

Assurance Argument

Cankdeska Cikana Community College

Review date: 9/20/2021

Introduction

The College was chartered by the Spirit Lake Tribe in 1974 as Little Hoop Community College. Since the mid-1980s, the College has made a concerted effort for everyone to use the Dakota words/name for the institution – Cankdeska Cikana Community College (CCCC) – since the College is a Dakota tribal college. The mission of the College is *to provide opportunities that lead to student independence and self-sufficiency through academic achievement and continuation of the Spirit Lake Dakota language and culture.*

Cankdeska Cikana (chan...desh...ka chee...kan...ah) means Little Hoop in the Dakota language and is the name of a fallen warrior from World War II, whose English name was Paul Yankton. His son, Paul Yankton II, was his only child, also known as Little Hoop, and who served as the Chair of the CCCC Board of Regents for over 30 years. Paul II passed away in 2014. The current Chairman of the Spirit Lake Dakota Tribe is Doug Yankton, who is the son of Paul II, and the family asked Doug to carry on the name, Cankdeska Cikana, in honor of his father and grandfather. Chairman Yankton is a former member of the CCCC Board of Regents and is a recent CCCC graduate (December, 2020).

CCCC serves the Spirit Lake Dakota reservation in Benson County, North Dakota (northeast corner of the State). There are approximately 7,600 enrolled tribal members, with a little less than half of the members living on the reservation. The Tribe's population is relatively young, with 34% under the age of 18. Only 55% of the Tribe's population are employed, compared to 80% for North Dakota. The reservation's high school graduation rate for 2013-2015 is 55%, with only 72% of the Tribal members attaining high school graduation (compared to 89% for North Dakota). Only 7% of the Tribe's members have achieved a bachelor's degree, compared to 26% for North Dakota or 28% for the United States. (CCCC Institutional Profile June 2021)

The College is an associate's degree granting institution that has graduated more than 800 students, mostly tribal members who work for the various Tribal enterprises such as CCCC; Sioux Manufacturing, Inc.; Tribal Clinic/Health; the Tribe and its grant-funded programs; or Spirit Lake Casino & Resort. With 118 employees (July 2021 Employee Profile), CCCC employs about 15% of the Tribe's workforce.

For the past five years (2016-2021), CCCC's average fall student enrollment is 180, including 12% non-Native students. CCCC has open enrollment and anyone is welcome to attend. CCCC's general student profile is a single mother, 30-years old, who works full time.

In its close to 50-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. *Think Dakota, Live Dakota* is the perpetual theme that is the foundation for all work toward student success at CCCC.



**CANKDESKA CIKANA
COMMUNITY COLLEGE**
Spirit Lake Dakota Nation

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1A. The institution's mission is articulated publicly and operationalized throughout the institution.

[CCCC's 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, including the shared-governance processes. As a very small institution, CCCC's mission is promoted via electronic means—articulated within all documents—and is displayed throughout campus. The mission guides all aspects of CCCC operations.

1A.1. The mission was developed through a process suited to the context of the institution.

The essence of the mission has not significantly changed since 2013, when the Board of Regents modified the wording to contain more clear and concise language that is easily understood. The various stakeholder groups (faculty, staff, students, and community) were provided an opportunity to review and provide input to the new language at that time. Since adoption in 2013, the CCCC mission statement has not been changed, as it is suited to the context of the institution – a rural, Dakota tribal college.

1A.2. The mission and related statements are current and reference 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.

[CCCC's mission](#), vision, and key values statements are current and do reference the work as a tribal, community college. All work emanates from the mission, which is articulated in the various process documents: [faculty handbook](#), [student handbook](#), [catalog](#), or [strategic plan](#).

1A.3. The mission and related statements identify the nature, scope, and intended constituents of the higher education offerings and services the institution provides.

As a small, rural, tribal, community college, CCCC serves the Spirit Lake Dakota reservation in Benson County, North Dakota. The primary constituents are the Spirit Lake tribal members, but CCCC does have open enrollment, averaging 12% non-Native students per semester over the past five years. CCCC is adept, efficient, and resourceful in all its processes, with the foundation for those processes the mission – student independence and self-sufficiency – that is the goal for the tribal community.

1A.4. The institution's academic offerings, student support services, and enrollment profile are consistent with its stated mission.

The college catalog describes the [academic programs and pathways](#) for students to earn a degree or certificate. The recently (6/2021) reorganized student services department is demonstrated on the organizational chart and is appropriate for the size and context of CCCC. The enrollment profile – a 30-year-old, single mother who works full time – is reflective of the Spirit Lake community. All three areas, as well as all work, are consistent with the mission of student independence and self-sufficiency.

1A.5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

All public information tools or processes for CCCC emphasize the mission, vision, key values, or purpose, as these statements emanate from being a Dakota tribal college. The core statements are found in all the documents, reports, strategic plan, etc., and are all available electronically (website) or in print format.

Sources

- Academic programs and pathways
- CCCC Mission Statement
- Strategic Plan 2020 - 2025

1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

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

Dakota thought and philosophy is consensus-oriented and for the good of all (the people, the tribe). As a Dakota tribal college, [CCCC's mission](#) was developed by the constituents, who are tribal members. "Student independence and self-sufficiency" implies 'public good' – that is the core of CCCC's mission statement – and is how the statement came to be and how it is understood. That understanding is reinforced through the processes of the college—treating everyone and everything equitably with the foundation of Dakota cultural values that includes integrity, honesty, respect, fortitude, and generosity. CCCC is a public, non-profit institution that strives for transparency, and the mission demonstrates the commitment to the public good.

1B.1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

All work (actions/decisions) at CCCC is focused on student success as guided by the mission – student independence and self-sufficiency – which, in turn, is serving the public that is the Spirit Lake Dakota reservation. The community context is very important for a tribal college, as the Dakota values are an integral cultural component in carrying out the mission of CCCC. CCCC is a tribal, community college that does its best to be family-centered.

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

CCCC is very small, and thus, is solely focused on students achieving associate's degrees or certifications. The institution does not have a foundation or development office, nor does it

solicit donations from its alumni. CCCC does not have investors or external interests. Maintaining enrollment that emphasizes completion is the primary responsibility of CCCC.

1B.3. The institution engages with its external constituencies and responds to their need as its mission and capacity allow.

CCCC is a Dakota tribal college that serves the reservation community located in Benson County, North Dakota. The external constituencies are served in that the college has open enrollment with anyone welcomed. External constituencies include the residents of the reservation – Native and non-Native families who are farmers or ranchers, elders, and veterans. CCCC also has partnerships with some of the local businesses and industries related to academic programming for Career & Technical Education (CTE). Like most tribal colleges, CCCC does not have an alumni foundation, but efforts are made to track graduates using the National Student Clearing House data base system and North Dakota Job Service. Within budget and capacity, CCCC does its best to engage with external constituencies.

Sources

- CCCC Mission Statement

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally-connected world, as appropriate within its mission and for the constituencies it serves.

CCCC was established to serve the Spirit Lake Dakota reservation, which is a marginalized, poverty-stricken community. Student enrollment is primarily Spirit Lake Dakota tribal members, but includes a few other tribal affiliations, in addition to non-Native students. The student body encompasses significant age ranges (average age is 30) that include elders who either want to get a degree or take a computer class. The majority of CCCC students are PELL eligible, reflecting the endemic poverty and lack of economic opportunities. Civic engagement for CCCC is really about culture, with CCCC students coming to college 'wanting to make things better' not only for their families, but also for the community (the tribe). A few of the civic engagement activities that students help with include the Non-Traditional Jobs Fair, County Spelling Bee, Family Fun Night for Head Start, the Community Garden project and Farmers Market—CCCC hosted a corn maze and pumpkin patch in the fall of 2020, which was a great family activity during the COVID-19 crisis, as it was self-paced. Upon completion of the maze, the families received goody bags that students put together.

Teaching about 'context' of reservation life is fundamental for tribal colleges, and thus, providing opportunities for students to meet other college students, tour other campuses, and experience other communities is a key part of that educational journey. CCCC has work study and internships on campus, as well as various traveling activities to broaden the student experience toward better understanding of context. Most travel has been on hiatus due to the pandemic, but virtual opportunities have been made available. Plans for 2022 include the annual tribal college advocacy week in Washington, DC, wherein students travel to DC to learn about and experience national advocacy for the tribal colleges and our funding sources. There is also the annual tribal college student conference that is planned for March 2022 (in-person, hopefully) and visits to other campuses or cultural events off reservation.

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 ethnicities are part of both the programs of study and overall learning environment throughout the CCCC experience.

1C.1. The institution encourages curricular or cocurricular activities that prepares students for informed citizenship and workplace success.

As an associate's degree granting institution—and being very small—CCCC's curricular and cocurricular activities are encouraged, supported, and appropriate for the students and community served. With a mission of 'student independence and self-sufficiency', CCCC prepares its students to be informed citizens, as well as for employability within the tribal environment.

1C.2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

All of CCCC's governing documents and the [Personnel Policies have specific language regarding the fair and equitable treatment of all](#) (employees and students). CCCC complies and provides [training regarding Title IX](#), as well as other trainings regarding inclusivity, diversity, and cultural competency.

1C3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas, and perspectives.

Waohoda (wha..oh..ohda) is the Dakota word for respect, and it is the core value for Dakota way of life. The theme *Think Dakota, Live Dakota* is central to all aspects of CCCC's operations. CCCC is a Dakota tribal college. The seven values of Dakota way of life are posted and documented throughout campus and within the various governing documents of the institution. More importantly is the practice of the core values; CCCC faculty and staff are the role models for the students. [CCCC Personnel Policies](#), along with the [faculty handbook](#) and [student handbook](#), all articulate the expected professionalism for every interaction.

Sources

- CCCC Personnel Policies
- CCCC Personnel Policies - fair and equitable treatment
- Training regarding Title IX - SafeColleges Training

1.S - Criterion 1 - Summary

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

Summary

CCCC is the educational hub for the local community and its mission is at the forefront of the good work performed by the College. CCCC is a small, rural, Dakota tribal college, with staff, faculty, and administration that work efficiently and wear many hats to meet the educational needs of students and the community. CCCC strives to encourage and provide opportunities for all community members in furthering their education while emphasizing Dakota values and the Dakota way of life.

Looking ahead, CCCC will actively seek out opportunities to grow student enrollment. With the newly reorganized Student Services department, CCCC hopes to improve the overall student experience and the extra-curricular opportunities. One example: CCCC is in the process of re-establishing its Dual Credit program with the local high schools in order to provide a pathway for younger community members to get a head start on their education.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

2A.The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

As set by the CCCC Board of Regents, the [CCCC Personnel Policies](#) are the foundation for employment with the institution, and section 104 articulates the expectation of professionalism: *CCCC serves the residents of the Spirit Lake Dakota reservation community. 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.*

The CCCC Board of Regents not only sets the policies, but they adhere to and follow those policies as noted in their [Bylaws](#). The Board meets monthly, and its minutes are available publicly on the CCCC website or by paper copy upon request. The Board members also sign an annual [Code of Ethics form](#) that reinforces their agreed-to role for ethical behavior in conducting all CCCC business.

When new employees are hired, they are provided a copy of the [CCCC Personnel Policies](#), and whenever an update or change is made, those actions are sent out by college email by the Human Resource (HR) Director following the Board meeting.

