spotted Eagle

CCCC has a variety of learning resources available for students, faculty, and staff, such as professional tutors, peer tutors, and library services with numerous databases, including JSTOR, and online access from any computer in the facility.

In cooperation with the state of North Dakota, standards have been developed for CCCC's dual credit courses (Dual Credit Policy) with the understanding that dual credit courses are college courses that must maintain the academic rigor and achieve the expected outcomes of the college classes. This policy also describes the credential requirements for high school teachers who may teach a course.

The college maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs.

4A.5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

CCCC has no academic programs needing special accreditation.

4A.6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps)

The success of our students is being tracked and reported to the Integrated Post-Secondary Education System (IPEDS) as well as to the American Indian Measures for Success and AIMs Key Indicator Systems (AIMS/AKIS), which includes educational placement and employment information. If a CCCC graduate has completed a higher level of education, the registrar records the information electronically. This information is then used for both internal and external evaluation.

CCCC recently conducted an Employer Survey (fall 2016) which includes information about the success of our graduates within the workplace and the following 4 slides are from the survey:

Q17 What could CCCC graduates do to be better prepared for a job search? Check all that apply.

Answered: 18   Skipped: 0
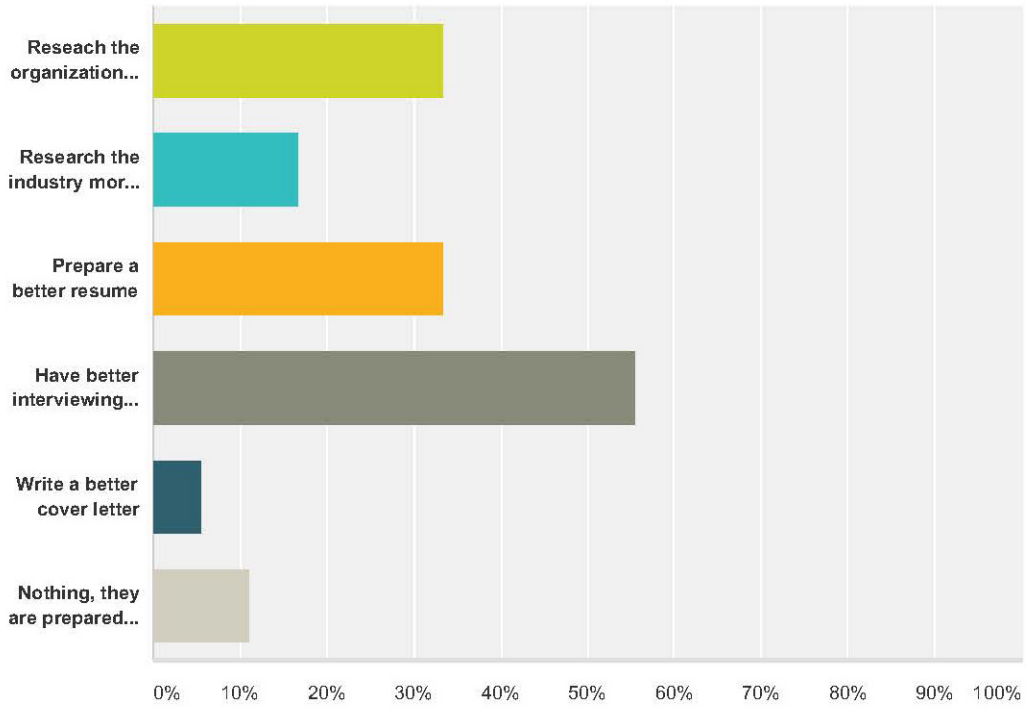
Figure 4 Employer Survey - CCCC Graduates Better Prepared

Q18 How difficult is it to find recent CCCC graduates who are qualified for jobs at your organization?

Answered: 18   Skipped: 0
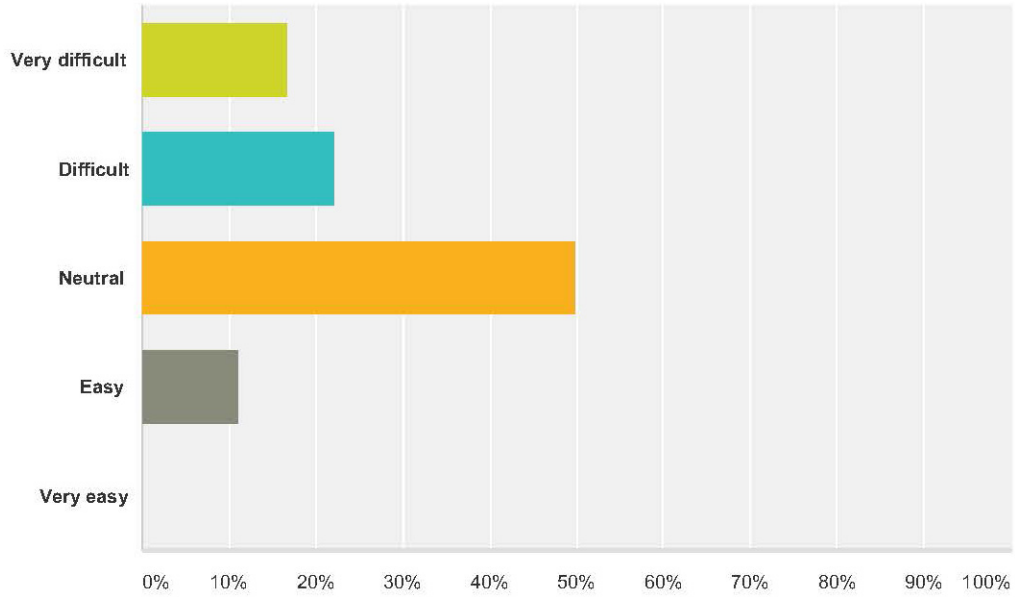
Figure 5 Employer Survey - Recent Graduates Qualified

Q19 Please tell us the five most important skills that recent college graduates seeking positions at your organization need to be successful. Select up to five.

Answered: 18   Skipped: 0
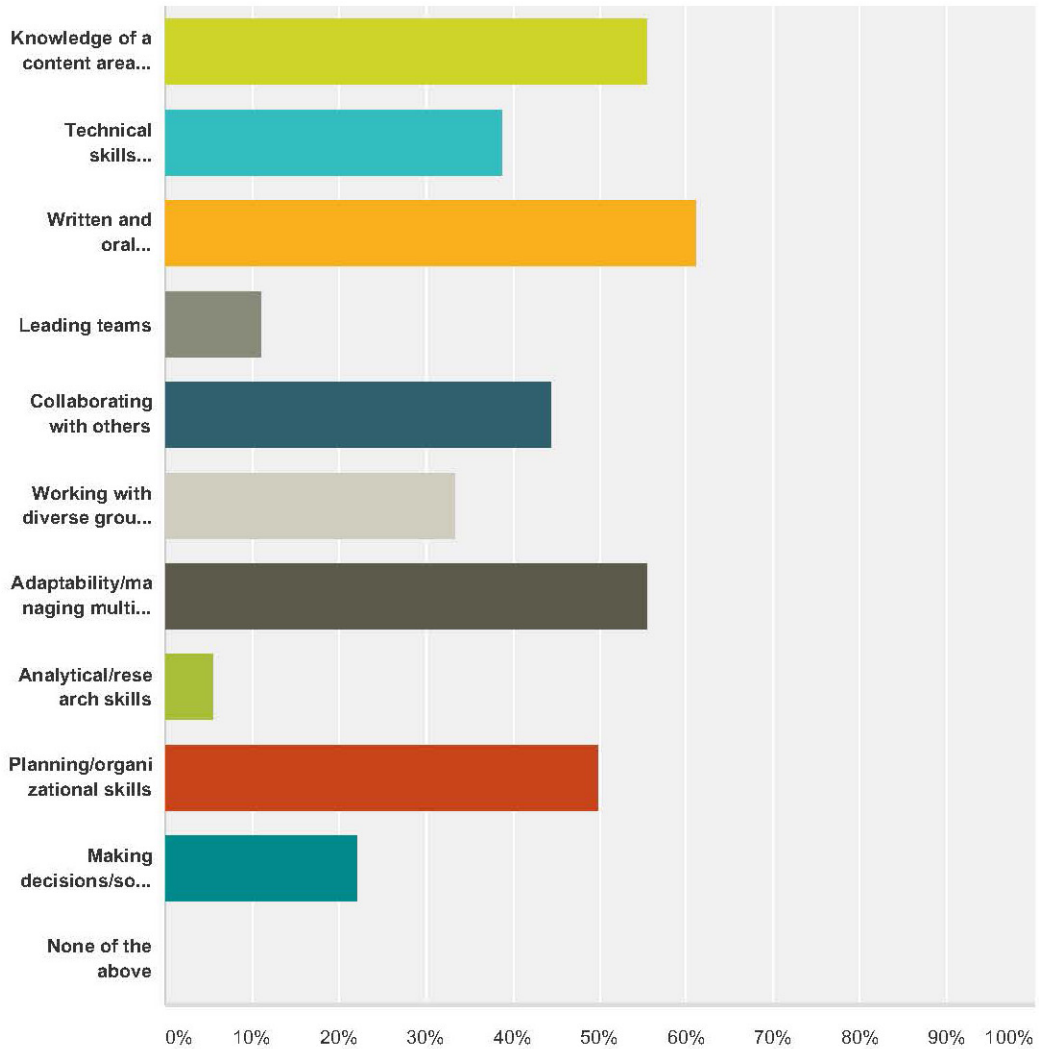
Figure 6 Employer Survey - Five Most Important Skills

Q22 Please rate how well CCCC is doing in producing employees who are successful in your organization.