Mandatory annual training is provided using Safe Colleges, and there was 100 percent compliance for 2021—including the Board of Regents—for the six components required. The six [Safe Colleges training](#) components that all employees completed included ethics in the workplace, cybersecurity, implicit bias and microaggression awareness, stress management, Title IX and sexual harassment, and conflict management. In addition to the six components mandatory for all employees, the Board of Regents and those in management positions completed a component on the Clery Act. Those in management also completed a component on managing difficult behaviors.

[CCCC Personnel Policies](#) cover non-discrimination, anti-harassment, non-disclosure of data or personal information, anti-nepotism, Title IX, legal compliance, conflict-of-interest, employment practices, performance and pay, standards of conduct, complaints and grievances, benefits, and other relevant information to ensure fair and ethical behavior. Periodically, these components are a topic of discussion at the monthly staff meetings or in-service trainings, usually in the fall of the year.

Any request for changes to the Personnel Policies may be brought forward by an employee or Board member, but at times have occurred due to a set of circumstances that are not clear within the existing policies. The change request is processed by the Human Resource Director, reviewed internally by key administrators, then put on the Board agenda for consideration and adoption.

2A.1. The institution develops and the governing board adopts the mission.

CCCC will be 50 years old in 2024, and the institution's mission was developed internally by the faculty, staff, and students. Input was sought from the community members (elders, Tribal Council), and finally was adopted by the CCCC Board of Regents, who are all tribal members. The mission statement was revised in 2005 (new leadership and accreditation visit) and the CCCC Board of Regents amended the wording in 2013. The 2013 update was drafted by the Board of Regents, reviewed internally, and then adopted by the Board. The statement is clear and simple and is reflective of the Spirit Lake community's goal to encourage more tribal members to complete a college education and then work for the Tribe: *....to provide opportunities that lead to student independence and self-sufficiency through academic achievement and continuation of the Spirit Lake Dakota language and culture.*

2A.2. The institution operates with integrity in its financial, academic, human resources, and auxiliary functions.

Efforts are made so that all aspects of CCCC's operations are completed with integrity and that it is documented. For example, CCCC has had 17 consecutive years of audits with no findings, built a reserve account, and had a remarkable financial turn-around noted by auditors for the 2018-19 fiscal year. The College's [annual audit report](#) is available on the website along with the [990 report](#). The annual audit report is submitted to the Federal Audit Clearing House. Managing with integrity is expected and monitored by the leadership of the institution, as well as by the Board of Regents.

For academics, all programs go through the [Program Review process](#) that includes a full-review every 3 years or an annual snapshot review, depending on when/how the original review was initiated. The Program Review outlines strengths, weaknesses, student data, financial information, and progress toward program goals/outcomes. All of CCCC's programs of study have gone through the Program Review process that has led to the current ten associate's programs and six certifications. Every faculty member is trained and engaged in these processes to ensure integrity for CCCC's academics.

Integrity for the Human Resource processes is described in the Personnel Policies that are established by the CCCC Board of Regents. Chain-of-command, conflict-of-interest, qualifications, hiring, termination, nepotism, discrimination, or other related personnel practices are outlined in the [Personnel Policies](#) that follow federal and Tribal rules/regulations, as applicable. The Personnel Policies articulate the expected behavior for ethical, honest, and respectful professionalism at all times for all work. Annual performance evaluations are conducted between the employee and their supervisor, and budget permitting, merit or services increases are provided based on the evaluation.

The same expectations hold for the CCCC auxiliary services, including the Bookstore, College Café (food service), Adult Learning Center (GED), and library. As services (or programs) of CCCC, they follow the CCCC Personnel Policies, as well as the Dakota values that are posted throughout the campus and noted within the various governing documents ([Student](#) and [Faculty Handbook](#)).

Sources

- Annual Audit Report Year Ending 9_30_2020
- Board of Regents - Code of Ethics form
- CCCC Board of Regents Bylaws_11_29_16
- CCCC Personnel Policies
- Form 990 Return of Organization Exempt from Income Tax
- Program Review Process 8.5.21
- SafeColleges Training

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2B.The institution presents itself clearly and completely to its students and to the public.

In addition to the [College Catalog](#) that is available online, CCCC distributes an [annual report](#) to the community as a printed document that is mailed to all reservation residents. The annual report(s) is available on the website, along with a February, 2021, [COVID-19 report](#) and other materials that represent the work of the College and the success of CCCC students. Effort is made in developing these documents, to ensure that they are understandable, clear, and concise, and that photographs are included to better describe the report and/or project. Various methods (print, digital, videos) are used, as well as a variety of communication tools (radio announcements, social media), to assure the target groups for the community are reached. CCCC is known for its ‘boxholder’ mailings for recruitment efforts that reach the reservation’s families. The primary source for information regarding CCCC is the website (www.littlehoop.edu), and the College does its best to maintain updated and current materials. The website is being redesigned with the help of a professional consulting group that is familiar with tribal colleges and communities and is knowledgeable about the ‘economies of scale’ related to the size of CCCC (less than 100 employees and approximately 200 students per semester). CCCC hopes to have the website redesign completed by late fall, 2021.

2B.1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure, and accreditation relationships.

Because of the pandemic and the accreditation visit, CCCC has modified all of the key documents to assure accuracy and consistency within all materials. CCCC is implementing modest tuition and fee increases for the fall of 2021, and thus, the information related to cost of attending had to be updated. There were also changes needed for the academic programs based on the Program Reviews conducted over the past couple of years. The [College catalog](#), [faculty handbook](#), and [student handbook](#) have all been updated and revised.

The [CCCC telephone/email directory](#) is routinely updated based on staff changes, and the Programs of Study are modified when the [Program Reviews are conducted](#). The [governance](#)

[structure](#) has not changed, nor has the accreditation relationship with the Higher Learning Commission (HLC).

The documents/materials noted are found on the CCCC website, but print copies are made available when requested. CCCC strives for the information to be current and accurate, as well as readily accessible.

2B.2. The institution ensures evidence is available to support any claims it makes regarding its contribution to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose, and economic development.

The CCCC website – www.littlehoop.edu – has many and varied reports from the services and programs available from the College. Of note is the [annual report](#) that outlines the key accomplishments of the College with a focus on students. The annual report is mailed to all community households. There is a [research tab](#) and a [Land Grant tab](#) on the CCCC website that describe the projects and services available for student experiential learning, as well as opportunities for community service. CCCC supports student work study and internship opportunities, and CCCC graduates are given preference points for job applications (as are tribal members and veterans). Most recently (Feb., 2021), CCCC developed and distributed a [COVID-19 report](#) to share with the community stakeholders. Though these reports are electronic and available on the website, CCCC also provides paper copies upon request.

As a tribal college doing its best to practice and advocate for Dakota values, CCCC believes and contributes to religious or spiritual purpose. The Dakota way of life has, as the foundation, the practice of spirituality – life is a gift and children are called Wakanheza (sacred little ones). Having self-respect is core to practicing mutual respect for all living things. Taking care of relationships (each other and Mother Earth) and using only what is needed, is the Dakota way of life. CCCC does its best to practice, to teach, and to host or support religious or spiritually-oriented events and activities. Central to practicing Dakota spirituality is ceremony and the gathering of families, relatives, and friends. The past 18 months of living with the pandemic has stifled those gatherings, and the Spirit Lake Tribe has experienced significant loss of elders and spiritual leaders. CCCC is working with the Tribal leaders to determine a recovery plan.

Sources

- 2019-2020 CCCC Annual Report
- CCCC COVID-19 Report
- CCCC Governance Organizational Structure 08_11_2021
- CCCC Land Grant webpage
- CCCC Phone Email Directory 8_20_2021
- CCCC Program Review Schedule 2021-2024 12.10.20
- CCCC Research webpage

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

2C. The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

Cankdeska Cikana Community College (CCCC) was established through a [Charter](#) from the Spirit Lake Tribe in 1974 as a public, non-profit, higher education organization. The Charter created a Board of Regents who are vested with the authority to "...administer and oversee the College..." (Article Seven). The Charter was amended by the Spirit Lake Tribal Council in 2014 to include language that states "...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 five-member Board of Regents are appointed by the Spirit Lake Tribal Council with four members representing the four District Communities of the reservation, and one member-at-large. Members are appointed for three-year terms that may be renewed. All Board members are Spirit Lake tribal members who live on the reservation and four of the five are CCCC graduates. Four of the five Board members, including three of the four CCCC graduates, have earned bachelor's degrees.

The CCCC Board of Regents is an autonomous body that makes decisions in the best interest of the institution (and students) and assures integrity in all aspects of operations. The CCCC Board of Regents amended the [Board Bylaws](#) in 2014 to better guide their work and deliberations, and

there have been no modifications since that time. The Bylaws outline the work of the Board – officers, meetings, conflict of interest protocol, etc. The Board plans and attends annual training, including completing the Safe Colleges training. The Board also follows the CCCC Personnel Policies that they have endorsed and adopted for the institution. Board members reaffirm a [Code of Ethics](#) by signing a form, that they helped to create, on an annual basis. The Code of Ethics reaffirms the Dakota values for integrity in all work and all roles.

2C.1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution’s financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.

The CCCC Board of Regents are all Spirit Lake tribal members who are experienced professionals in their fields of work. They each hold important jobs with the Tribe – gaming commissioner, substance abuse program director, environmental protection coordinator, food distribution program director, and home-based care training and services director. [Bios](#) for the Board members are available on the Board Max software program that is used for all Board business. Members are provided with an iPad or laptop to access the Board Max program that contains the documents and materials for Board business. Board Max allows for record archiving and easy access to the governing documents, as well as the minutes and policy documents.

When a new member is appointed, they are provided an orientation that includes a review of the governing documents ([Charter](#), [Bylaws](#), [CCCC Personnel Policies](#)). The current members have all been on the Board for several years, with the exception of one who was appointed in the spring of 2020. Two of the five members have been to training provided by the Association of Community College Trustees (ACCT), as well as by the American Indian Higher Education Consortium (AIHEC). One of the members also sits on the tribal school board and has had training for that system.

The Board meets monthly, and at least twice a year, the meeting agenda includes a review of institutional data, Program Reviews, enrollment trends, the strategic plan, and the annual general fund budget. The regular meetings include monthly program reports from the various divisions and grant projects. [Board meeting minutes](#) are available to the public.

CCCC has never had a legal case, and the academic Program Review process, as well as the many years of financial audits with no findings, all attest to the fact that the CCCC Board of Regents is an autonomous body that makes decisions in the best interest of students and the institution.

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

As reflected in the [agendas and minutes for the monthly Board of Regents meetings](#), the CCCC Board members are vested community members, and thus, their deliberations are heart-felt, sincere, and strive for the safety and well-being of the institution, its employees, and its students.

2C.3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

CCCC's internal constituencies are the students, faculty, and staff. Relevant interests are brought forward for Board consideration based on the internal processes. For example, there is a [schedule for Program Reviews](#) that is overseen by the CCCC co-Academic Deans, but conducted by the faculty members on an annual basis. As appropriate, those reviews are put on the meeting agenda for the Board of Regents, and the co-Academic Deans present the reports. On occasion, Board action is required (adding a new program or furloughing a program). The various academic documents (catalog, faculty and student handbooks) are developed internally, but reviewed by the Board. Planning and budgeting are also internal processes with drafts developed by key administrators, reviewed by the leadership committee, and then presented to the Board of Regents for review, discussion, and adoption.

External constituencies for CCCC are the community and tribal members that includes specific groups, such as elders and veterans. For a Dakota tribal college, engaging elders is a core component of honoring and practicing the values that are the foundation of CCCC. The Spirit Lake Tribal Council is an external group, who are provided minutes of the Board meetings, and a joint meeting is held each year with the Board and the Council. The purpose of the joint meeting is to review the CCCC Charter and governance of the College, but most importantly, to go over enrollment trends and the strategic plan so that the Council is knowledgeable about the work the College is performing and can better support those efforts.

Board members are appointed by the Spirit Lake Tribal Council, and again, are tribal members, so they do have their best interest for the College during deliberations and decision making.

2C.4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties.

CCCC does not have donors or ownership interests. Elected officials would be the Spirit Lake Tribal Council members who are elected by the tribal members (who live on the reservation). The relationship of the Council and the Board of Regents is autonomous per the Charter and the Board Bylaws. The Board members sign a [Code of Ethics](#) form annually that is reviewed and discussed during an annual meeting.

2C.5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

The management and administration of CCCC is vested to the President and has a committee structure that is appropriate for a small, tribal college. The governing [Charter](#) outlines the role of the Board of Regents in overseeing the management of the College, "The Board shall select a President of the College to oversee the operations of the College, who shall have the qualifications as prescribed by the Board consistent with sound operation of the College." The [Board Bylaws](#) defines the Board's responsibility to "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 Policies.](#)”

The [CCCC organizational chart](#) shows the departmental layers for the management of the College that includes the President, the co-Academic Deans, Dean of Student Services, and Dean of Administration. In addition, there are seven core [committees](#) that do the work of the College, with the Leadership Committee being the lead to oversee the integration of all work. The Leadership Committee includes the President, the Deans, Human Resources (HR), Career & Technical Education (CTE), and Land Grant Directors.

The co-Academic Deans supervise academic matters, and all instructors report to them. Instructors serve as mentors to students, and also as academic advisors. The [Curriculum Committee](#) and the [Assessment Committee](#) are made up of faculty members plus a few staff (Registrar or Dean of Student Services), and the work of the two committees is the foundation for the academic programming and processes at CCCC. The co-Academic Deans convene the faculty on a monthly basis and there is a [Faculty Senate](#) that meets periodically.

Sources

- Board of Regents - Code of Ethics form
- Board of Regents Agenda and Minutes 5.2020 to 7.2021
- Board of Regents Bios - July 2021
- CCCC Board of Regents Bylaws_11_29_16
- CCCC Charter 12_11_14
- CCCC Committees 8.20.21.pdf
- CCCC Governance Organizational Structure 08_11_2021
- CCCC Personnel Policies
- CCCC Personnel Policies - Chain of Command
- CCCC Program Review Schedule 2021-2024 12.10.20
- Faculty Senate Constitution and By-Laws amended 10-12-17

2.D - Core Component 2.D

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

Argument

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

CCCC is committed to academic freedom and freedom of expression in practice and in the pursuit of truth in teaching and learning. As outlined in the [Faculty Handbook](#), CCCC faculty members practice academic freedom in all aspects of their work, particularly in the classroom setting, in discussing subject matter. Though curriculum remains consistent, individual instructors 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.

Within courses, students are typically free to choose topics for papers, essays, or speeches, as well as in selecting the degree or certificate program while at CCCC. Student rights related to academic freedom and freedom of expression are outlined in the [Student Handbook](#), and include the right to speak and assemble, the right of religion and culture, the right of academic freedom, and more.

Both handbooks include the statement "...nothing in this policy shall be construed to abridge academic freedom and inquiry, principles of free speech, or the College's educational mission."

Sources

There are no sources.

2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

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

As the Tribe's higher education leader, CCCC strives in many ways to provide diverse learning opportunities through the academic programs and by hosting educational venues that are free and open to the public.

Students have the choice to be engaged in events and presentations, such as CCCC hosting a nationally-known Native author, presenting a tribal college research symposium highlighting projects completed by tribal college students, or outlining what constitutes public health for a tribal community. These are the types of activities that the College coordinates and hosts, sometimes in collaboration with another institution or organization. There are student clubs, tribal college academic competitions, community research opportunities, and travel opportunities to broaden and enhance the college student learning experience.

Likewise, there are similar opportunities for CCCC faculty and staff to be engaged, to pursue terminal degrees, to attend professional development seminars, or to implement new ideas.

CCCC supports the responsible acquisition, discovery, and application of knowledge.

2E.1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior, and fiscal accountability.

CCCC has an Institutional Review Board (IRB) that is led by faculty and are responsible for the review of all research involving human subjects on the college campus. The purpose of the IRB is to make sure that research conducted at CCCC assures professional standards and regulatory compliance, as well as ethical behavior for all research projects and fiscal accountability. CCCC

supports and encourages research as the foundation for academics and institutional improvement as well as an opportunity for students to address problem solving for the community.

As a small, two-year degree granting institution, CCCC's research capabilities are somewhat limited and generally based on faculty-driven interests and coordination. As a tribal college, CCCC strives to engage its students in community-based participatory research projects to help address the health status of the community and also to improve the economic opportunities.

CCCC submits an Institutional Assurance and Annual Report to the Office of Research Integrity (ORI) and the National Institutes of Health (NIH) as required that reviews possible research misconduct and that assures good practice by having appropriate policies. The report is done online and CCCC's was received and accepted 1/19/2021.

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

In addition to the CCCC IRB that is led by Dr. Brent Voels, faculty member, CCCC policies ([CCCC Policy related to Conduct of Research, Section XVI](#)) include a statement related to federal compliance (42 CFR Pat 93) and that CCCC follows federal guidelines as applicable to a tribal, community college in conducting any research. This policy describes processes, including training requirements, for those engaged in research, and sets the standards for the conduct of research at CCCC. CCCC has those involved in research complete

2E.3. The institution provides students guidance in the ethics of research and use of information resources.

CCCC faculty articulate, in each class and in the course syllabi, the expectations related to use of information resources and to understand the need to verify the information from a variety of sources. Students are cautioned to apply critical thinking skills and to identify facts when writing papers and reports, or engaging in research. This includes caution when posting on social media sites. Instructors use Turnitin software for the detection of plagiarism, which is defined in the [Student Handbook](#) (pg. 15 - Scholastic Dishonesty). Care is given to inform students of appropriate factual resources. CCCC has those involved in research complete RCR training through CITI.

2E.4. The institution enforces policies on academic honesty and integrity.

Outlined in the CCCC [Student Handbook](#) (pg. 41-42), the College does enforce policies for academic honesty and integrity. The policy covers cheating, plagiarism, and collusion, and outlines how the process is conducted when allegations arise. The respective faculty member handles such circumstances, but also communicates with the co-Academic Deans. If the student is dissatisfied with the faculty member's decision, they may appeal following the process that is outlined in the policy. There is a student Honor Code that is described in the [Student Handbook](#) (pg. 41-42), and that is discussed/reviewed during student orientation and at the beginning of each course. Each course [syllabus contains a statement regarding academic honesty and integrity](#).

Sources

- CCCC Fiscal Procedures Manual - Section XVI
- Comprehensive Community Assessment Report 3_30_16
- Syllabus template 8.3.2021

2.S - Criterion 2 - Summary

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

Summary

Strengths:

CCCC has established clear, concise policies and procedures, which are frequently communicated to and understood by the Board of Regents, administration, faculty, and staff. The CCCC Board of Regents is experienced, knowledgeable of all college policies, and considers any stakeholders involved when making decisions in the best interest of the College. CCCC has ensured that the policies and procedures, faculty and student handbooks, and course catalog have been written clearly and succinctly, with the most recent versions available on the website for all stakeholders. CCCC provides a safe and fair environment for working and learning and offers frequent training for all CCCC employees. CCCC has well-qualified faculty who strive to provide the most current course materials and appropriate delivery techniques, depending on the program of study. Faculty communicate course objectives and expectations to the students through the use of the adopted syllabus format. Faculty and students alike are afforded diverse learning and research opportunities, in and outside the classroom setting, at times in collaboration with outside organizations or other post-secondary institutions. These relationships foster the exchange of ideas and often lead to enhanced competencies for both staff and students.

Opportunities for Improvement:

CCCC plans to implement more student-centered activities that incorporate fostering relationships, understanding the College, and collaborating with the community. CCCC Faculty will continue to ensure that students are challenged through academic rigor in their respective programs of study.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
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 consortial arrangements, or any other modality).

Argument

3.A. The rigor of the institution's academic offerings is appropriate to higher education.

CCCC's academic programming is appropriately structured as a tribal, community college offering associate's degrees and certificates. All degrees are designed to provide students with a broad range of elective classes and requirements in the social sciences, humanities, and physical sciences toward transferability into bachelor's programs, but some degrees are more focused, such as Fine Arts or Indigenous Studies/Dakota Studies, which, along with the certificate options, are designed to work toward tribal employment.

3.A.1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.

As evidence of the commitment to academic rigor, all programs and courses have specific learning outcomes that are posted in the [syllabus](#) and noted in the [programs of study](#). All students are expected to meet the established essential studies, program, and course outcomes embedded throughout all coursework at CCCC.

The [Assessment Committee](#) and the [Curriculum Committee](#) oversee the academic processes for the College that assure the rigor of the programs and courses offered. Templates for the syllabus and the programs of study are available for faculty to follow to provide continuity and consistency. Courses and programs are current and require the appropriate level of student performance for the expected degree or certificate.

CCCC participates in a statewide transfer agreement for essential studies courses under [General Education Requirement Transfer Agreement \(GERTA\)](#), which serves as evidence of academic rigor appropriate for transferability. All eleven State institutions and the five tribal colleges in North Dakota have signed and participate with GERTA. GERTA includes Common Course Numbering (CCN) related to the transfer of credits and the State has working groups that include CCCC faculty to provide input into the process for specific disciplines.

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

CCCC offers associate degrees and certificates that are appropriate for a tribal community. Each course and the program of study have learning outcomes that provide the necessary rigor and is appropriate for higher education. CCCC's learning outcomes are listed in the Programs of Study and the College Catalog.

3.A.3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations.

CCCC has only one campus located in Fort Totten, North Dakota, which is the Spirit Lake Tribe's headquarters and the largest of the Tribe's district communities. Moodle is the learning management system (LMS) used by CCCC to provide student access to coursework, syllabi, resources, and grades. Educational delivery methods include face-to-face (lecture and lab work), accelerated (eight-week courses), hybrid (face-to-face and online), distance learning (online), and independent study. CCCC had Moodle in place pre-pandemic, but its use was greatly increased during the pandemic and will continue moving forward. Most of the distance learning courses are done synchronously utilizing Zoom video conferencing. All delivery methods follow the same protocol for a syllabus or program of study for expected learning outcomes, thus assuring the appropriate academic rigor for all courses.

Sources

- Assessment Committee Minutes 2020-21
- Curriculum Committee Minutes - August 2020-August 2021
- GERTA Guide 2021
- Program of Study Outcomes using ESO
- Syllabus template 8.3.2021

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education 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.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

The academic programs at CCCC facilitate integral broad learning and skill development by utilizing the Essential Studies education courses intended to impart common knowledge, intellectual concepts, and attitudes enabling people to function effectively in a diverse world. Essential Studies outcomes are articulated clearly for students in the [College Catalog](#), with specific outcomes for each course outlined in the course syllabus.