Answered: 18   Skipped: 0
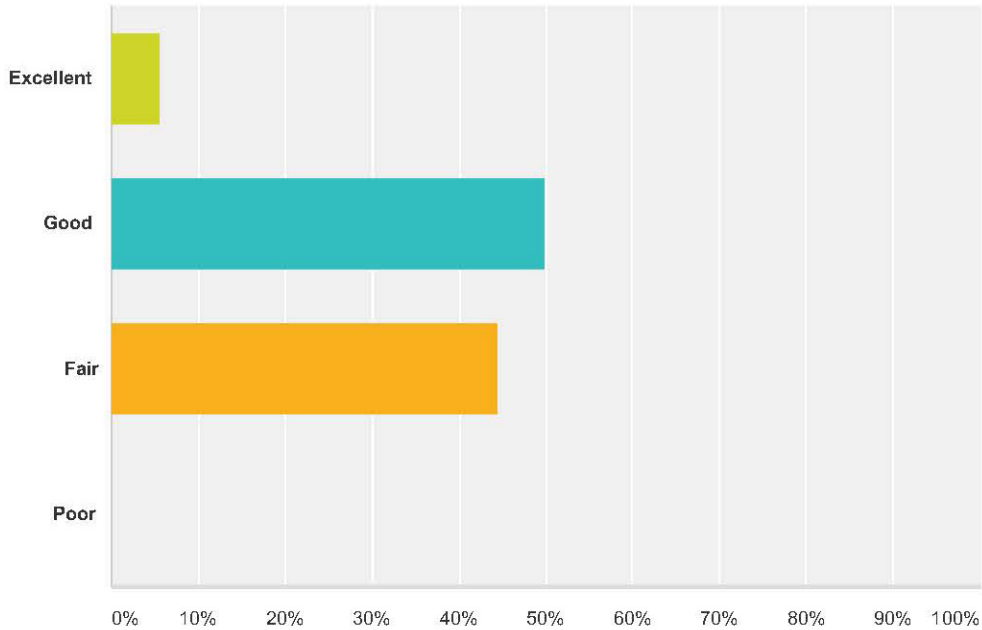
Figure 7 Employer Survey - Rate How CCCC is Doing

In evaluating the survey results, the college was encouraged that none of the employers rated the college poor in how CCCC is doing in producing employees who are successful in their organizations. However, the college would like to increase the number of employers that responded Easy or Very Easy to the question on how difficult it was to find qualified CCCC graduates. The college believes the survey should to be updated to include items or questions on specific skills employers identified as needs in their organizations.

Alumni surveys have also been done at CCCC, with the last one conducted in 2010 (Alumni Report 2010). The institution is currently working on a policy and procedure that will implement a survey system that can be used on an annual basis.

With support and assistance from the American Indian College Fund (AICF), CCCC recently joined the National Student Clearinghouse (NCS) system to allow for tracking of all its students. The Enrollment Services was activated in October, 2016, and the Degree Verify component will be active in February 2017. AICF and the American Indian Higher Education Consortium (AIHEC) have hosted forums for the presidents on the importance and need for better data that includes the evaluation of graduates.

As a small, tribal college, CCCC does know where the students are and what they are doing, and for many, just coming into a college classroom is significant. The lack of confidence due to extreme poverty, generational trauma, or the lack of opportunity plays out in a variety of ways and yet tribal colleges are places where there is hope, support, and the possibility of dreams. One CCCC graduate is president of an urban tribal college, one is the Tribe's first civil engineer, one is the community public health nurse specializing in diabetes home care and working on a master's; there are many stories, not only of academic success, but also life success. CCCC fulfills its mission for student independence and self-sufficiency that is appropriate for its community, the Spirit Lake Dakota reservation.

4B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

After the HLC comprehensive visit in 2015, CCCC realized the assessment of student learning needed to be better understood and improved immediately, so the College registered and attended an HLC-sponsored seminar on assessment in July 2015. Various materials were distributed to faculty, Student Success staff, and administrators that explained and described assessment, including the booklet, Assessment Essentials for Tribal Colleges (AIHEC 2008), to impart knowledge and information to effect change at CCCC.   Led by faculty (Assessment Committee members) and couple of administrators, the CCCC group that attended the summer seminar; conceived and designed a medicine wheel framework to be used for the college's assessment of student learning process.

The CCCC assessment medicine wheel is a symbolic and cultural representation of the human life's course. During the period of human infancy, all knowledge is new and unrefined. Over time, the infant grows, learning ways to gather and manage information

effectively. Childhood maturation ends in adolescence. The adolescent is able to absorb, process, and understand information meaningfully. Adolescence gives way to adulthood. The adult analyzes information critically and applies it to real world scenarios. The final stage of adulthood is the elder years. The elder spends time assessing the life course, determining what was important, what was significant, and what could have been done differently.

The assessment medicine wheel shows that CCCC is similar to a living organism in that the institution absorbs knowledge, pursues an understanding of that knowledge, analyzes and applies that knowledge in relevant ways, and then finally, assesses the impact of that knowledge. The assessment medicine wheel gives CCCC a culturally appropriate example of closing the loop. Just as a person grows, matures and looks back on what was or was not accomplished and adjusts as necessary, CCCC does the same at an institutional, program, and course level.

> *The medicine wheel is a very spiritual symbol and has many meanings. I have been taught by oral traditions, that it represents the cycle of life, the four directions, with the center of the four directions (Cokaya) is where the creator is and the four colors represent the four races of mankind. To us (CCCC) the horizontal and vertical lines are the standards of the Tribal citizens and the American citizens. Our students are both and we have the unique responsibility of teaching both perspectives." (Vern Lambert, Dakota Studies Faculty)*

ASSESSMENT MEDICINE WHEEL

Infancy (Introduce Knowledge)

Adolescence (Understand)

Elder (Reflect/Assess)

Adult (Apply/Analyze)

Institution
Program
Course
Student
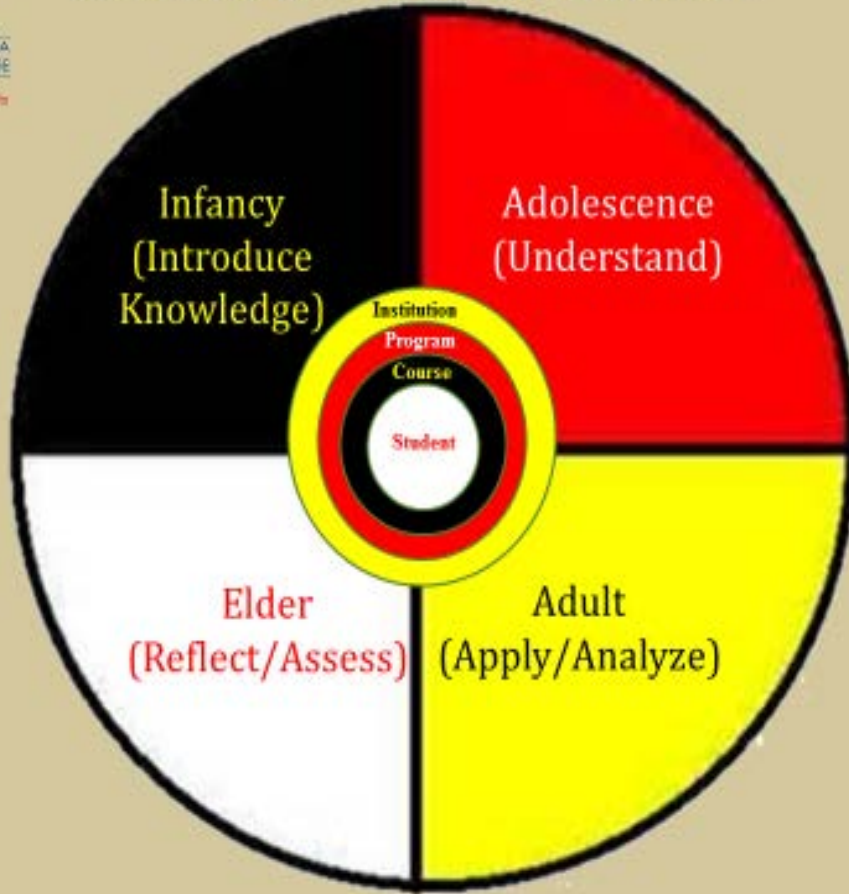
The following is a timeline of the milestones in the restructuring of the assessment of student learning at CCCC:

Summer 2015	
Objective 1	Create a new model of institutional assessment.
Objective 2	Select one Essential Studies Outcome on which to focus institutional assessment efforts.
Objective 3	Create a measuring tool (rubric) to be utilized for Assessment Days and in-classroom assessment.
Objective 4	Hold Assessment Days to gather student data relating to the chosen Essential Studies outcome.
Objective 5	Create an all-staff assessment.
Fall 2015	
Objective 1	Present the new model of institutional assessment to CCCC staff.
Objective 2	Hold Faculty In service to inform faculty of assessment plan responsibilities.
Objective 3	Update and present Institutional Outcomes.
Objective 4	Implement the medicine wheel of assessment to CCCC.
Objective 5	Require all instructors to incorporate an in-class essay assignment.
Objective 6	Implement the rubric created by the workgroup to measure mandated assignments.
Objective 7	Implement the all-staff assessment.
Objective 8	Hold Assessment Days.
Objective 9	Hired a professional consultant to aid with the Assessment Process.
Spring 2016	
Objective 1	Require all instructors to incorporate an in-class essay assignment.
Objective 2	Update Essential Studies Outcomes.
Objective 3	Update and conduct student satisfaction survey.
Objective 4	Create a Program Level Assessment Plan review.
Objective 5	Implement Program Level Assessment Plan review.
Objective 6	Employer survey was developed and completed by some programs.
Summer 2016	
Objective 1	Implement new Essential Studies Outcomes.
Objective 2	Create a 2015-16 Assessment Plan.
Fall 2016	
Objective 1	Continue to require all instructors to incorporate an in-class essay assignment.
Objective 2	Update formative and summative evaluation forms to a reflective summary.
Objective 3	Continue Program Level Assessment Plan review.

Objective 4	Compare and analyze data for completion of 2015/2016 assessment reports.
Objective 5	Implement an updated Essential Studies assessment review.
Objective 6	Hold Assessment Days.
Objective 7	Assess and evaluate teaching of the Institutional Outcomes.
Objective 8	Updated Institutional Outcomes.
Objective 9	CCCC Employer Survey conducted.

The College demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning. CCCC has learning outcomes at the institutional, essential studies, programs, and course levels, and has implemented an on-going process for assessment of those outcomes. Assessment is the core of the institutional activities at CCCC and feedback collected about these outcomes provides support for future planning.

4.B.1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Assessment begins with the Cankdeska Cikana Community College (CCCC) mission statement. CCCC's mission and corresponding vision, key values, and institutional outcomes inspire all assessment activity. Cankdeska Cikana Community College has the responsibility of delivering a quality American curriculum, but is also responsible for delivering a quality tribal curriculum for the citizens of this sovereign nation.

In early fall of 2015, the Institutional Outcomes were drafted by the Assessment Committee to reflect the mission, vision, and key values of the college, but within the medicine wheel assessment framework. The draft was presented at an all staff meeting for feedback, then reviewed and accepted by the President and Board of Regents in September, 2015. CCCC's mission, vision, key values, and new institutional outcomes statement can be found on the college's website, college catalog, student planners, employee handbook, faculty handbook, and posted throughout the campus.