Outcomes are reinforced during student orientation held at the beginning of each semester and by the academic mentors throughout the semester. CCCC conducts assessment on Essential Studies outcomes in the fall and spring semester, and those results are available in the [Assessment Report](#).

3.B.1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

As an associate's degree granting tribal college, CCCC is focused on general education with a liberal arts philosophy. The goal is a well-rounded student who is prepared to be employed or to transfer into a bachelor's program. CCCC's general education program is facilitated through Essential Studies that give students the opportunity to become critical and analytical thinkers by

exposing them to a broad range of knowledge from many disciplines and is appropriate for a tribal college student. This 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.

Students are assessed each semester on essential student outcomes and the [Assessment Report](#) provides details on outcomes, including the approach used by instructors for that assessment process. The process allows for monitoring of student progress each semester so that needed interventions may be readily implemented.

Because of the pandemic and use of online learning, CCCC implemented a [student survey in 2020](#) to determine student satisfaction with the method of course delivery. The results showed that 75% of CCCC students were satisfied with the way the College was providing online instruction.

The general education program (Essential Studies) is appropriate to CCCC's mission and fulfills all program and degree-level requirement of the College.

3.B.2. The program of general education 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 (general education) program at CCCC is outlined in the [College Catalog](#) that is available on the CCCC web site and is reflective of and appropriate for a small, rural, tribal, community college. The framework is a sound, viable, higher education program – at the associate's level – that leads to student independence and self-sufficiency.

Course selections meet the essential studies requirements are made from the following categories: Communications (9) – 6 from English and 3 from Speech, Arts/Humanities (6), Social Science (6), Mathematics/Science/Technology (9) and Institutional Specific (6).

Essential studies requirements for completion and graduation:

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 60 semester credits.*
 - a. Successfully complete 39 semester credits of general education from the following disciplines:*
 - i. Communications (9); must include ENG 110, ENG 120, and COMM 110.*

ii. Mathematics/Science/Technology (9)

iii. Social Science or History (6)

iv. Arts or Humanities or History (6)

v. Institution Specific (6): must take DS 110, ENGL 161/DSL 250

vi. Health/Physical Education (3); must include HPER 217 and a physical education activity (1)

vii. Student Success course

b. Successfully complete a minimum of 21 semester credits of electives and/or program core classes.

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 60 semester credits.

a. Successfully complete 39 semester credits of general education from the following disciplines:

i. Communications (9); must include ENG 110, ENG 120, and COMM 110.

ii. Mathematics/Science/Technology (9)

iii. Social Science (6)

iv. Arts and Humanities (6)

v. Institution Specific (6) must take DS 110, ENGL 161/DSL 250

vi. Health/Physical Education (3); must include HPER 217 and a physical education activity (1)

vii. Student Success course

b. Successfully complete required program electives and 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 semester credits.

a. Successfully complete 34 semester credits of general education from the following disciplines:

i. Communications (6); must take ENG 110 and COMM 110.

ii. Mathematics/Science/Technology (9)

iii. Social Science (9)

iv. Arts and Humanities (9); must take DS 110, ENGL 161/DSL 250

v. Health Physical Education (3) must include HPER217 and a physical education activity (1)

vi. Student Success course

b. Successfully complete required program core classes.

Certificate Program

A Certificate is obtained by meeting the following requirements:

Successfully complete a minimum of 9 semester credits.

Essential studies requirements for a certificate vary according to the specific program of study.

CCCC's general education program imparts broad knowledge, including cultural knowledge, and prepares students with skills to transfer, be employed, and be a contributing member of the tribal society.

3.B.3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

As a Dakota tribal college, CCCC was established to serve the Spirit Lake Dakota reservation's population that is a mixed group of people – mostly Spirit Lake tribal members, but including other tribal affiliations, and non-Natives who are land owners within the reservation boundaries. Tribal colleges were formed specifically to address the lack of success of Native students graduating from mainstream institutions and also to help teach and perpetuate the respective culture and languages of the tribe. Tribal colleges are tribally-governed/controlled institutions with the focus on Native student success but non-Natives are welcomed and provided the same opportunities as the Native students. CCCC's enrollment trends show that the College averages 14% non-Native students every semester.

Though the primary focus for CCCC is the education of tribal members and all its students, within that context is the understanding that the learning journey is about thinking and opening

minds (and hearts) to the joy of acquiring knowledge about the world, the universe, and vast diversity within those systems. CCCC understands its role in a diverse, multi-cultural world and sharing that knowledge is a core function of the tribal college system. For CCCC that process begins with student orientation, including meet and greet activities so that students get to know each other better as they share the college journey together. The wide range of course offerings and programs at CCCC allow students to experience nuances of the multicultural world and the diverse people who inhabit it.

CCCC is a commuter college; therefore, it understands the need to create and maintain co-curricular venues for students to connect with one another and gain a sense of community. The College provides students with co-curricular opportunities to develop leadership skills and the ability to work cooperatively with others. The College provides opportunities for students to socialize and work together through student organizations, registration/orientation events, art exhibits, cohort activities, and guest speakers. Student orientation emphasizes cultural awareness and provides students with the tools needed to achieve educational goals, self-sufficiency, and independence.

CCCC hosts an annual research symposium each spring; students and faculty share research conducted at regional institutions. The College provides travel opportunities for students to present research, network with prospective employers, and develop peer relationships across disciplines at the American Indian Science and Engineering Society (AISES). The American Indian Higher Education Consortium's (AIHEC) annual student conference provides student interaction with other tribal college students from across the United States with competitions in traditional hand games, Indian dance and drum groups, archery, and sporting competitions. In addition, rigorous academic challenges are the focus of AIHEC competitions, including writing (short story & poetry), speech, business bowl, science bowl, knowledge bowl, art, and chess. 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 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, staff training, and tribal college networking. The event provides opportunities for students and staff to travel to different areas of the U.S. and experience diverse cultures, as well as share their own.

CCCC brings in speakers, researchers, or entertainment that broaden and enhance learning opportunities and are open to the public. There is a concerted effort to recruit Native professionals for these presentations to provide culturally-relevant role models for students.

Administration supports diversity through a clear and consistent message that all staff have a voice in strategic planning. The most recent strategic plan was developed with input from administration, students, staff, community members, and the Board of Regents.

The pandemic has greatly tempered all travel and gatherings, but CCCC did its best to provide virtual access to activities for students, mostly sponsored by external organizations such as the

College Fund, which hosted the annual scholarship awards banquet featuring a CCCC student as a speaker.

CCCC provides students with growth opportunities and lifelong skills to live and work in a diverse world.

3.B.4. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their offerings 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.

The ND EPSCoR State Office funds STEM workforce development programs such as the Nature Program. NATURE (Nurturing American Tribal Undergraduate Research Experience) program partners with universities and tribal colleges to offer summer camps, a monthly STEM series known as Sunday Academy, and a high school-to-college Bridge summer camp. Cankdeska Cikana Community College has been a partner with NDSU (North Dakota State University), and more recently, UND (University of North Dakota), working to increase the number of Native American students that go into STEM related fields. CCCC offers one or two undergraduate students the opportunity to attend the summer camp to perform research with a University Professor. The university professors present their current research and the students are given the opportunity to choose the type of research that they would like to engage in. At the end of the camp, the students present their research and this allows them the opportunity to highlight the technology, skills, and abilities that they attained through their experience.

A new EPSCoR NSF grant, New Discoveries in the Advanced Interface of Computation, Engineering, and Science (ND-ACES) has CCCC as a participating institution, allowing its faculty to act as mentors for participating CCCC students. The students perform research work with Research Intensive Universities (RIUs) in cellular bio-interfaces for the purpose of building nanoscale scaffolds for cancer cell growth research. Students have the option of traveling to an RIU to receive additional training and hands-on experience.

The CCCC advanced manufacturing grant, working in conjunction with its TCU collaborative funded by the Department of Energy, has been involved with organizing and implementing a ten-week advanced manufacturing summer institute for the past three summers. CCCC has enrolled several of its own students in the summer institute where they have learned, along with other students across the country, the fundamentals of 3D design and printing for the fabrication of lunar robots and drones. In response to community needs during the pandemic, the CCCC advanced manufacturing department started printing PPE (Personal Protective Equipment) such as full shield face masks and straps that secure face masks to alleviate ear fatigue. No-touch door openers were made for the local clinic.

The Natural Resource Management (NRM) program is consistent with the mission of the institution wherein students build intellectual capital related to the Dakota culture through applied scientific research. Students are encouraged to design and implement a research project with the help of an NRM faculty mentor. They then present their work at conferences such as the First Americans Land Grant Consortium (FALCON).

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 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 NARCH grant concluded in 2019. The ten-week research experience opportunity is still available to students and is being funded by the INBRE (Idea Network for Biomedical Research Excellence) grant.

Through additional grant programs like INBRE, the College has been working to build research capacity, mostly in concert with the Spirit Lake Tribe, and utilizing community based participatory research methods. 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 in the past couple of years has included close to 200 participants.

Of course, all of the above described activities/events were not held due to the pandemic, but several made accommodations for virtual gatherings and CCCC did its best to promote and participate in the online events. The NATURE and a couple of other high school camps, sponsored by CCCC, were held virtually, with a few held in-person in the summer of 2021.

CCCC faculty and students contribute to scholarship, creative work, and the discovery of knowledge through strong and long-time partnerships with the State's research institutions, as well as the other regional and nation-wide 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.

Sources

- Assessment Annual Report 2020_2021
- Student Satisfaction Survey results 5-11-2020

3.C - Core Component 3.C

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

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

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

CCCC employs an adequate number of faculty and staff appropriate for a small, rural, tribal college to ensure quality programs and student services. The College makes every effort to recruit instructors who are Native or who are familiar with Native student issues and have experience teaching at a tribal college. At times, recruiting qualified faculty may be challenging, but CCCC does well in networking with other tribal colleges to provide courses and to share services. For the fall 2021 semester, CCCC has 20 faculty members, including four who are adjunct. All are well-qualified and have been long-time employees of CCCC. The teaching load for full-time faculty is monitored and is no more than 18 credit hours per semester, per instructor. CCCC's average class size is under ten; therefore, faculty are not overburdened with excessive course work to correct and grade.

Student services at CCCC has recently undergone a dramatic staffing change, including a new Dean of Student Services, Registrar, and Financial Aid Director who all began work in August, 2021. The Dean and Financial Aid Director have tribal college experience, and the new Registrar is very qualified and previously worked for CCCC Head Start.

Instructors and student services staff develop strong relationships with CCCC students due to the small class size and community served. CCCC has a family-oriented philosophy that emanates from the Dakota value system. People who live and work on the reservation tend to know each other, thus creating strong collegial relationships.

3.C.1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies served.

CCCC is a tribal college serving the Spirit Lake Dakota reservation in Benson County, North Dakota, and the composition of the faculty and staff are reflective of the community. The [monthly Human Resource \(HR\) Report](#) documents the makeup of the employees for CCCC and this report is made available publicly. Tribal affiliation, gender, faculty or staff, and full/part time status are noted, as well as whether the employee is a CCCC graduate.

Tribal affiliation is relevant as the Spirit Lake Tribe, like most Tribes, has a Tribal Employment Rights Ordinance (TERO, Charter 15-4-101) that provides for Indian preference in employment on the reservation. As a Tribally-chartered institution, CCCC follows the Tribal ordinance for Indian Preference as a part of the hiring process. Similarly, CCCC gives preference to Veteran's and CCCC graduates as applicable to the position in the hiring process.

[CCCC Personnel Policies](#) have specific sections addressing equal employment opportunity (201), non-discrimination (202), TERO (207), and religious accommodation (209). The College complies with tribal, federal and state employment laws.

3.C.2. The institution has sufficient numbers and continuity of faculty and staff needed to effective, high-quality programs and student services.

Not counting the CCCC Head Start program staff, in July, 2021, CCCC had 71 employees, including twenty faculty members and eight student workers. The majority of CCCC employees are female, full-time, and fifty-one percent are Native (mostly Spirit Lake Dakota). Ten of the 71 employees are CCCC graduates. CCCC has a student/faculty ratio of eight to one, which supports effective teaching and learning.

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. Faculty engagement is facilitated through the [committee](#) structure of the College, with six faculty on the Assessment Committee, seven faculty on the Curriculum Committee, and three faculty on the Data Management Committee/Achieving the Dream (ATD). All instructors serve as mentors to the students and five serve as academic advisors.

Full time faculty maintain a minimum of ten office hours per week for student consultation, tutoring, and advising. Faculty have their office hours clearly posted by their offices and on their syllabi to ensure students are aware of their available times and within the course syllabi. During the pandemic, CCCC instructors have relied on cell phones as part of their communication with

students. These activities assist the College in their support of student retention and persistence efforts.

Faculty report to the co-Academic Deans and most participate in the Faculty Senate that was established in 2015. Faculty have been at CCCC for more than six 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
2021-22	7	9	2	2	20	8.05

3.C.3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.

In addition to the CCCC recruiting and hiring policies, CCCC follows the HLC guidelines for faculty credentialing. 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.

The co-Academic Deans and Human Resources (HR) Director are responsible for ensuring all faculty are appropriately credentialed. 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 anywhere from 30 miles to 100 miles 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 twenty faculty members with the following credentials: Eleven faculty completed a master's, four faculty completed a doctorate, three faculty completed a bachelor's, and the remaining two faculty completed an associate's. Faculty personnel files are available in the HR office.

3.C.4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

All faculty members are evaluated annually, as are all CCCC employees, per Personnel Policy and the Faculty Handbook. The evaluation process consists of completing and reviewing a [Performance Appraisal and Development Review form](#), which is a comprehensive review covering everything from specific elements such as time and attendance, to broader subjective areas, such as future professional goals of the employee.

As related to the teaching quality, a classroom observation is conducted by the co-Academic Deans (AD) on an annual basis using a [Classroom Observation checklist](#). This observation is to evaluate classroom management, the 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. The student evaluations are administered in the middle of the semester to provide feedback earlier, allowing faculty to adjust or modify their style or practice 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. These processes are integrated and used in the Annual Performance Appraisal and Development Review completed by the AD in coordination with the instructor. This evaluation process provides feedback to the instructor that enables the instructor to refine and improve their teaching methods and is stored in the AD files on the server.

3.C. 5. 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.

The College has generous professional development opportunities for all employees through CCCC's Personnel Policies and budget through the general fund and the Title III grant (operational funding for tribal colleges). All employees are encouraged and supported to achieve terminal degrees, and many have done so. This support includes six hours of paid educational leave time, as well as educational assistance (tuition), on-campus and off-campus educational opportunities for terminal degrees and professional affiliation seminars (for example, assessment or teaching methods for a community college). One faculty member is completing a doctorate and one a Master's at this time.

CCCC sponsors the travel for faculty to participate in conferences or workshops, such as the annual Higher Learning Commission conference or the State CTE trainings. CCCC faculty also have access to scholarship resources from the American Indian College Fund (College Fund) for master's or doctoral degrees utilizing a collaboration with the Mellon Foundation.

The College hosts and schedules regular in-services (fall and spring semesters) that include a presenter or facilitator. In-service topics may include: Moodle learning management system (LMS) and Zoom (video and audio conferencing) training, ACUE (active online effective practices framework) training, EMPOWER (student information system) training, Program Review and Program Assessment processes, or cultural diversity awareness.

3.C. 6. Instructors are accessible for student inquiry.

The [course syllabus](#) provides faculty contact information and office hours. Full time faculty maintain a minimum of ten office hours per week for student conferences. Faculty have their office hours posted by their offices and on their syllabi to ensure students are aware of their available times. Faculty have extended hours during registration and use the CCCC email system, Facebook, texting, phone calls, and Messenger to respond to students.

Faculty assist the students in many capacities including the development of educational planning, investigating strengths and interests, writing of bios, completing scholarship applications, completing FAFSA applications, completing workshops, or contributing to fund-raising activities.

3.C. 7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

CCCC recently hired a new Dean of Student Services (August, 2021) who is a community member with excellent credentials and is completing a doctorate degree in education in practice and leadership. Student Services includes the functions for admissions, financial aid, Bursar/bookstore, Registrar, Student Senate, tutoring, outreach, transferring, and advising. The current employees for these functions include the following:

Student Services Positions	Name (years of service)	Degree Held
Dean, Student Services	DeLana Wendland (1)	MBA
Registrar	Samantha Gourd (1)	MS
Financial Aid Director	Lindsey OneBear (1)	BA
Director of Communication/Outreach	Melody Volk (9)	MS
Student Success Coordinator	Darica Deckert (1)	AAS
Admissions/Retention Coordinator	Nicole Brown (1)	AA
Career Services Director	Vicky Oehlke (7)	MS
Professional Tutor	Heather Marxen (18)	MS
Student Coach	Marliss Platz (9)	MS

As the table indicates, there is a wide range of years of service for these employees. Three of the employees obtained their degree as CCCC employees. 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 director’s forum.

Services available include student-centered workshops for skill development (time management or note taking), completing Accuplacer testing, completing FAFSA and scholarship applications, monitoring student attendance, and contacting/engaging students. Faculty continue to contact and monitor student progress through synchronous Zoom meetings, social media, and phone calls and texting. CCCC utilizes EMPOWER as the student software program, with faculty and Student Services staff having access to track students. The CCCC Student Services staff are well qualified, trained, and supported in their professional development.

Sources

- CCCC Committees 8.20.21
- CCCC Personnel Policies -equal employment- non-discrimination- TERO -religious accomodation(2)
- Classroom Observation Checklist
- HR Monthly Reports - August 2020-June 2021
- Performance Appraisal and Developmental Review Form
- Syllabus template 8.3.2021

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
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 to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

3.D. The institution provides support for student learning and resources for effective teaching.

CCCC provides a solid base of services and resources to support student learning and effective teaching. Student learning is considered from a holistic view and includes both academic and non-academic supports: registration and orientation activities and events, financial aid workshops and assistance, emergency funds (Angel Fund), placement testing and StrengthsFinder, advising with a mentoring component, early alert system, assistance procuring course materials, state-of-the-art computer labs and research facilities, career services, library services, transportation services, referral to tribal childcare services, cafeteria and student lounge, Interactive Video Network facilities, provision of rental devices, assistance with internet access, professional and peer tutoring, and early entry and dual-credit opportunities for high school students. In addition, students have many paid opportunities to help address any financial constraints including internships, peer tutor positions, on-the-job training, math scholarships, and research positions.

The College assesses the effectiveness and relevancy of its student services each semester through [Orientation surveys to gauge student satisfaction](#) with its services and to determine additional needs of the student body.

Faculty have numerous opportunities to participate in professional development to enhance their teaching methodology and effectiveness and the College provides resources to support those efforts. CCCC requires faculty to participate in regularly scheduled in-services each semester, monthly faculty meetings, monthly all-staff meetings, and training specific to program review and assessment. In addition, support is provided for faculty to attend professional development specific to their disciplines to stay up-to-date and current with curricula and pedagogical

methods. Faculty serve on many [committees](#), including the ATD (Achieving the Dream), curriculum, assessment, recruitment, and retention committees, enhancing their understanding of student needs and requirements for quality instruction, mentoring, and advising.

In March, 2020, the pandemic made it necessary for all coursework to be moved to distance education. In order to provide quality, effective instruction for CCCC students in the online environment, faculty participated in multiple professional development offerings which include:

- Moodle training (online learning management system)
 - EMPOWER training (computer software program for student records and services)
 - ACUE (Association of College and University Educators) Training
- o Promoting Active learning-based teaching competencies that create inclusive and supportive online learning environments to help ensure student success
- o Creating an Inclusive and Supportive Online Learning Environment
- Zoom (online audio and web conferencing platform) Training
 - Camtasia (Software suite created for video tutorials and presentations) Training

A faculty-to-faculty mentoring process was implemented to provide support for faculty who were not as technologically proficient to help them gain needed skills.

Faculty at the college have access to a high level of technology support, coupled with readily available software, devices, and equipment to enhance instructional delivery. Provision of quality instructional resources and access to community-specific research further serves to enhance instruction and student learning. The needs of faculty are assessed through faculty meetings, committee meetings, and input from the Faculty Senate. The College provides for disclosed needs in a proactive and timely manner.

CCCC provides both students and faculty with excellent resources to support learning and quality instruction.

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

According to the [CCCC Enrollment Trends 2016 - 2021](#), the majority of CCCC students are Spirit Lake or other Tribal members, with a small percentage (12%) non-Native students. 63.5% are female, 36.5% male; the average age is 30 years old; with 48.5% full-time and 51.5% part time students. 64% of CCCC students receive PELL (federal financial aid). CCCC's average per semester enrollment during the five-year period is 180 students. For a two academic year period, 2019 - 2020, on average 77% of CCCC students were first generation. For the academic years 2018 - 2021, CCCC had a total of 187 first-time entering students taking the ACCUPLACER test. On average 90% of those students were placed into developmental math and 85% into developmental English. In general, a typical CCCC student is a 30-year-old, single mother, who works full time.

Based on the above CCCC student profile, the College offers a variety of support services 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 (pre-COVID),
- child care (still on-campus, but operated by a separate tribal entity),
- employment and internship opportunities (ATD has expanded internships beyond academic programs, Early Childhood Education and social work are the two programs taking advantage of it.),
- Clifton Strengths Finder (Online Talent Assessment)
- math labs,
- peer and professional tutoring services,
- an Angel Fund for emergencies,
- and travel opportunities (pre-pandemic) to attend education venues such as AIHEC, AISES, FALCON, and others.

All students are encouraged to attend and participate in the Student Orientation that is hosted in fall and spring semesters and that is now an online, self-paced program. This half-day session occurs at the beginning of each fall and spring semester and is designed to enable the student to become the best student possible with the help and support of the institution. There is an agenda with all faculty and Student services staff introducing themselves and explaining the services available. Door prizes solicited from the community are given out at regular intervals and lunch is provided for everyone. Students participating have been given tuition waivers, computers, and a \$200 credit at the bookstore by the President, not only as a thank you, but also to help pay the bills associated with attending 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 Senate officers have been a great addition to the agenda, serving on a student panel to describe their personal journey as a CCCC student. Also, students have a chance to meet and socialize with their advisors, staff, and other students.