CCCC INSTITUTIONAL OUTCOMES:

- *Students will demonstrate the use of innovative and critical thinking skills through effective communication.*
- *Students will demonstrate skills that promote ethical, responsible, dependable, and respectful behavior.*
- *Students will search, process, present, and distribute information using various modes of technology.*
- *Students will demonstrate an understanding of Dakota culture and language.*

CCCC's assessment has evolved over the past two years, is significantly improved, and is led by the Assessment Committee and the Academic Dean, with support from the Dean of Administration, who is responsible for institutional data. The assessment process includes: institution wide, essential studies, program, and course assessment.

The assessment tool used for each area are as follows:

1. Institution-Wide Assessment—yearly cycle; data reported by Assessment Committee	
	Enrollment Trends
	Persistence and Retention rates (rate of return semester/semester and academic year to academic year)
	Program Review Process
	Student Satisfaction Survey (Noel-Levitz)
	Develop/Update/Submit Syllabi
	Program of Study Selection
	Assessment Plan Review
	Completion Rates
	Exit Surveys
	Recruitment/Enrollment Trends
	Departmental Reports
	Student Services Satisfaction Graduate Survey
	Institutional Outcomes Satisfaction Survey
	Enrollment Management Plan Results
	Graduation Rates/IPEDS/AIHEC-AMIS
	Employer Survey (done fall 2016)
	Alumni Survey (last done in 2010)
	COMPASS/ACCUPLACER placement (pre/post) scores
	1st Year Freshman Cohort Orientation
	Implement Student Success
	Student Success Evaluation
	Freshman Orientation Evaluation
	Essential Studies Assessment
	Essential Studies Outcomes Assessment Plan
	Assessment Day
	Post COMPASS/ACCUPLACER results
	Course Evaluations
	Completion Rates

2. Program Assessment	
	Graduation rates
	Post COMPASS/ACCUPLACER results
	Completion Rates
	Develop/Update/Submit Syllabi
	Program Review
	Program Enrollment Rates
	Program Outcomes
	Career Placement
	Program of Study
	Program Advisors
	Program Assessment Plan & End of Year Report
	Employer Survey
3. Course Assessment	
	Pre-post tests
	Develop/Update/Submit Syllabi
	Enrollment trends
	COMPASS/ACCUPLACER: Math & English
	Mid-Term
	Course Enrollment Trends
	Persistence and Retention Rates
	Course evaluations
	Course Outcomes
	Course Reflection
	Completion rates

The Assessment Committee originally met monthly throughout the academic year, but over the last two years, meetings were held weekly, if not daily. The committee meets for a general education and program assessment reporting process during the last week of each semester.   During the reporting process faculty are required to submit an end of semester report summarizing their findings, along with the general education or program plan that lists the outcomes, measurement tools, measurement goals, analysis of data, and action or recommendations. In 2015, CCCC Assessment Committee implemented an assessment program evaluation rubric for scoring individual degree programs, and essential studies. The rubric utilizes a rating scale of: 0 - No Evidence, 1 – Emerged, 2 – Developed, and 3 –Achieved. Each program and general education component presented their assessment plan along with their end-of-year-report to the Assessment Committee.   The Assessment Committee members, using the rubric, completed a rating along with comments.   An average score was compiled for each area and passed along to the individual departments.

In the fall of 2015, CCCC introduced Assessment Days on October 6 and 7, as another method of assessing essential studies outcomes. This was an evaluation of the essential studies outcome: Communication – Write a clear, well-organized paper for various academic and professional contexts. It involved the student filling out a cover sheet to collect pertinent information and the writing of a reflective essay. The essay was evaluated later by the Assessment Committee utilizing an Institutional Writing Rubric in order to assess the student's ability to write a clear well-organized paper for various academic and professional context.

Assessment Days were held again in the fall of 2016, and the Assessment Committee used the same essential studies outcome. The committee had met on several occasions throughout the summer of 2016 regarding new essential studies outcomes and the new essential studies outcomes were adopted for the fall of 2016. The committee decided to use same outcome as 2015 for comparison purposes and will use the new essential studies outcome dealing with communications for the next Assessment Days in spring 2017.

In response to the low scores in writing skills from the 2015 Assessment Days, the Assessment Committee recommended that all courses include a writing assignment to be scored by the same rubric used for Assessment Days. The recommendation was implemented for the spring 2016 semester.

Upon comparing average scores between fall 2015 and fall 2016 Assessment Days, the committee found scores had increased. The average student score in 2015 was 38%. The average student score in 2016 was 88%. This represents a 50% point increase in a twelve month period. Three relevant contributing factors that were implemented during the 2015-2016 academic year were:

1. All courses instituted an in-class writing assignment across the curriculum.
2. The addition of a Writing Lab linked with Comp I.
3. Assessment Days

CCCC has stated goals for student learning and effective processes for assessment of student learning and the achievement of learning goals.

4.B.2 The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

    As the scope of assessment is widened, it involves faculty, staff, administration, and students in a well-planned and organized circle (medicine wheel). Central to this process is the Assessment Committee, which functions as the collection point for the data, that is compiled into the CCCC Assessment Report for the institution. The assessment process, as outlined in the medicine wheel diagrams, does assess achievement of the learning outcomes as articulated for CCCC:

PROGRAM

Infancy
- Fall - 1st Semester
- Program Enrollment
- Exposure to Outcomes
- Define Program of Study

Adolescence
- Spring - 1st Semester
- Program Enrollment
- Understand/Implement Outcomes
- Refine Program of Study

Elder
- Spring – 2nd Semester
- Evaluate Syllabi
- Completion Rates
- Career Placement
- Assess/Reflect Outcomes
- Assess/Review Program

Adult
- Fall – 2nd Semester
- Review Syllabi
- Completion Rates
- Apply/Analyze Outcomes
- Analyze Program

Infancy (black quadrant):
- Introduce Syllabi
- Pretest
- Course Enrollment
- Compass: Math & English
- Forecast Outcomes
- Define Knowledge

Adolescence (red quadrant) — COURSE:
- Syllabi
- Midterm
- Course Reflection
- Persistence/Retention
- Understand/Implement Knowledge

Elder (white quadrant):
- Course Evaluation
- Persistence/Retention/Completion Rates
- Compass
- Assess/Reflect Knowledge

Adult (yellow quadrant):
- Apply/Analyze Syllabi
- Final Exam/Posttest
- Completion Rates
- Compass: Math
- Apply/Analyze Knowledge

To assess the Institutional Outcomes, CCCC surveyed the students to measure student perceptions regarding the teaching of these institutional outcomes in our coursework and in our relations with students. The students were provided with the institutional outcomes and were then asked to rate them on a scale from 1-5:

1 – Failing
2 – Developing
3 – Average
4 – above average
5 – Successful

Out of the 175 students enrolled, 99 participated in the fall 2016 Assessment Days and completed the Institutional Outcomes (IO) survey with the following results:

- IO#1 – Students will demonstrate the use of innovative and critical thinking skills through effective communication
  - 85/99 students or 86% rated CCCC average or above on successfully teaching this outcome.

- IO#2 - Students will demonstrate skills that promote ethical, responsible, dependable, and respectful behavior.
  - 89/99 students or 90% rated CCCC average or above on successfully teaching this outcome.

- IO#3 - Students will search, process, present, and distribute information using various modes of technology.
  - 81/99 students or 82% rated CCCC average or above on successfully teaching this outcome.

- IO#4 - Students will demonstrate an understanding of Dakota culture and language.
  - 79/99 students or 80% rated CCCC average or above on successfully teaching this outcome.

The goal of the Institutional Outcomes was set at >70%. Relative to the other Institutional Outcomes, IO#4 was the lowest at 80%, and in response, the Assessment Committee recommended a cultural relevancy assignment be incorporated in all courses. The recommendation was adopted and for the spring 2017 semester, the CCCC's syllabi template was changed to include a cultural relevancy assignment(s) and how it is to be assessed. The Assessment Committee also recognized the need to expand the survey to include student comments to determine, beyond the ratings, other ways the college is meeting these outcomes for students.

CCCC does assess achievement of the learning outcomes.

4.B.3 The institution uses the information gained from assessment to improve student learning.

When CCCC was placed on probation in 2015, the college mobilized the faculty and staff to better understand that, as educators, the assessment of student learning is an integral and significant component for continuous improvement.

In the fall 2015, the Academic Dean and Dean of Administration, along with the CCCC Assessment Committee, took the lead for instituting best practices for assessing student learning and to improve student learning. This began with reviewing and discussing the findings from the accreditation team report. Then, copies of other various materials, such as Assessment Clear and Simple, by Barbara E. Walvoord (2010) that had been recommended by one of the peer reviewers from the visiting team, were distributed and made available to all faculty and staff. This review led to the development of the assessment medicine wheel framework at the course, program, and institutional levels, along with the development and implementation of institutional outcomes that became a part of the CCCC mission statement (fall 2015).

The college hired a professional consultant in the spring of 2016 who has knowledge of tribal colleges, is a peer reviewer, and knows and understands assessment of student learning. The consultant began by training faculty on assessment of student learning, helped establish an assessment plan, and outlined a program assessment review process. The Assessment Committee began the implementation of the assessment plan by asking faculty to:

- Update program outcomes
- Fill out a program matrix outlining which courses taught to which program outcomes
- Choose two of the program outcomes and choose measurement tools which would be used to measure student learning

At the end of the spring 2016 semester, all faculty reported to the Assessment Committee their analysis of program outcomes used to assess student learning and recommendations of how to improve. This was reported using the new program assessment review process.

The Assessment Committee collected the information and data by holding a two-day program level assessment plan review in May, 2016, which included faculty members providing updated program outcomes (if needed), program matrix outcomes, and a program assessment plan which included: program outcomes, measurement tools (who, what, how, and when?), findings (actual results), analysis of data (what students learned and what they didn't learn), and action or recommendations by both the faculty member and the Assessment Committee members.

The program assessment plan review was completed through the use of an Assessment Program Level Evaluation Rubric. The rubric utilized a rating scale of 0 – No Evidence; 1- Emerging; 2 – Developing; and 3 – Achieving. An average score of the Assessment Plan Evaluation was compiled for each program outcome along with a composite score and was passed along to the individual departments along with comments from Assessment Committee members.

Any programs that had a composite score or individual criterial scores below 1.75 were required to refine the plan and resubmit it to the Assessment Committee for review, before the next semester began. There have been programs that had to resubmit because of scoring below the 1.75. As spring 2016 was the first semester that the new plan was implemented, procedural errors were made as well and noted. Some of the errors that faculty had to update or revise were – did not include recommendations on how to improve; did not provide all the appropriate data/information; omitted parts of who, what, where, and when, for particular program outcomes.

The Assessment Committee implemented this program level assessment plan review process again in the fall of 2016, to have sufficient data to show trends and to allow interpretation in preparation for the March, 2017, HLC visit.

This program assessment plan review was originally designed to be done annually, but the data it provides is instrumental on each program's effectiveness. The assessment review helps faculty to continually update course content based on feedback from peers and students. Going forward, CCCC will implement this process semiannually, not annually. All program assessment findings are available electronically in a shared assessment folder that may be accessed by all faculty.

The following are examples of changes CCCC made based on the program assessment plan:

Program of Study: Pre-Engineering

Area of Concern	Students were having difficulty recalling prior knowledge that was needed to progress into higher level sequential classes.
Recommendation of assessment committee and/or faculty	Find a way to incorporate common concepts throughout the curriculum to help reinforce prior knowledge learned.
Result of Recommendation	Implemented embedded questions of common concepts throughout the curriculum coursework needed to progress to continually reinforce prior knowledge.

Program of Study: Early Childhood Education

Area of Concern	Students tend to show lower confidence level in incorporating the social/emotional and language/literacy domains in their lesson plans.
Recommendation of assessment committee and/or faculty	Provide hands-on opportunities or assignments that would allow more practice using these specific domains.
Result of Recommendation	Provided concrete examples of social/emotional and language/literacy domain activities (besides reading books), to include into their daily lesson plans for providing a holistic learning experience for children throughout the day.
Area of Concern	Validity of Pre/post test
Recommendation of assessment committee and/or faculty	Eliminate pre/posttest and incorporate cumulative final semester grade to receive a better overall quantitative results of student learning throughout the semester.
Result of Recommendation	Used cumulative final semester grade as an indirect measurement tool to provide information about student perception of their learning.
Area of Concern	Limited scope of number of assessment tools available to assess student learning to positively influence the development of every child.
Recommendation of assessment committee and/or faculty	Provide more examples via videos, case studies, and observations as learning tools to increase student confidence in using a broader spectrum of assessment tools.
Result of Recommendation	Implemented videos, case studies, examples, and observations of the different types of assessment tools available to assess student learning to positively influence the development of every child.
Area of Concern	Lack of cultural relevancy in assignments
Recommendation of assessment committee and/or faculty	Provide cultural relevancy in a minimum of 4 assignments to reinforce Dakota Culture.

Result of Recommendation	Provided cultural relevancy in a minimum of 4 assignments of their choice to reinforce Dakota Culture.

Program of Study: Graphic Arts

Area of Concern	The students showed competency in each of the programs for their video. A few struggled with creating their storyline so they ended up hurrying through the project to get finished. This showed in their final video.
Recommendation of assessment committee and/or faculty	The students will be spending more time on developing and writing the storyline of the video. The students will be required to spend more time outside of class to get their pictures and clips. That way time can be spent more on editing the video in class. The rubric used for grading was very good and will continue to use.
Result of Recommendation	The instructor is currently incorporating in Spring 2017 semester the deficiencies found in this evaluation.

Program of Study: Natural Resource Management

Area of Concern	Students were taking classes out of order which makes it hard to cover all material adequately.
Recommendation of assessment committee and/or faculty	Students need to stick to the order of classes taught to the best of their abilities.
Result of Recommendation	Classes are now organized into spring only and fall only classes. Few classes will be available during the summer semester.
Area of Concern	Students suggested more hands on labs and activities during class.
Recommendation of assessment committee and/or faculty	More hands on learning
Result of Recommendation	More smaller hands on labs/projects were incorporated into the class
Area of Concern	Students need to learn scientific nomenclature to attend higher classes in the field at future schools.
Recommendation of assessment committee and/or faculty	Create more of an emphasis on the scientific nomenclature for future classes.
Result of Recommendation	Nomenclature was weak again this semester, but is getting better. The students seem to have a hard time with other languages. A different approach is going to be applied for next semester.

Area of Concern	Students were having difficulty understanding micro, mezzo, macro social work practice
Recommendation of assessment committee and/or faculty	Continue to expand discussion in the use of micro, mezzo and macro practice in relationship to social work
Result of Recommendation	Implemented the use of micro, mezzo, macro concepts by the instructor through the use of coursework and handouts and in class review and discussion
Area of Concern	Students were struggling with completing detailed client assessments
Recommendation of assessment committee and/or faculty	Find a way to incorporate assessment concepts throughout the curriculum to help reinforce prior knowledge learned. Instructor added the movie character assessment to the assignments in order to provided practice on a non-existent client.
Result of Recommendation	Student's assessments improved. Observations and greater client detail increased based on the written structured template provided to them to complete.

CCCC uses the information gained from assessment to improve student learning.

4.B.4. The institution's processes and methodologies to assess student learning reflect good practice including the substantial participation of faculty and other instructional staff members.

Like most tribal colleges, CCCC is small and has less than 30 full and part time instructors, but those instructors are fully engaged and often hold several responsibilities. The process and methodology to assess student learning at CCCC has undergone significant transformation over the past two years and does reflect good practices, including the substantial participation of faculty and other instructional staff members. All faculty and other instructional staff members are kept up-to-date on trends and methodologies regarding their specific programs by attending conferences and in-house training. All faculty attend training on both Dakota culture and good practices regarding the effects of poverty, historical trauma, and at-risk students that relate to our community of learners.

Assessment of student learning is an elemental responsibility of all faculty and other instructional staff members. Two consultants were hired to assist and guide the administration and faculty in implementing good practices in program assessment and

program review. Faculty members now assess CCCC programs and services to provide adequate feedback for the program to identify strengths and weaknesses to improve the assessment of student learning.

Faculty combine both direct and indirect measures from a variety of sources, so the institution has a portfolio of information in which to guide decision making. The Assessment Committee has provided all faculty and other instructional staff members with information and training relating to different types of direct and indirect methods to evaluate student learning. Examples of some of the methods CCCC faculty use are listed below.

Direct methods of assessment is collected through course activities such as:
- Journals
- Pre-Post Tests
- Observations
- Multiple Choice test questions
- Essay test questions
- Course embedded assessment
- Comprehensive Exams
- Certification exams, licensure exams
- Portfolio evaluations
- Case studies
- Capstone Projects
- Class Projects
- Papers
- Presentations/Poster Presentations
- Internship and clinical evaluation
- Performance piece (recitals)
- National Major Field Achievement Tests
- Institutional/professional independent examinations

Indirect methods assessment is collected through course activities such as
- Institutional/divisional/comfort level/alumni student surveys
- Course final grade
- Exit Interviews
- Job Placement Statistics
- Graduation/Retention Rates
- Classroom Assessment Techniques such as "muddiest point"
- Surveys
- Employee Surveys
- Professional advisory board recommendations
- Conference handouts

ESSENTIAL STUDIES OUTCOMES (ESO)

ESO#1- Students will demonstrate knowledge of human cultures and the physical and natural world:

- *Through study in the sciences and mathematics, social sciences, humanities, histories, languages and the arts.*

ESO#2- Students will demonstrate intellectual and practical skills:

- *Through extensive practice across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.*

ESO#3- Students will demonstrate personal and social responsibility:

- *Through active involvement with diverse communities and real world challenges.*

ESO#4- Students will demonstrate integrative and applied learning:

- *Through synthesis and advanced accomplishment across general and specialized studies.*

Writing skills of CCCC students have been an area of concern reported through the entry-level assessment for freshman. Since 2014, 84% of first time students were placed in developmental English. To improve student success in college level courses, discussion within the educational communities of North Dakota has addressed the need for remedial instruction in various subject areas, particularly in mathematics and written language.

CCCC had already implemented a two-course remedial program in mathematics, anticipating that completing the courses in sequence would better enable students to pass college algebra on the first attempt.

A similar approach was established for the English courses to improve writing skills. In the summer of 2015, a writing lab course was piloted that was linked with the English College Composition I course for students scoring lower than 77 on the COMPASS placement test. (The COMPASS test has been replaced by the ACCUPLCER test as noted in 3D.2.) By completion of the courses as co-requisites, students will be better

prepared to pass composition on their first attempt. An in-class essay assignment was also required and incorporated in every class to help in developmental writing.

The CCCC English instructor recommended the college hold a public, student presentation event each spring, and the first one took place in May, 2016. This activity elevates students' ability to talk in front of others and to take pride in what they are learning at CCCC. Students were scored by appointed faculty using a presentation rubric. The rubric results were available to the students and were collected as data for course assessment purposes. This activity encourages a school-wide movement toward public demonstrations of student learning.

In the fall of 2016, CCCC's math instructors reviewed the ICE-TI grant with the Academic Dean and the external evaluator. The data collected on student success rates were disappointing and unfortunately the completions of math courses continues. It was decided that moving forward CCCC would change components of the grant to better address student needs and increase their capacity for success. The math faculty already revised the teaching format, adding in required class time, but other strategies were devised to implement.

- Increase management of the project, with the addition of dedicated time by math instructor to oversee the day to day operations of the project. (reports to Academic Dean)

- Revise the method for providing incentives to students for attendance and for success. Implement a monthly stipend plan and increase the amount paid.

- Create a full-time peer coaching position.

These new components began implementation in the spring, 2017 semester. The following table demonstrates student success by semester and class:

Success Rate By Semester And Class
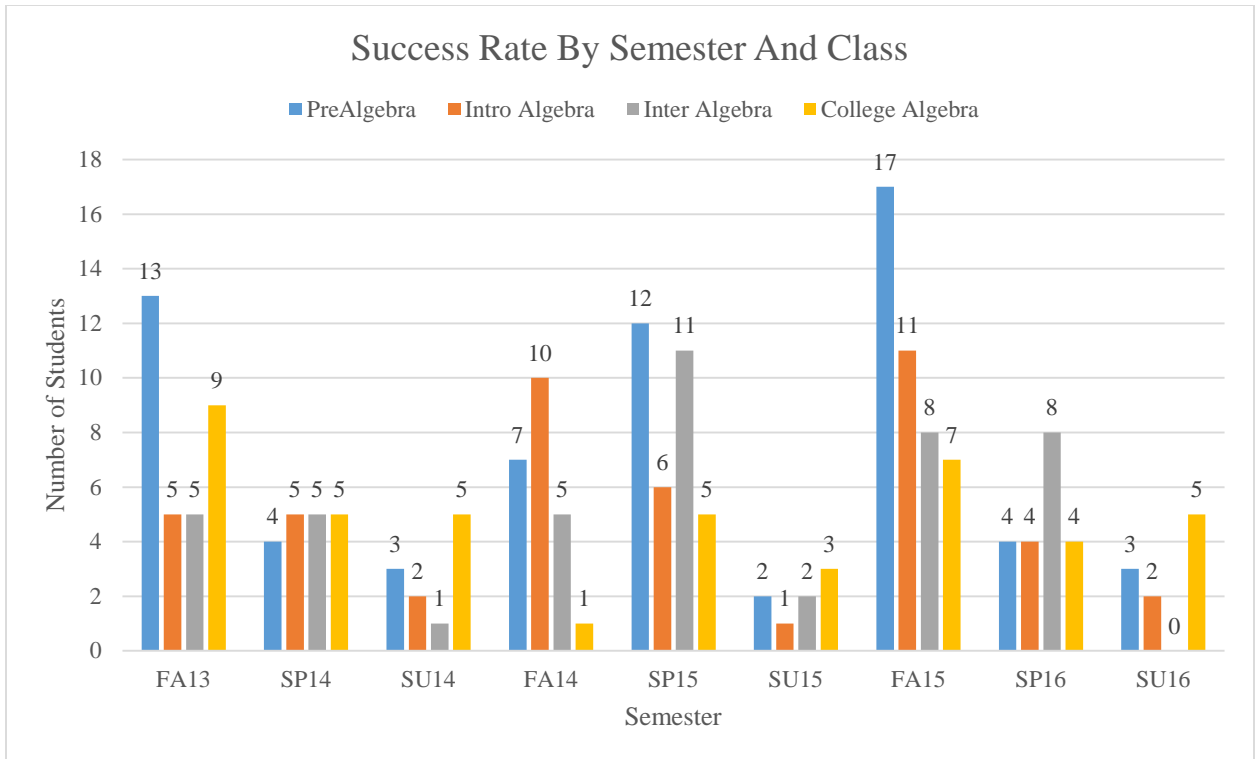
With faculty leading, CCCC's processes and methodologies to assess student learning reflect good practices that continue to evolve and improve.

4C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

The college tracks the retention and persistence rates for full-time, degree-seeking students; results are posted each semester on the college website. This information is also shared during faculty or staff meetings as well as with the CCCC Board of Regents and is used to modify plans and practices. In the fall of 2015, CCCC developed the framework for the Enrollment Management Plan. The CCCC administration and Board of Regents have been reviewing and monitoring the declining enrollment since it began in the fall of 2014. The results of the 2015-2016 academic year have been compiled and will be shared and posted. This information will aid and guide the college in actively recruiting, enrolling and supporting more Native college students.

4C.1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

CCCC continues to successfully make college affordable and accessible to the Spirit Lake reservation residents. Faculty play a leading role in academic advising through on-going student-faculty interaction, from orientation through graduation as a foundation for all retention strategies. The college implements a variety of retention strategies, refines these strategies, and explores best practices for retaining students. These efforts ensure that all students succeed, reach, and broaden their academic and intellectual potential. The college's Enrollment Management Plan defines the goals for retention, persistence, and completion. CCCCs numbers are very small, and therefore, trends analysis is the preferred method to give a longer view of sustainability. In setting goals for CCCC, it is always within the context of Native history, endemic poverty, economic reality, and cultural appropriateness.

4C.2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

CCCC's Dean of Administration has the role of institutional data coordinator and is responsible for collecting and disseminating data on student retention, persistence, and completion of programs, but in cooperation with the Academic Dean, Registrar, and Data Support Coordinator. CCCC has an established institutional data profile that summarizes community and CCCC data, that administration uses for presentations, to inform the Board of Regents and the Spirit Lake Tribal Council.

CCCC has implemented a five year program review process. Since this process is new, all programs have been requested to conduct a thorough review (five-year rotational schedule) using the program review template that poses the question "What has been the trend for student retention, graduation, and persistence for this program?" Tentative results are showing a positive effect, as the faculty are concerned or questioning what enrollment trends are in their programs, as well as how CCCC defines a successful completer for students that may have graduated from their program.

The Curriculum Committee has identified programs for review (see Program Review Schedule) with all academic, career, and technical education programs required to report

information on enrollment and completion, employment, program cost, and revenue generated. It is anticipated that programs will report assessment data on the program review. With the program review process, respective employees will provide each program with relevant data, including enrollment and completion. The data and information reported will determine changes or improvements needed for the program.

CCCC has collected data on a regular basis on retention, persistence, and completion of students. The CCCC Enrollment Management Plan was established since the 2015 accreditation visit in an effort to better identify and document the numbers, the trends and analysis, and to correlate a plan for understanding and addressing the trends. The college has an Enrollment Management Committee that is comprised of three, former committees – recruitment, retention, and financial aid. This committee is primarily faculty but there are also staff from Student Success. A summary of CCCC's retention and persistence data is shown on the following tables:

Retention Rates for Full Time Students				
First Semester	Second Semester	Total 1st Sem	Returning	Percent Returning
Fall '06	Fall '07	146	61	42%
Fall '07	Fall '08	123	52	42%
Fall '08	Fall '09	122	60	49%
Fall '09	Fall '10	137	59	43%
Fall '10	Fall '11	143	55	38%
Fall '11	Fall '12	133	65	49%
Fall '12	Fall '13	148	69	47%
Fall '13	Fall '14	158	46	29%
Fall'14	Fall'15	98	38	39%
Fall'15	Fall'16	114	39	34%

Persistence Rates for Full Time Students				
First Semester	Second Semester	Number of Students 1st Semester	Number of Students From 1st Semester Returning	Percent Returning
Fall '05	Spring '06	124	85	69%
Fall '06	Spring '07	146	85	58%
Fall '07	Spring '08	123	76	62%
Fall '08	Spring '09	122	94	77%
Fall '09	Spring '10	137	104	76%
Fall '10	Spring '11	143	110	77%
Fall '11	Spring '12	133	108	81%
Fall '12	Spring '13	148	122	82%
Fall '13	Spring '14	158	93	59%
Fall'14	Spring'15	98	55	56%
Fall'15	Spring'16	125	68	54%

Each semester, the Dean of Administration completes a statistical report on the demographics of students enrolled in all programs of study. The report includes the number of full-time and part-time students, educational level, ethnicity, male/female, average age, number of single students, and number of students receiving financial aid. The report includes the number of students enrolled in each degree program. The data for the report is taken from the college's records management system, EMPOWER, and is collected at the end of week three, each semester. This information is reported to the college faculty, staff, and administration, along with being posted on the college's web site. The program enrollment data is used for the program reviews. The information is also used to determine trends in enrollment and for grant applications.

The college provides a federal financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended, and submits all required surveys and reports to the Integrated Postsecondary Data System (IPEDS). CCCC completes the following IPEDS surveys: institutional characteristics, pricing and tuition, admissions, completions, 12-month enrollment, fall enrollment, graduation rates, student financial

aid, finance and human resources. CCCC periodically uses the IPEDS data to do a comparison of data with other Tribal Colleges and similar state community colleges.

CCCC helped established and participates in the AIHEC AIMS data collection process that is used to showcase all tribal colleges and the students who attend tribal colleges. As defined on AIHEC's web site, AIMS is a "…landmark data collection initiative launched in 2004 with generous funding from the Lumina Foundation for Education. The AIHEC AIMS initiative defines measures for TCU success that are relevant to the colleges and their communities. The AIMS data collection instrument, AIMS Key Indicator System (AKIS), was developed based on input from AIHEC, TCUs, accrediting organizations, American Indian College Fund, Bureau of Indian Affairs, and others. AKIS incorporates unique measures of success that are not included in traditional higher education reporting requirements.'' (AIHEC 2013) Data and information reported via AIMS/AKIS is specific to the tribal college system and Native college students attending tribal colleges. There are nuances and historical context regarding Native educational statistics that tends to be disregarded when completing IPEDS or state-required data reports or accreditation reports.

In 2013 and 2016, the college used the Noel-Levitz Student Satisfaction Inventory as a measurement of student satisfaction. The survey measures Academic Advising and Counseling Effectiveness, Academic Services, Admissions and Financial Aid Effectiveness, Campus, Climate, Campus Support Services, Concern for the Individual, Instructional Effectiveness, Registration Effectiveness, Responsiveness to Diverse Populations, Safety and Security, Service Excellence, and Student Centeredness. The survey measures the importance of an item to the student and how satisfied the student is with the service provided.

The survey has provided CCCC with valuable information, such as the need for adequate financial aid, academic advisor's approachability, class schedules, better campus lighting, campus security, and the need for childcare services. Some strengths noted were enjoyable experience, good variety of courses, strong sense of belonging, financial aid staff were most helpful, students feel welcomed, and intellectual growth.

In the fall semester of 2016, CCCC formally joined the National Student Clearinghouse with the enrollment verification service component completed, and in the spring 2017, the degree and student tracking services component will be launched. The Clearinghouse helps CCCC to facilitate student enrollment reporting, degree verification, and student tracking.

In October of 2016, CCCC applied for, and was accepted, to participate in a partnership with AIHEC and [Achieving the Dream (ATD).](#) This 2-year initiative provides resources and tools for tribal colleges to address key barriers to student success and completion through a strategy that builds a sustainable culture of evidence and inquiry (data capacity and use). The project focuses on data collection, assessment, student success and completion, and continuous improvement. CCCC is in a cohort of seven other tribal colleges with the first meeting in December, 2017, that focused on three key student success metrics: persistence, progression, and completion. CCCC anticipates that being a member of this cohort will enhance and assist in the college's collection and analysis of data information.

CCCC collects and analyzes information on student retention, persistence, and completion of programs.

4C.3. The institution uses information on student retention, persistence, and completion of programs to make improvements warranted by the data.

The college has a five-year strategic plan and a (new) Enrollment Management Plan were revised, updated, and developed during the past two years as part of the reorganization and in addressing the accreditation findings from 2015. These revisions and updates were based on institutional data that the college always had, however, there is now a more formal, systemic, and coordinated understanding and effort for the management and use of data. The data used, informs the development of plans and is linked to budgeting. The following are examples of how CCCC is using information on student retention, persistence, and completion of programs to make improvements warranted by the data:

CCCC has used the results and analysis on student retention to change the process the college used to identify students at risk due to poor attendance. An Early Alert Form

(Wolf Report) was used by faculty if students had excessive absences, or other problems, such as late homework or poor grades. The faculty would complete the form and submit to the Director of Student Success for a coordinated response. In the fall 2016, the form was eliminated and faculty were required to record attendance in the EMPOWER software program for each class period. EMPOWER then generates an attendance report that the Director of Student Success uses to determine which students need to be contracted. Students would be contracted if they missed two consecutive classes or a total of four class periods during a semester. The rationale for the change was that not all faculty were completing the Early Alert form, the software program was not being used to its potential, and CCCC wanted a more formal method to document and track student retention. All faculty and the Student Success staff have access to the EMPOWER student record system and additional training was provided. All faculty are entering class attendance and other student information as related to the respective course. The software program provides reports on the students.