Starting the fall semester of 2020, the orientation event could not be held face-to-face due to COVID protocols, so it was moved to an on-line Moodle event. Some of the information included: access to the student handbook and college catalog; how-to videos on accessing and using on-line platforms; introduction to various services, resources, and programs; and tips and skills needed to be a successful online learner, including note taking, test preparation, time management, active reading, and online learner skills. Information relating to programs, Essential Studies outcomes, and a satisfaction survey were also provided.

The Orientation satisfaction survey comments from students were reviewed in the fall of 2020 and the spring of 2021 that resulted in additions to the Orientation Moodle module: Adding the

drop/add a class, academic withdrawal, and withdrawal from semester/class policies in writing, along with the video for a quick reminder; adding a fillable checklist for enrollment procedures by order of importance to the website; adding the qualifications for an incomplete; and adding screenshots for students on how to manually enroll in a Moodle class and how to get a student account in Empower to check on financial aid, billing statement, class schedule, and personal information.

As mentioned earlier in the student profile, 64% 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 62 years of age and older). The College also has a tuition work waiver program wherein a student may work to pay his/her past due bills. As a tribal college, CCCC has scholarship funding from the College Fund. A portion is distributed internally to the students (about \$50,000/per semester), and a portion is distributed by College Fund directly to the students (for example, the Coca Cola Scholarship is \$5,000).

CCCC has maintained an Angel Fund that was initiated by the College Fund many years ago, allowing the College to help a student with an emergency. The College budgets approximately \$4,000 per semester from which a student may request help for things such as a heating bill, car repairs, or gas/hotel to visit baby/family who is hospitalized many miles from the reservation. The Angel Fund is capped at \$500/per student/per semester, and the student must put the request in writing and provide receipts (if available). Recent COVID relief funds are used in conjunction with the Angel Fund to provide gift cards for food, gas, or other supplies, and the student must be making SAP (satisfactory academic progress) to be eligible.

Since the spring of 2019, a [Student Exit Interview Form](#) for graduates was completed to determine their level of satisfaction with services they received. The [Student Exit Interview results](#) were given to the co-Academic Deans to review, analyze, make changes as needed, and file. One hundred percent of students were satisfied with Admissions/Registration Services, Academic Advising, and Library Resources and Services. Also noted was 100% satisfaction regarding faculty: Faculty were academically supportive and helpful to me and Faculty were responsive to my personal needs and concerns.

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

3.D. 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 to courses and programs for which the students are adequately prepared.

All new, entering students at CCCC must complete the ACCUPLACER assessment to determine caliber and readiness for college courses. This assessment determines proficiency in English or Math to facilitate placement of the student into the appropriate level college course. Students who have been out of college for three or more years are also required to take the exam. During the period, 2016-2021, with an average of 37 new, entering students per year, 90% were placed in math remediation courses and 85% were placed in English remediation courses. These courses

make up the core of CCCC's developmental math and English education courses: pre-algebra, introductory algebra, and a writing lab as a part of the English course.

Faculty and Student Services staff work together to administer ACCUPLACER to assure the information is shared and utilized to support students' completion of the courses and their continued success toward an associate's 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. Course syllabi 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 Dean of Student Services: DeLana Wendland, (701) 766-1137, as soon as possible.

Students must contact the Dean of Student Services to initiate disability services. Students needing additional support to complete course work are directed to tutoring services (peer and professional) located in two different areas of the campus. The professional tutor also provide guidance on careers, employment, or transferring.

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

Prior to fall, 2018, the advising process was conducted by program faculty. A mapping of the advising process conducted through the Achieving the Dream (ATD)/Data Committee recognized gaps in the advising process, and therefore, the process was revised at the end of the spring, 2019, semester. The revisions included adding a one-stop registration event in which students completed all services at one time. It included adding an Orientation event highlighting the student support services and resources offered by the College. Cohort activities were established so data could be gathered on effectiveness. When the revised process was assessed, gaps were again recognized. A second revision was completed which included reducing the number of advisors to five, redefining the cohort and cohort activities, and adding in a mentoring component. It was determined that dedicated academic advising and mentoring needed to be formalized, so that the student application and registration process would be systematic with defined responsibilities. A [Student Academic Advisor and Student Academic Mentor responsibility chart](#), along with an [Application and Registration process flowchart](#), were developed with students in mind, to give students a clear understanding of the program of study and the pathway to achieving completion (graduation).

Each student is assigned an Academic Advisor and Academic Mentor upon enrollment at CCCC. Academic Mentor refers to instructors within the chosen program of study who can explain the program of study, discuss career goals, provide resources to the students, and check on student progress throughout the semester. Academic Advisor refers to instructors who check on students

for academic warning/suspension, register students for classes, and keep the student schedule and program of study coursework up to date utilizing the EMPOWER student software system.

The Academic Advisor provides the student with a copy of their schedule and an updated program of study once registered. Five faculty, who are proficient in EMPOWER, were each given specific programs of study to register, such as Indigenous Studies, early childhood education, social work, business administration, liberal arts, etc. Student services, Career Services, and Career and Technical Education (CTE) act in an advisory capacity within their respective areas.

The College emphasizes academic advising as a relationship with mutual responsibilities between mentor, advisor, 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 mentoring and advising is viewed as a routine and continuous process of clarification and evaluation. Advisors and student services document their interactions in the software program so that other faculty and student services staff have access to the most current notes on student progress.

In late March of 2020, CCCC made adjustments to its operation, with most faculty and staff working from home due to the pandemic. Advising took on new meaning as faculty members were now placed on the front lines, having the most contact with students through synchronous distance education classes. During this time, faculty advised students of resources for internet services, mental health services, food pantries, Wi-Fi hotspots, and gift cards – that CCCC continues to distribute – for different needs of the students, as long as they have met satisfactory academic progress (SAP) – meaning participation in class and grade in class of C or better.

As a Dakota tribal college, relationships are integral to fulfilling 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. CCCC provides academic advising suited to its offerings and the needs of the students.

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

CCCC has a beautiful campus with state-of-the art technology, and the human and fiscal resources are sufficient and appropriate to support its operations as more generally described in Criterion 5. B.4. The following narrative, however, provides more detail on the technology, classroom, and library resources

The College 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 interactive displays 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 campus Local Area Network (LAN) consists of onsite and cloud hosted 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 twelve workstations for public access. There is a dedicated printer for each computer lab. Wireless access is available throughout the College and nine “hot spots” are provided throughout the Reservation. All students are provided with an e-mail address (CCCC's official means of communication) and file storage space on a college server.

CCCC has three 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. The Natural Resources Management (NRM) Program has an analytical wet laboratory appropriate to meet the requirements of teaching laboratory classes in the geological, biological, and environmental sciences. The NRM lab accommodates eight students for lab work. Cabinets are well stocked with glassware, chemicals, and other supplies for conducting laboratory experiments. Safety features for each lab 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 and complete an online Lab Safety tutorial prior to beginning laboratory activities.

The mission of the CCCC Valerie Merrick Memorial Library (VMML) is to serve the dual functions as 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 essential studies and program outcomes. The library also provides services to the tribal community and makes a special effort to collect materials relating to the tribe, its history and culture, and government affairs. The library serves as and seeks to be an active source of information for the community.

The Dewey Decimal System of Classification organizes the library, and the online catalog indexes the collection. In addition, current library holdings include 18,134 volumes, which includes seven periodicals, eighteen magazines, and 1,329 DVDs/CDs. The library has access to the Online Dakota Information Network (ODIN) that accesses the catalogs of most of 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 twelve public access computers for use by students and 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 and students.

When the pandemic hit in the spring of 2020, CCCC was able to immediately set up faculty and students with remote access to the course delivery by providing laptops or desktop computers with cameras. COVID relief funding allowed the institution to build up an inventory of laptops, WIFI connectivity, and funding so that students had internet access ([COVID-19 Report Feb. 2021](#)).

Students and Instructors are provided with all the necessary infrastructure and resources necessary to support effective teaching and learning.

Sources

- 5 year Enrollment Trends 2016-2021
- APPLICATION and REGISTRATION PROCESS updated 08.16.21
- CCCC Committees 8.20.21
- CCCC COVID-19 Report
- Orientation Survey Spring 2021
- Student Academic Advisor and Mentor Responsibility Chart
- Student Exit Interview Form Cankdeska Cikana Community College
- Student Exit Interview Results Sp 19 Sp 20

3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

Strengths:

CCCC's academic programming is appropriately structured as a tribal, community college offering associate's degrees and certificates. The general education program (Essential Studies) is appropriate to CCCC's mission and fulfills all program and degree-level requirements of the College. Instructors and student services staff develop strong relationships with CCCC students due to the small class sizes and community served. CCCC provides students with growth opportunities and life-long skills to live and work in a diverse world. With its small size, CCCC is a close-knit family-oriented community. CCCC provides a solid base of services and resources to support student learning and effective teaching. Student learning is considered from a holistic perspective and includes both academic and non-academic supports. CCCC provides both students and faculty with excellent resources to support learning and quality instruction.

Opportunities for Improvement:

Student services will continue to collaborate with the faculty to find new and creative ways to engage students and provide services to remove barriers and enhance learning. Faculty will continue to improve teaching strategies for a positive online presence, and CCCC will continue to improve technological supports for distance education courses.

Sources

There are no sources.

4 - 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.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
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 ensures 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.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials 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.

Argument

Criterion 4. 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.

4.A. The institution ensures the quality of its educational offerings.

CCCC demonstrates responsibility for the quality of its educational programs through the assessment of student learning and program review processes that are conducted by faculty, led by the Assessment Committee and the Curriculum Committee and overseen by the co-Academic Deans. The processes ensure that the programs of study and courses meet appropriate academic content standards and rigor for an associate's degree granting institution with a strong emphasis

on Essential Studies (formerly known as/called general studies). The Curriculum Committee oversees the program review process and the Assessment Committee oversees all aspects of the assessment of student learning, including expected outcomes for course, program, or essential studies.

Tools have been created to assist the faculty and institution through the processes, but more importantly, to document the processes. There is a [CCCC 3-year Program Review Schedule](#), and all CCCC programs and courses have been through a program review and are in sync for the cycles as noted on the schedule. Faculty use the CCCC common [syllabus template](#) that details specific requirements for essential studies, program, and course expected outcomes, along with credit hours and grading policy.

The [assessment template](#) provides the outline for what faculty will include for course, program, and essential studies outcomes for students each semester. That includes a data set with the number of students who started, finished, and achieved the outcome with a grade of C or better, and then a more in-depth review of those students who did not meet the expected outcome to determine if adjustments are appropriate. Other resources are made available to faculty regarding formative assessment strategies, concept mapping, problem solving observation, student surveys, and using feedback from the student surveys that are incorporated into the process. Fall and spring semester assessment templates for all courses are reviewed and combined into the [Annual Assessment Report](#) that is disseminated first to faculty and administration, then to staff, then to the Board of Regents. Lastly, the report is made available to the stakeholders on the College website.

The Assessment Report and process feeds into the Program Review process. CCCC has a [Policy on Academic Programs and Courses](#) that governs any changes, additions, or deletions to any course or program of study, and that is the basis for Program Reviews. The CCCC Curriculum Committee oversees the process for program reviews, and they established a [Program Review Template](#) that faculty use and follow. The template has six key factors that are considered in the review:

1. Program description, relationship to CCCC's mission
2. Background data/information, enrollment, and breadth
3. Program quality and assessment
4. Cost effectiveness and ability to meet occupational needs (includes tribal)
5. Ability to positively impact CCCC's relationships, partnerships, alliances
6. Analysis and reflection narrative

The template includes resources for data, in-class assessments, labor force statistics, CCCC budget/expenditures, a summary sheet, and a verification sheet that lists the chain-of-command roster for approvals as appropriate.

Assessment of student learning and quality academic programs takes much work and effort. CCCC works diligently to ensure the quality of its educational offerings, and it has policies and practices in place to accomplish the task.

4.A. 1. The institution maintains a practice of regular program reviews and acts upon the findings.

As noted from a previous accreditation visit (fall, 2017), CCCC had work to do regarding its program review process, and though the College had a process, it was not institutionalized as a core foundation for institutional self-evaluation and improvement. CCCC is proud to say it now has a program review process that is understood by the stakeholders, and most importantly, is implemented!

Following the accreditation visit in 2017, the Curriculum Committee researched program review processes at other similar institutions, drafted a revised [Program Review Guide & Template](#), and began a process to encompass all of the elements of quality program review set forth by accrediting standards. During the spring and fall of 2018, all programs were reviewed using this new process. Information gained helped the Committee adjust and refine the process that is chronologically summarized here: [Summary of CCCC Curriculum Committee Program Review Activities dated 8/10/21](#).

Measures were put in place to promote institutionalization of the process, including:

- a formal [Alignment of Program Review to the Strategic Plan](#);
- creation of a [flow chart for the program review process](#);
- updates to the College Catalog;
- a revised, more detailed [Program Review Template](#);
- a [3-year Schedule for program review](#);
- inclusion of established dates in the [Curriculum Committee Calendar](#);
- incorporation of program review mentors to assist faculty in completing reviews;
- faculty and all-staff in-services on Program Review;
- and creation of [Program Snapshot](#) and [Program Goal Status Template](#) for monitoring programs during years when a full review is not scheduled.

All documents and templates are now reviewed and revised annually as need dictates. These activities are documented on an on-going basis in a Curriculum Tracking Document for each academic year. All documents, program snapshots, and reviews are stored and maintained in the Program Review files on the server. These efforts were recognized in the HLC findings cited in the September, 2019, Focused Visit Report.

CCCC has continued its on-going program review activities to ensure continuous improvement. For example, a need was determined for programs undergoing review or completing program snapshots to have access to timely, consistent, reliable data to include in the reviews. The Curriculum Committee co-Chairs now collect CCCC financial information and FTE counts for the reviews, and they forward the information to the faculty responsible for completing the reviews. Enrollment, retention, and graduation numbers are obtained from the Registrar.

The Curriculum Committee Calendar provides a schedule for collecting and distributing the needed data to program faculty completing reviews. This data, along with pre-formatted charts, are now provided by the Curriculum Committee co-Chairs to faculty completing program

reviews; faculty are able to copy and paste the charts into their reviews, ensuring accuracy of the data and a consistent format. This single improvement has saved countless hours of research for program faculty and curriculum committee mentors when completing reviews, and it has eliminated backtracking to evaluate accuracy of the data. Program Data for the Program Snapshots and Program Reviews is stored on the server and is updated annually prior to completion of the reviews and snapshots. Linked are two [Program Snapshots](#) and [Program Reviews](#).

All programs underwent full review during the spring and fall of 2018. A new, three-year Program Review rotation was established to begin Fall, 2020, with Program Snapshots to be completed in Spring, 2019, and annually thereafter during years when programs are not due to complete a full review.

Program Review at CCCC incorporates a number of data sources to assure that a thorough and responsible review is taking place. Assessment data from the two most recent assessment cycles is included to inform the Curriculum Committee and other stakeholders regarding progress and achievement of Essential Studies, course, and program outcomes; review of the assessment data has direct impact on recommendations for program improvement. Data for program review provided through the Business Office assists in determining continued viability and cost-effectiveness of programs, as well as making apparent any budgetary impacts. Narratives detailing needs and strengths within the review may detail concerns or needs to be addressed during strategic planning. Enrollment and graduation data from the Registrar/[Institutional Profile](#) impact recommendations for continuation and drive program goals in the areas of recruitment and retention. Employment projections presented in the review are an indicator for continued need for a program. All information is taken into consideration during the review.

In addition to the institutional Program Review process, the Curriculum Committee monitors program and course requirements by engaging in on-going discussions throughout the year with the Registrar, Dean of Administration, co-Academic Deans, President, program faculty, and other stakeholders regarding the many facets of Program Review – including, but not limited to, college catalog content, effects of program changes on other systemic processes, [alignment to the Strategic Plan](#), online programming, HLC requirements, transfer agreements, and updates to the North Dakota University System GERTA and Common Course Numbering. These discussions often serve to identify needs and dictate adjustments to the program review process.

Curriculum Committee co-Chairs and members attend professional development opportunities to keep abreast of requirements and best practice, including attendance at the annual HLC conference (attending sessions on program review) and participation in the North Dakota University System (NDUS) Academic Discipline Groups (ADG). The committee regularly monitors changes to the NDUS degree requirements, Common Course Numbering course descriptions and outcomes, and changes to existing MOAs and 2+2 transfer requirements; adjustments to programs of study are made accordingly and are driven by the program review process.

The Curriculum co-Chairs provide program faculty and stakeholders with regular updates on program review at faculty and staff meetings. Timely fall in-services include sessions on

program review and assessment as a refresher and to update faculty on changes in these processes. At this time, all faculty are scheduled to receive in-service training on completing Program Reviews and Program Snapshots in August, 2021, along with the Board of Regents and administrators.

Proudly, CCCC now has a well-established, viable, and effective Program Review process which has become institutionalized and is continual throughout the year. The Curriculum Committee evaluates the process on an on-going basis and incorporates adjustments to the process based on identified needs and any institutional or policy changes that may arise.

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

CCCC's assessment processes ensure that all credits the College transcripts are appropriate in content and rigor, and strictly follow the College [credit hour policy](#). The College does offer experiential learning internships in Early Childhood Education, HPER, and Natural Resources, and has an [Internship Handbook](#) that was updated in fall, 2018. 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 and early entry programs and follows the [CCCC dual credit and early entry policies](#). Those pre-college dual and early entry credits, once examined, do become part of the student's academic record.

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

The 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, and only courses in which 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 annually. All applicable discipline groups have CCCC faculty member representation. 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 transfers 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 and also that CCCC credits are accepted.

4.A. 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 ensures 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.

The academic program processes at CCCC maintain and exercise 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. Faculty have the primary responsibility for course rigor, prerequisites, and syllabi, with oversight from the co-Academic Deans (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 in the AD file 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 and the program review process. 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 co-Academic Deans. 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.

Any faculty recruited to teach at CCCC follow the [CCCC Personnel Policies](#) and [Faculty Handbook](#), and CCCC does follow the HLC guidelines regarding faculty credentials. The College is committed to effective teaching and learning, as well as academic excellence, and utilizes careful consideration of qualifications and consistent evaluation procedures for all instructional faculty.

CCCC has a variety of learning resources available for students, faculty, and staff, such as professional tutors, peer tutors (when available), math labs, and library services with numerous databases and online access from any computer in the facility. CCCC provides technical equipment as requested to enhance the teaching/learning process for both faculty members and students, and all classrooms have state-of-the-art equipment. Professional development is encouraged and supported, as well as trainings for skill development or enhancement.

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. Early Entry options are available for high school students that meet the minimum requirements and are placed into courses using the institutional placement test.

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

Not applicable to CCCC.

4.A. 6. The institution evaluates the success of its graduates. The institution ensures that the credentials 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.

Like most tribal colleges, CCCC does not have an alumni foundation, nor does it solicit donations from alumni, as tribal college students are mostly Native, and thus, have a different world view on money, materialism, and acquisition of goods. Most tribal college students, especially for CCCC, have lived with endemic poverty, and success means helping the family, the tribal community, toward making life better. It is never about self.

At the same time, education is the pathway to addressing the many disparities in Indian country, and as an associate's degree granting institution, CCCC goes out of its way to help students transfer into bachelor's programs (social work 2+2 is thriving) and encourages, and supports, tribal member employees to achieve terminal degrees.

With support and assistance from the College Fund, CCCC joined the National Student Clearinghouse (NCS) system in fall, 2016, with the student tracking launched in spring, 2017.

College Fund and the American Indian Higher Education Consortium (AIHEC) have hosted forums for the presidents on the importance and need for better data, including the tracking and contacting of tribal college graduates. Though fairly new, CCCC is able to get reports regarding CCCC graduates and their employment status.

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

Alumni surveys have been done at CCCC, with the last one conducted in December, 2019, ([CCCC Gallup Alumni Survey Scorecard 2019](#)) that describes a high satisfaction rate with the students' tribal college experience. The institution is currently developing a policy and procedures that will implement a survey system that can be used on an annual basis.

Though CCCC does not have a formal alumni foundation, the College does know where many of the CCCC graduates are employed or located – this is due to being a tribal college serving a tribal community. Four of the five CCCC Board of Regents members are CCCC graduates – Gaming Commissioner, Recovery & Wellness Director, Home-Based Care Specialist, and Tribal Environmental Health Worker. One CCCC graduate is president of a tribal college in an urban setting. The Tribe's first civil engineer is a CCCC graduate of the pre-engineering project, and was also a College dual credit high school student. Ten of the eighteen current employees for the Tribe's Social Services Department are CCCC graduates, with several applying to graduate school. The nursing staff for the Tribal Clinic and Public Health Department includes several CCCC graduates who are RNs. CCCC fulfills its mission for student independence and self-sufficiency that is appropriate for its community, the Spirit Lake Dakota reservation.

Sources

- Assessment Annual Report 2020_2021
- CCCC 3-yr Program Review Schedule 2021-2024 12.10.20
- CCCC Gallup Alumni Survey Scorecard 2019
- CCCC Institutional Profile - June 2021
- CCCC Personnel Policies
- Credit Hour Policy
- Curr Comm Prog Rvw Action Detail 8.10.21
- Curriculum Committee Calendar 5.13.21
- Dual Credit and Early Entry Policies - College Catalog
- ECE Student Internship Handbook
- LINKAGE OF PROGRAM REVIEW TO STRATEGIC PLAN Update 8.9.21
- Policy on Academic Programs and Courses_10_15_2020
- Prog Review Template 12.10.20
- Program Review Guide 8.5.21
- PROGRAM REVIEW PROCESS FLOWCHART 8.5.21

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- Program Reviews - SWK and ECE
- Program Snapshot Goals Template 2021-2022 8.12.21
- Program Snapshot Template 12.10.20
- Program Snapshots - SWK and ECE
- REVISED GENERIC Program Assessment Template 8.17.2021
- Syllabus template 8.3.2021
- Transfer Credit Policy

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

The College demonstrates a commitment to educational achievement and improvement through ongoing and systemic assessment of student learning. CCCC has learning outcomes at Essential Studies, program, and course levels, and has implemented an institutionalized process for assessment of those outcomes on a semester basis. Assessment is the core of the institutional activities at CCCC, and feedback collected from the data provides support for future planning. See [Assessment Report](#) and [CCCC Assessment Workflow](#).

4.B. 1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

Assessment begins and is guided by the CCCC mission statement. The three levels of academic outcomes, which consist of Essential Studies, program, and course, inspire all assessment activity. The College has the responsibility of delivering a quality academic curriculum, but is also responsible for delivering a quality, culturally-relevant curriculum for the citizens of this sovereign nation.