The use of retention and completion data led the college to introduce a freshman cohort of courses for first-time, degree-seeking students that was implemented in the fall 2015 semester, with students enrolling in the following courses: Student Success (1 credit), English (3-4 credits), Math (3 credits), Personal and Community Health (2 credits), Introduction to Computer (3 credits), and Dakota Studies (3 credits). The average course load for a first-time student is 13 credits. The goal for the freshman cohort model, is an increase in retention rates of first-time, degree seeking students.

Another means of using student retention, persistence and completion information is through the program assessment process as described in 4.C.2. The Curriculum Committee has reviewed the majority of all programs, making recommendations based on the data that is provided in the program review. Preliminary discussions by administration and faculty have included the possibility combining degree programs to include tracts or to furlough those programs that have not gained traction and that do not have enrollment numbers.

CCCC uses information on student retention, persistence, and completion of programs to make improvements warranted by the data.

4C.4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

CCCC is aware of the value and importance of data collection and has significantly improved its processes, methods, analysis, and reporting. While the college does use the IPEDS definition for retention, persistence, and completion of programs, the AIMS/AKIS reporting is more relevant to tribal colleges and for tribal college students. Both are good practice along with the National Student Clearing House that CCCC has now joined. Continued improvement is expected as these processes become institutionalized.

Criterion Four – Teaching and Learning Quality Resources and Support

Strengths: Effective engagement and working relationships between faculty, student success staff, and administration.

Concerns: Too many responsibilities for faculty; need for Native faculty; dedicated data manager position; more training.

List of documents, in order mentioned, with hyperlinks:

Common Course Numbering
General Education Requirement Transfer Agreement (GERTA)
Syllabus Template
Policy on Academic Programs and Courses
Hiring Policy
Alumni Report 2010
CCCC Assessment Report
Enrollment Management Plan
AIMS/AKIS
AIHEC and Achieving the Dream (ATC)

Chapter 8
Criterion Five:
Resources, Planning, and
Institutional Effectiveness

CRITERION FIVE: RESOURCES, PLANNING, AND INSTITUTIONAL EFFECTIVENESS

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

5A.1 The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Programs are all delivered on the CCCC campus and primarily as face-to-face, in classroom settings, though distance education tools are utilized and some courses picked up via the North Dakota IVN (interactive video network) system that includes the five tribal colleges in the State. CCCC does have a partnership with Lake Region State College (LRSC) for the auto tech program and those students would go into Devils Lake, ND, to the LRSC campus.

CCCC's infrastructure resources are appropriate for a tribal community college with the campus a state-of-the-art, contained facility with excellent technology resources. The college is very adept in the management of these resources and is able to build and maintain viable collaborations.

The general fund budget is approximately $3 million for the current fiscal year (2017) that includes salary and fringe benefits for 77 full and part time employees. Of the 77 full and part time employees in the general fund budget, 12 are full time faculty and one is a part time faculty, member with only a portion of those faculty salaries covered by the general fund and the remainder covered by a grant program.

General fund revenue is derived from federal appropriations (40%), indirect costs (20%), tuition/fees (15%), and other sources (25%), such as the child care center and college café or the annual contribution from the Tribe. The twenty-five percent also includes such things as employee contributions, event revenue, interest, or small awards (cultural preservation from the American Indian College Fund).

Since 2005, CCCC has been successful in establishing and maintaining a reserve account that for the past four years has averaged a 25% balance that meets the general

rule of thumb for governmental entities to maintain a fund balance reserve target of 25% (three months operating expenditures).

CCCC employees are well-qualified, diverse, and dedicated to the success of our students. The Human Resource Director's monthly report for December 2016 summarizes the CCCC employee profile as:

- 154 total employees (this includes all CCCC employees with about 45 Head Start employees)
- 31 are full or part time faculty
- 80% of CCCC employees are full time
- 63% of the employees are Native (mostly Spirit Lake Dakota)
- 71% of the employees are female
- 19% of the employees are CCCC graduates
- 4 have doctorate degrees; 19 have master's (5 are working on master's); 34 have bachelor's (3 are working on bachelor's); and 36 have AA degrees

The college is an Equal Opportunity Employer with sound Personnel Policies, competitive salaries and benefits.

The CCCC campus facility is beautiful, safe, and conducive to the teaching and learning process. It has grown in size since 2005 from approximately 50,000 square feet to 130,000 square feet facility that is contained and connected in one location. Expansion has included classrooms, science labs, faculty offices, greenhouses and a GIS lab, student union/café, regulation-sized gym and fitness center, amphitheater with recording equipment and link to the reservation radio station, a child care center licensed to serve 75 children, business development center with CDL lab, career and technical education center for HVAC-R, a new nursing lab, and maintenance garage. CCCC has a facilities report that summarizes the various construction projects, timeframe, and funding source.

The college boasts state-of-art technology infrastructure with internet connection and wireless system throughout. Smartboards and iPads are available for all faculty and students and all classrooms have desktop computers. CCCC collaborates with the Information Technology Division (ITD) of the State of North Dakota for internet access and the Interactive Video Network system via grants for cyber connectivity. Faculty,

staff, and students have access to email and may subscribe to the campus alert system for emergency announcements (i.e. campus closure due to winter storm).

To insure employee and student safety, there are over 150 cameras strategically located throughout the facility to monitor movement and activities. Since the campus expansion and development in 2005, there have only been three minor incidents of vandalism done by teenagers.

CCCC's Valerie Merrick Memorial Library (VMML) is the community's public library with access to publications, periodicals, newspapers, and videos, plus an internet resource room with 12 computer stations. It is a reference and research resource for students, faculty, staff, and community members. The library subscribes to online resources such as the National Library of Medicine and the Online Dakota Interactive Network (ODIN), North Dakota's library network for interlibrary loan services. VMML coordinates literacy camps for children 5-12 years old and hosts cultural programs for community education (such as beading or quilting classes).

CCCC has the fiscal and human resources, the physical and technological infrastructure sufficient to support operations as a community college.

5A.2 The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

With a modest general fund budget that is primarily federal appropriations, CCCC's resource allocation process ensures funds are dedicated to the educational intent and purposes of the mission – student success. Resource allocation is completed through analysis of the needs for academic programming and Student Success services that are based on the enrollment profile.

5A.3 The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

As described in Criterion One (1B.3), CCCC's mission statement is comprised of four components – a mission, vision, key values, and institutional outcomes – and is a subjective statement that guides the work of the college with anticipated outcomes. For example, the vision speaks to achieving a strong and viable Dakota community, and the

institutional outcomes are the expected student outcomes. The mission drives the development of all policy and administrative documents which outline processes. Goals or priorities for CCCC are more explicit in the Strategic Plan and are based on much deliberation of realistic potential for accomplishment. CCCC is highly cognizant of who we are and the limitations of resources as a small, rural, tribal college. At the same time, our expectations are high, opportunities abundant (collaborations/partnerships), and our success is one student at a time.

5A.4 The institution's staff in all areas are appropriately qualified and trained.

CCCC strives to recruit and retain well-qualified employees and does provide opportunities for employees to achieve terminal degrees. It is challenging to recruit professionals to work in a reservation setting that is very rural, isolated, with weather extremes and limited housing options. Attempts are made in the recruitment process to find local people (North Dakotans, tribal members) and to offer competitive salaries with good health benefits (unfortunately and due to budget constraints only the employee is covered).

Current CCCC faculty and staff are appropriately qualified and trained – 4 with doctorates; 19 with master's (5 working on masters); 34 with bachelor's (3 working on bachelors; and 36 with associate degrees. Employees with a high school degree (58) are mostly working in the child care center or the Head Start program, but are on a pathway to earn a credential in early childhood education. Several of the employees with high school education have industry certifications such as carpentry, HVAC-R, or facilities management.

5A.5 The institution has a well-developed process in place for budgeting and for monitoring expenses.

Budget development at CCCC is the responsibility of the President and CFO but with input from the various administrators or programs and deliberations by the Board of Regents, who approve the annual general fund budget. CCCC does not have departments per se but as can be seen on the organizational chart, there are three divisions – President, Academics, and Administration – with defined lines of responsibilities. However,

because CCCC is so small, there is much cross-over and sharing of work, but the emphasis is on faculty and students – the heart and soul of any academic institution.

Usually in early summer, the CFO leads the development of the general fund budget but then the President and the Management Committee review the budget to consider changes (increases/decreases) based on expected federal appropriations, indirect cost revenue from grants, or a tribal contribution. The budget has essentially remained the same for several years with minor adjustments to line items. By July or August, the budget is presented to the Board of Regents for review, discussion, and approval. CCCC's fiscal year is October 1st to follow the federal fiscal year.

A key issue for CCCC has been the declining enrollment since 2014. Federal appropriations are based on the previous years' FTE (full time equivalent) and CCCC's FTE has decreased from approximately 505 in 2012 to 338 in 2017. The college has planned and anticipated a funding decrease each year through its budgeting process, however, the anticipated decrease has not been as drastic as planned for – i.e. for fiscal year 2016 CCCC prepared and planned for about a $500,000 decrease in federal funding, but it was actually a $235,850 decrease, and funding for fiscal year 2017 actually realized a slight increase ($110,510) from the previous fiscal year. This anomaly is due to how the appropriation process works out with all tribal colleges and universities (Title I institutions) in the pool, all institutions realizing decreased enrollments, and the federal appropriations realizing a slight increase.

CCCC administration and Board continues to monitor and adjust the general fund budget in anticipation of federal appropriations that are based on the review of the enrollment data but that maintains student support services, such as waivers, Angel Fund, activities, travel, tutors, or transportation.

Within the budgeting process, the college has a variety of grants from various sources that might provide indirect cost for the operations and that are integral to maintaining high quality programs and staffing. Since the funding status of grants does change, CCCC is always planning and preparing what aspects of the program should be and could be maintained by the general fund. This is a process of the Management Committee.

The CFO provides a monthly summary of program expenditures to each grant director with the CFO and respective director meeting to discuss compliance. These reports are also provided to the President who reviews, and if appropriate, will bring items to the attention of the Board (i.e. ending of a grant program). Monthly grant program reports that include duration of award, number of employees, and accomplishment of project objectives are developed by the respective director and included in the Board materials.

The CFO prepares a monthly budget report that outlines expenditures based on the approved budget. This is reviewed by the President and Board of Regents as part of the Board's deliberations. The work and materials of the Board are public documents and made available to CCCC employees and students, as well as the tribal community. The Board has been transitioning to paperless deliberations, so the materials are available on the CCCC web site.

CCCC has a well-developed process for budgeting and for monitoring expenses.

5B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

The CCCC President and Board of Regents have worked collaboratively for many years. All are members of the Spirit Lake Tribe and bring to the table a variety of experience and perspectives with the best interest of the college at the forefront to fulfill the mission. There have been opportunities to learn together as governance leaders and administrators as well as knowing that networking and building partnerships is essential to the work and the future of CCCC. Attention is always on how to make it better, how to stretch the resources, and how to always be transparent and open while improving institutional effectiveness.

5B.1 The institution has and employs policies and procedures to engage its internal constituencies – including its governing board, administration, faculty, staff, and students – in the institution's governance.

While the college has clear lines of authority defined within the Personnel Policies, CCCC policies and procedures operate with an open door philosophy. The monthly Board of Regents meetings are public and known by the employees, students, and

community. All governance documents, policies, or handbooks are made available for review and comment by the internal stakeholders when being considered for modifications. At times, certain groups are asked for input or suggestions, such as having students participate in a planning retreat to update the strategic plan.

CCCC functions with a committee structure and though assignments are made for each, faculty, staff, and students are welcomed to attend, be engaged, and participate. Committee oversight is by one of the two Deans who will bring forward any concern or recommendation to the Management Committee. Chairs are selected and notes are taken for committee meetings so the work is documented and brought forward. A recent (2015) development for CCCC was the creation of a Faculty Senate and the designation of a chair, to bring forward to the Academic Dean and administration, ideas or issues from the faculty.

The Student Government is facilitated by elected student leaders who work with the Director of Student Success. Following elections in the fall, the new leaders meet with the President for introductions and to discuss their goals for the academic year. They also discuss the student handbook and are made aware that it is the governing document that students should know and understand as far as expectations. It is noted during this meeting that as student leaders, they may bring forward questions, ideas, or concerns related to processes.

CCCC has and employs policies and procedures to engage its internal constituencies in the governance process.

5B.2 The governing board is knowledgeable about the institution, provides oversight for the institution's financial and academic policies and practices, and meets its legal and fiduciary responsibilities.

The CCCC Board of Regents are all CCCC graduates who are also community residents. This means the Board is very knowledgeable in regards to the college and community served. Board members are diligent in their responsibilities to provide oversight as demonstrated by their attendance at the monthly Board meetings and by their participation at various college events and activities. Members are professional and collegial with each other, in their interactions with the President or with faculty and

students, albeit within the context of following the chain-of-command and the policies they have adopted for CCCC. The Board is always willing to schedule and participate in governance training, and for the past couple of years has focused on enrollment data and trends for student success. The Board meets its legal and fiduciary responsibilities.

5B.3 The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

The college underwent significant structural change in 2015, and as outlined on the updated [Organizational Chart,](Organizational Chart) there are three administrative roles that are linked and interwoven – President, Academic Dean, and a Dean of Administration. This change was done not only to promote integration and cohesion of work toward student success, but also for economies of scale for an effective structure within the college.

As part of the administrative change, all faculty report to the Academic Dean to facilitate scheduling, contracts, and the effective management of the institution's teaching and learning processes. Previously, some faculty were independent as part of a grant-funded program, serving as a director and/or reporting to someone else (other than the Academic Dean). Anyone teaching at CCCC is supervised by the Academic Dean.

An important, and new component to the CCCC reorganization, was that a core group of faculty (9) are designated as student Academic Advisors to assure students know and understand the pathway to completing their chosen program of study or certificate offering, but also so that those advisors are clearly identified. The Advisors have had additional training on counseling and academic advising as well as on using the software system (EMPOWER) for student records. Identifying key faculty to serve as student Academic Advisors was done in an effort to increase and improve student retention and persistence.

CCCC functions via a committee process, and though assignments are made, all employees are invited and encouraged to participate. Besides the Management Committee, other committees include assessment, recruitment, curriculum, retention, STEM, accreditation, and financial aid. There is also a green working group that focuses on recycling, and the Academic Dean has created an Advisory Committee that is separate

from the Faculty Senate. The Advisory Committee includes committee chairs, Director of Student Success, Faculty Senate President, the Registrar, and Athletic Director. A leader is determined for each committee and notes are taken and provided to the President's office but also made available to all employees (electronically) and discussed during the monthly all staff meetings.

Due to size of CCCC, and as the self-study was developed, the recruitment, retention, and financial aid committees are now combined as one committee who works on the Enrollment Management Plan and are called the Enrollment Management Committee. This was done due to the overlapping of membership (same people on separate committees) but also to ensure engagement, coordination, and progress of the work. Likewise the STEM committee is integrated as part of the responsibility of the Curriculum Committee.

Oversight of the committees is done by one of the two Deans, and they bring forward to the Management Committee any action items, concerns, or ideas for consideration. Committees generally meet on a monthly basis, dependent on work or issues, and for the past year, the Assessment and Curriculum Committees have been meeting almost weekly, to ensure the understanding and implementation of an effective and appropriate assessment process for student learning, program review, and institutional outcomes at CCCC (Assessment Report). Student representation is sought for some of the committee work and is usually facilitated by having one of the Student Government officers participate. Student involvement is the responsibility of the new Student Success Director, who reports directly to the Academic Dean.

CCCCs career and technical education disciplines have advisory boards that include industry representatives and meet bi-annually.

In addition to a committee process for the engagement of faculty, staff, and students, CCCC hosts a monthly staff meeting, as well as a monthly faculty meeting, to bring forward current topics or issues. The meeting includes the modification of policy documents. The email system is used as well in an effort toward open communications. The monthly calendar of events notes scheduled committee meetings.

CCCC encourages and enables involvement of all employees and students in setting academic requirements, policy, and processes via communication processes and various committee structures.

5C. The institution engages in systematic and integrated planning.

CCCC has had a 5-year strategic plan since 2004 that is updated each year. In 2015, CCCC reorganize the management structure of the college due to: key administrative turnover, declining enrollment, and being placed on probation for accreditation. These factors, along with a requirement for the Head Start program that is managed by CCCC, mobilized the college to conduct and coordinate a comprehensive community assessment (CCA) in concert with the Spirit Lake Tribe. While the assessment's purpose was to identify community health and wellness needs and to provide support for the development of health, educational, employment, and other support services, CCCC's role was critical to conducting the assessment and the findings validated the need for the education and the human resource development of Tribal members. The CCA process itself, along with the findings, contributed to the setting of priorities for the CCCC Strategic Plan.

The community assessment took place in the spring/summer of 2015 and the report was completed and distributed in the fall of 2016 on a limited basis. In the limited dissemination of the assessment report, it was realized that community engagement was critical to promoting change, so the college had a cultural narrative written to compliment the report and to better explain the findings, the process, and how tribal members must be involved. Dissemination of the cultural narrative has only recently been initiated (Dec 2016), but the information and findings from the report and narrative have contributed to the planning for CCCC.

The strategic plan for CCCC represents a comprehensive review done in the spring of 2016, wherein for the first time, the college hosted a retreat off campus. Approximately 30 employees, Board members, and students spent two days reviewing the existing plan, deliberating over feedback from faculty, staff, and students that was solicited prior to the retreat, reviewing enrollment and data trends, discussion on the findings from the community assessment, and working in small groups in an effort to come up with a new

plan. The priorities that emerged were the same or very similar to the old plan but that were thought to be important and achievable. They are being initiated, dependent on funding and human resources.

The current eight priorities for the [CCCC Strategic Plan 2016-2020](#) are, but not in any ranking order…

- ➢ *Student Recruitment*
- ➢ *Student Retention*
- ➢ *Dakota Culture and Language Perpetuation*
- ➢ *Leadership Development (Succession Planning)*
- ➢ *Continuous Academic Improvement*
- ➢ *Campus Facilities*
- ➢ *Student Child/Family Support*
- ➢ *Land Grant Mission*

Systematic and integrated planning is conducted by CCCC in a variety of ways and throughout the year with involvement from the stakeholders. The Committee structure of the institution provides strategies or activities to accomplish the goal of the priority…i.e. the Enrollment Management Committee (includes recruitment, retention and financial aid) plans a student event to ensure students complete the course and are going to classes, then the Management Committee would discuss the event and assure adequate funding and support are available.

The strategic plan is vetted within the College with final approval by the Board of Regents. The plan is presented to the community and is available on the CCCC web site.

5C.1 The institution allocates its resources in alignment with its mission and priorities.

As has previously been described in this self-study, CCCC is a small, rural, community college with primary funding from federal appropriations and therefore a modest operating budget. As a small institution, involvement and engagement by faculty, staff, students, and the governing Board is ongoing and facilitated in many ways. The focus is always the mission "…student independence and self-sufficiency," thus resource allocation is thoughtful and directed to the priorities as established in the strategic plan. The emphasis is always positive – what can we do with what we have and to the best of our ability? How can we stretch the resources and find alternate sources to complement

the good work? CCCC very efficiently allocates its resources in alignment with its mission and priorities toward successful student outcomes.

5C.2 The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting. The mission and the strategic plan, guide all components of business and operations at the college including assessment of student learning, evaluation of operations, and budgeting.

Most aspects of the work at CCCC are inter-related, cross-functional, and linked due to the small size of the college and the overlapping of responsibilities. The foundation of all effort is the accomplishment of the mission for student independence and self-sufficiency through academic achievement. Accomplishment of the mission is guided by the strategic plan which set the priorities. The Enrollment Management Plan (enrollment trends, course completion, retention rate, persistence rate, completion/graduation rate) was drafted and reviewed on a semester basis by internal stakeholders including the Board of Regents, in an effort to set achievable targets. Institutional data is derived from the assessment of the student learning process, as well as the program evaluations, using the newly developed medicine wheel framework. This framework sets the process for assessment of student learning, program review, and institutional outcomes. The data analysis informs the development of the strategic plan and the general fund budget which guide all operations.

5C.3 The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Because of the many factors impacting the college (the CCA, being put on probation for accreditation, administration reorganization, and declining enrollment), CCCC held for the first time, an off-campus planning retreat in May 2016 that included about 30 people, including the Board of Regents, students, faculty, and staff. This was a two-day working session to review the existing plan, consider feedback and input received from constituent groups (internal and external) that was solicited prior to the retreat, and to set priorities.

Surprisingly, most priorities were similar or the same from the existing plan. The one new priority is the consideration of the students' children and family responsibilities, though CCCC has always included this when discussing student success. This particular

component is essential for tribal colleges since we believe that we need to provide a family-based environment for our students. This emphasizes Native culture, and it is also central to the Native college student profile. The draft plan is circulated to internal and external constituencies for feedback and final approval by the Board of Regents.

5C.4 The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

CCCC is constant in its deliberations and understanding of the many factors that impact the college's sources of revenue and institutional capacity. Because tribal college funding is federally appropriated via the Tribal College Act, politics and the workings of Congress are monitored on a monthly basis by the tribal college organization, AIHEC (American Indian Higher Education Consortium), with a weekly update provided to the Presidents. Presidents maintain a close working relationship with their respective Congressional delegation, and for CCCC those relationships are long standing and most collegial.

A summary of CCCC federal appropriations is as follows:

2017	$1,215,020	338/FTE	($7,191/FTE)	10% increase
2016	$1,104,510	329/FTE	($6,718/FTE)	22% decrease
2015	$1,340,360	423/FTE	($6,345/FTE)	10% decrease
2014	$1,381,330	469/FTE	($5,893/FTE)	6% increase

The Tribal College Act uses a formula based on FTE (full time equivalent) or the number of credit hours per semester, per student. The legislation is authorized at $8,000/FTE and slowly, funding is getting to that level. However, in comparison, a historically Black college in the DC area is federally funded at approximately $22,000/FTE, so there is much work toward the goal of equity.

The 22% decrease in fiscal year 2016 was anticipated and CCCC administration had projected a half-million dollar decrease, with it actually ending up at $235,850. As explained in 5A.5 of this self-study, this anomaly was due to increase in federal appropriations (slight increase) and the fact that all the tribal colleges eligible for this funding experienced decreased enrollment.

CCCC participates in an annual trip to Washington, DC to visit Congressional offices around the second week in February. This week has been designated as "Tribal College Week" via legislation led and passed by the Senate (ND Senator Heitkamp has been the primary sponsor).

CCCC is also one of the tribal colleges designated as a land grant institution and thus, CCCC has several programs funded by the U.S. Department of Agriculture (USDA). There is an AIHEC/USDA Leadership group who meet during the February trip but also at other venues and CCCC's President is a member.

The new presidential administration brings many unknowns to the table, but CCCC is hopeful as the North Dakota Congressional delegation is very supportive. CCCC will attend the AIHEC educational forum the week of Feb 6, 2017 with four students and one advisor. The goal is to maintain current funding levels.

In 2007, the North Dakota Association of Tribal Colleges (NDATC) was successful in obtaining State legislation for funding for the non-Native students (called non-beneficiary students) who attend tribal colleges in North Dakota. This was a significant achievement as NDATC had been working on it for over twenty-five years. The program follows the funding formula of the Tribal College Act and is based on FTE (full time equivalent) or the number of credit hours that the student takes per semester. This funding is very modest and well-below the federal level. CCCC's non-Native student count has increased from 8 students in 2007 to 18 students in 2016 with funding going from $21,193 to $63,225 for those years. On average, 9.5% of CCCC students are non-Native.

Total State funding for the non-beneficiary program is appropriated at $1 million for the five tribal colleges, however, with the downturn in the oil prices, all State agencies/programs were required to cut funding by 10% this past year. The non-beneficiary program is an item in the North Dakota University System's (NDUS) budget at $900,000 but the Legislature has another working budget with the program at $940,000. Legislature is in session (January – April 2017) and the NDATCs goal is to maintain the $940,000 amount. Since the NDUS Chancellor and new Governor are supportive of this program, the ND tribal college presidents are optimistic.

Spirit Lake Tribal government support for its tribal college has been continuous and on-going based on the annual joint meeting between the Board of Regents and the Tribal Council wherein the discussion is on enrollment trends, priorities and institutional needs. The Tribe passed a resolution that reaffirmed their commitment to the college and to provide an annual contribution of $300,000 ([Resolution #A-05-15-216](#)) and for fiscal years 2015 and 2016, the Spirit Lake Tribe has contributed that amount. For fiscal year 2017, the Tribe has awarded the Dakota Studies program $161,682 for faculty salaries (two), fringe, travel, materials, and the college expects the $300,000 as well.

The college is located in a community with over 50% unemployment and close to 30% poverty rate, as well as a 50% high school dropout rate (CCA 2015), so the work of CCCC becomes even more vital and significant with regard to the development of human resources – Native professionals to be the faculty or administrators at CCCC or the doctors, nurses, engineers, etc. for the tribal community. The Tribe has its first civil engineer due to the programs and services at CCCC, as this student was part of the weekend academies, and dual credit program, as well as being a CCCC graduate who transferred to a State institution for his bachelor's. Many similar stories exist for nursing, education, social work, and even tribal college presidencies.

CCCC has been experiencing a declining enrollment since 2014. Since the drop began, the college has reviewed and analyzed the data trends on a semester by semester basis. Enrollment drives the federal and state funding. In realizing the decline, CCCC has focused, not only on recruitment, but also on the retention of all students and has an [Enrollment Management Plan](#) that is coordinated by the Enrollment Management Committee as well as the Management Committee and CCCC Board of Regents. The Curriculum Committee is looking to furlough programs of study with low or limited enrollment.

The college understands its capacity and anticipates fluctuations in its resources.

5C.5 Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

As a vested community partner, CCCC coordinated a Comprehensive Community Assessment (CCA) in the spring/summer 2015 that describes the Spirit Lake Dakota

reservation's demographic population. A significant factor noted in the CCA is that the median age for all of Spirit Lake reservation is 23.4, much younger than the State's median age of 37, or the U.S. median age of 37.2. Twenty-seven percent of the reservation's population is under the age of 19. Though CCCCs average student age is 30, the college is realizing a much younger student body with 48% under the age of 25 years old (CCCC Enrollment Trends 2012-2017).

As educators, the college provides state-of-the-art technology tools and equipment, provides computer courses and training, and utilizes on-line learning modalities as appropriate and as resources allow (i.e. faculty). CCCC advocates the use of social media but in a responsible and ethical manner. Students are cautioned to use common sense and to verify information sources. The college recently implemented a text-based emergency alert system for all stakeholders.

The college serves the Spirit Lake Dakota reservation community and thus knows and understands tribal, local, regional, and State economics and demographics. CCCC also understands its responsibility to be knowledgeable on national and world-wide issues. These factors are all considered when institutional planning is conducted.

5D. The institution works systemically to improve its performance.

CCCC's processes and procedures are reviewed at least annually, but recently, more so on a semester to semester basis due to being placed on probation for its accreditation status and the declining student enrollment that impacts funding. Institutional reorganization was done in 2015 based on the realization that student support services were functioning independently from academic functions (faculty) with the college going from 4 vice-presidents to an Academic Dean and a Dean of Administration. This has led to stronger working relationships between the new Student Success office and the faculty, as both report to the Academic Dean.

The work of the faculty toward a viable and utilized assessment process took hold during this transition. The creation of a medicine wheel framework for assessment of student learning, program review, and institutional outcomes has transformed the CCCC system and it is a continuous improvement process based on data collection, analysis, and understanding. This work informs the planning and budgeting processes.

CCCC has a commitment to quality that is articulated in the mission statement's key values…

- o We strive to be the very best tribal community college
- o We strive to provide appropriate courses and academic programs.
- o We employ fully qualified faculty and staff in all positions
- o We structure the institution to optimize the skills and contributions of all stakeholders
- o We maintain accreditation standards

The college works systemically to improve its performance.

5D.1 The institution develops and documents evidence of performance in its operations.

For CCCC, a primary component of evidence of performance in operations is its accreditation status. While it was disappointing to be placed on probation in 2015, it provided an opportunity for the college to improve communication between its faculty and staff. During that time period, CCCC also experienced significant leadership turnover (academics) and declining enrollment. This resulted in the management reorganization and the bringing of student services (now Student Success) under the supervision of the Academic Dean.

The most significant revelation in the accreditation review was the fact that though CCCC had the information needed for assessment of student learning and evaluation of programs of study, it was fragmented, not fully understood by the faculty, and lacked leadership and follow through by administration. CCCC now has an assessment plan process that is documented, understood, and implemented, and covers student, program, essential studies, and course outcomes. The outcomes are documented via data that provides the evidence of performance.

Policy documents, faculty and student handbooks, the college catalog, schedules, audits, institutional data, annual reports, and accreditation status all contribute to documenting evidence of performance, but the foundation is the assessment of student learning process. Continuity of key administrators, a stable governance structure, and continuation of grant funded programs are also evidence of performance in operations for CCCC.

5D.2 The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

CCCC has and does learn from previous operational experience and applies that knowledge to improve all aspects of the teaching and learning processes. Through its planning, assessment of student learning, program review, the new institutional outcomes, engagement of stakeholders, data analysis, and budgeting processes, CCCC is improving institutional effectiveness and efficiencies. As a small, rural tribal community college, CCCC is always cognizant of its capabilities and strives to sustain the best practices and best people to achieve the mission of student independence and self-sufficiency.

The 2017 CCCC Self-Study best describes the institution's learning and transformation journey.

CRITERION FIVE: Resources, Planning, and Institutional Effectiveness

Strengths: CCCC is very good in understanding its capacity and the environment from which it works, therefore, is adept at responding to and preparing for change. Managing declining enrollment, administrative turn over, and accreditation status has been conducted and handled in an organized, professional, and appropriate manner.   Maintaining strong and viable partnerships is demonstrated by the various grant programs administered by the college. Regular review of policy documents, updating the strategic plan, development of an enrollment management plan, and engagement in the assessment processes (student/course; program review; institutional outcomes) that have been institutionalized, have all contributed to the improvement of institutional effectiveness for CCCC. A safe and beautiful college campus with qualified faculty and staff, and state-of-the-art technology, all lend to a resource base that supports the educational programs.

Concerns: Need for more, specific training for academic advisors in working with Native students who are unprepared and who live in poverty but also in utilizing the college's software program more effectively. Continuous work to improve communications at all levels and addressing the decreased enrollment.

List of documents, in order mentioned, with hyperlinks:

CCCC General Fund Budget
Human Resource Director Monthly Report Dec 2016
CCCC Facilities Report
Organizational Chart
CCCC Assessment Report
Spirit Lake Nation Comprehensive Community Assessment (CCA)
CCA Cultural Narrative
CCCC Strategic Plan 2015-2020
Spirit Lake Tribal Council Resolution #A05-15-216
CCCC Enrollment Management Plan

Chapter 9
Request to be Removed from
Probation Status
and Request for Continued
Accreditation

Request for removal from probation, continued accreditation

The past two years for Cankdeska Cikana Community College has been tumultuous but very productive. As described in this self-study, the college has looked inward and significantly improved assessment of student learning, program reviews, and institutional effectiveness. Data is used for developing plans and budgets and the processes are integrally linked. CCCC has always strived for transparency and accountability in every aspect of operations, and always toward the success of students.

Based on the 2017 self-study and supporting evidence, Cankdeska Cikana Community College has met the criterion for accreditation, and therefore, formally requests removal from probation and continued accreditation.