The assessment of student learning occurs in the classroom each semester with each course having a set of learning outcomes that are evaluated through summative assessment, including such measurements as capstones, portfolios, projects, research papers, or embedded questions. Faculty members keep an electronic/paper archive of these summative assessments for data and evaluation purposes. At the end of the semester, faculty complete the [Program Assessment Template](#) for all core courses taught. Within this report, quantitative academic progress is reported and analyzed against the stated goals. Students who do not reach the stated goals are assessed using internal and external contributing factors. Recommendations and changes are made to alleviate the causes of underperformance, whether those causes are inside or outside of the classroom. After completion of all program assessments, the [Assessment Committee](#) reviews

and analyzes all the submitted reports and gives faculty pertinent feedback regarding data provided.

After recommendations by the Comprehensive Evaluation Team in 2018, the Assessment Committee recommended to the administration that, since CCCC is a two-year community college and the Essential Studies outcomes and institutional outcomes had considerable similarity and overlap, that CCCC make a change to combine both sets of outcomes to reduce the duplication of work. Since the Essential Studies outcomes are used as the basis and foundation for all program outcomes, assessment of student learning was already being completed and assessed, so reducing to one set of outcomes made it much easier for CCCC to act upon the data provided in the assessment process and to make change more efficient.

All of the program outcomes were revised in fall, 2018, so that the [essential studies outcomes were embedded inside each set of program outcomes, but in context for each program of study](#). This freed the Assessment Committee from having to focus on a separate institution-wide assessment for each of the essential studies outcomes every semester. It also provided more observable, measurable, and appropriate outcomes for the institution.

The Essential Studies outcome of communication had been previously addressed by adding the cross-curriculum writing assignments, along with the addition of the Writing Lab that college students take simultaneously with college-level English courses. These actions resulted in improved writing grades overall and have been permanently implemented to maintain better communication skills. Although CCCC's communication outcome was addressed on an institutional basis due to historically-limited writing proficiency, continual application of all four essential studies outcomes is ongoing. Emphasis is now being placed on the critical thinking outcome, while still maintaining the other three Essential Studies outcomes through the program outcomes.

[An Assessment Day on Critical Thinking Skills](#) was held in April, 2019. Students were given a choice between two community issues: Legalizing recreational marijuana use or a proposed Concentrated Animal Feeding Operation. Of the 164 students that were enrolled in the spring, 2019, semester, 73 students (45%) responded to the Critical Thinking Assessment. Students were graded based on the number of responses given that supported their positions either for/against the issue they chose. If students provided only one response, they were graded as emerging; two or three responses, they were graded as proficient; and if they provided four or more responses, they were considered advanced. Fifteen students (20%) out of the total number of students that responded to the Critical Thinking Assessment were graded as emerging; twenty-one students (29%) were graded as proficient; and thirty-seven students (51%) were graded as advanced. Overall, 80% of students assessed were graded proficient or advanced. Upon evaluation of the data, the assessment team concluded that the Essential Studies outcome for critical thinking had been met using the criteria that were set. In addition to the critical thinking outcome, the results reinforced the continuing success of the Writing Lab and cross-curriculum writing assignments in relation to the communication outcome.

Co-curricular Assessment, including non-academic curricula that help to strengthen all-around development of the student, was initiated in Spring, 2018, by assessing TRIO Student Support Services (SSS), athletics, and Financial Aid.

After analyzing the athletics data from practice and attendance, CCCC decided to suspend the basketball program after five years based on low percentage of student participation and attendance at practice. Of the 34 men and women who started the season, only eleven completed the season due to academic ineligibility, job conflicts, and family situations. This deficiency led to a shortage of players which made it difficult to maintain a competitive, viable team at a collegiate level.

TRIO SSS assessed outcomes based on persistence, academic standing, and graduate/transfer rates. All three outcomes surpassed the goals set based upon attendance reports, performance levels, graduation, and transfer rates.

New student enrollment was lower than expected, and many students did not complete financial aid applications due to lack of understanding of financial aid process and lack of information needed to complete the application. Notifications were sent out to faculty to remind students in their classes to complete the FAFSA, and for Outreach to start making consistent calls at the high schools for recruitment.

A Co-Curricular student satisfaction survey was sent out in Fall semester, [2018](#), and [2019](#), to rate how satisfied students were with the information and services provided by the co-curricular departments within CCCC.

Sixty-eight students responded to the survey in 2018:

- 60% were satisfied or greatly satisfied
- 16% were neutral
- 17% N/A
- 7% were dissatisfied or greatly dissatisfied
- Academics was rated highest at 81%
- Next Steps, GED, Talent Search and Grants were lowest at 43%, 45%, 47%, and 47% respectively

Twenty-three students responded to the survey in 2019:

- 70% were satisfied or greatly satisfied
- 16% were neutral
- 5% N/A
- 11% were dissatisfied or greatly dissatisfied
- Experience with your advisor and friendliness of staff as a whole were the two highest at 78% and 80%, respectively
- Tour and TRIO services were lowest at 54%; bookstore and financial aid were next with 64% and 69%, respectively

The results of the survey were disseminated at an all-staff meeting with great interest by administration, staff, and faculty. Areas of dissatisfied/greatly dissatisfied were highlighted so the departments could make changes based on the survey results.

In 2020, CCCC changed to an online orientation module because of the pandemic and included the [student survey](#) in the module through Moodle. CCCC student responses increased by having orientation online, so CCCC has made the online orientation module a permanent practice for the fall and spring semesters. All students are automatically enrolled in the orientation module, and students have to read about or watch videos on all the topics in order to receive an Orientation Badge, which then puts their name into drawings for prizes.

Key findings from the [2020-21 Annual Assessment Report](#) focused on: How many students made it? What are the barriers to their success? What can CCCC do about it? The findings led to intense and thoughtful discussions regarding pedagogical changes that could influence outcomes. Faculty are motivated to try different online teaching methods, enforce due dates, provide weekly progress reports, or develop more real-life scenarios for assignments. There are other suggested solutions in the report and specific to each program of study. Of significance in the report is that changing from face-to-face delivery of courses to online teaching and learning had no adverse effect on student learning and success rates; in fact, there was improvement. The current CCCC assessment report demonstrates the resiliency of students and faculty.

CCCC engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

4.B 2. The institution uses the information gained from assessment to improve student learning.

As already described above, CCCC uses the information from the assessment and program review processes to improve its practices for student learning. Each process is very detail oriented and connected. As faculty members go through the process, it produces thoughtful deliberations with colleagues and administration to bring about needed changes toward improvement. This includes self-reflection on teaching styles, and skillful ability to support and help students when they disclose personal, life events. This is the work of tribal colleges. The small size and small faculty/student ratios provide for relationship building that resembles family.

The Program Review and Assessment Reports, and related materials, demonstrate how CCCC uses the information gathered during the processes to improve student learning.

4.B. 3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

CCCC is a small, tribal college with twenty full-time and adjunct instructors who are actively engaged with the students and perform many academic and service responsibilities. Assessment of student learning is an elemental responsibility of faculty, which reflects good practices, and

requires the training and participation of all. Because of its size, all CCCC employees are actively engaged and dedicated toward student success.

As described in 4.B.1., the assessment processes and methodologies at CCCC have been improved and integrated to where it is systemic and institutionalized. The work is facilitated by a [committee structure](#) wherein faculty are assigned roles, as are some staff, but all employees are encouraged to participate. The assessment and program review processes are regularly on the agenda for the monthly all-staff meetings, and in-service training is required for fall and spring semesters. The [Assessment Report](#) summarizes the process for each faculty member and course, along with highlighting recommended changes, and the justification for the recommendations.

Integrity for one's work is a key value that is articulated with the mission and vision statement. CCCC's processes and methodologies to assess student learning do reflect good practice, with faculty and staff fully engaged to accomplish the mission.

Sources

- Assessment Annual Report 2020_2021
- Assessment Committee Minutes 2020-21
- CCCC Committees 8.20.21.pdf
- CCCC_Assessment Workflow
- Co-Curricular Assessment Spring 2018
- Co-Curricular Student Satisfaction Assessment 2018
- Co-Curricular Student Satisfaction Assessment FALL 2019
- ESO1 Critical Thinking Assessment
- Orientation Survey FALL 2020
- Program of Study Outcomes using ESO
- REVISED GENERIC Program Assessment Template 8.17.2021

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
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.)

Argument

4.C. The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

As outlined in the updated [Strategic Plan](#), CCCC has as a core initiative: Nurture Student Success with two key goals: increase student enrollment and improve student retention.

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 shared during faculty or staff meetings, as well as with the CCCC Board of Regents, and is used to modify plans and practices. Though CCCC does not have a formal enrollment management plan, student enrollment has always been a consideration in all deliberations of CCCC's work, its future. It is embedded within the Strategic Plan with the work facilitated by the Recruitment Committee. The CCCC administration and Board of Regents review and monitor enrollment. This information aids and guides the College in actively recruiting, enrolling, and supporting more Native college students.

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

To accomplish the two key goals under Nurture Student Success in the Strategic Plan, the focus is on three key data points: persistence, retention, and graduation. Enrollment will be increased by five students per semester, and persistence, retention, and graduation will increase (fall to fall)

by one percent each. These measures were reviewed, discussed, and deliberated by the Retention Committee, along with administration, and finally, the Board of Regents, who adopted the plan in December, 2020. It was believed that the markers were realistic and attainable for CCCC, even in the midst of the pandemic.

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 ([Assessment Report](#)). 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.

CCCC's numbers are very small; 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, budget resources, and cultural appropriateness.

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

CCCC has an established [institutional profile](#) that summarizes community and CCCC data that is used internally for continuous improvement and externally to inform the community. The three key data points for the Nurture Student Success initiative of the strategic plan are retention, persistence, and completion (graduation), and these points are reiterated during staff and faculty meetings with the work being accomplished by the Recruitment and Retention Committees. It is emphasized that all CCCC employees should know these data points and help to achieve the goals.

A summary of CCCC's retention and persistence data is shown on the following tables:

Full Time Students (12 or more credits)

Persistence

First Semester	Second Semester	Total	Returning	Percent Returning
Fall '14	Spring '15	98	55	56%
Fall '15	Spring '16	125	68	54%
Fall '16	Spring '17	101	68	67%
Fall '17	Spring '18	120	61	51%
Fall '18	Spring '19	78	40	51%
Fall '19	Spring '20	86	45	52%

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Fall '20	Spring '21	64	41	64%
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Retention

First Semester	Second Semester	Total	Returning	Percent Returning
Fall '14	Fall '15	98	38	39%
Fall '15	Fall '16	125	39	31%
Fall '16	Fall '17	101	39	39%
Fall '17	Fall '18	113	42	37%
Fall '18	Fall '19	78	25	32%
Fall '19	Fall '20	86	20	23%

Number of Graduates

Academic Year	Number of Graduates
2015-16	32
2016-17	21
2017-18	20
2018-19	29
2019-20	25
2020-21	27

CCCC collects and reports data to various outside organizations. The data reported using an outside organization's required definition may cause misperceptions of CCCC achievements. For example, CCCC's graduation rate in the IPEDs report can be viewed as unfavorable, however from the college and community's perspective, all graduating classes are a remarkable accomplishment. The students that CCCC serves each have their own definition of success and cannot be viewed as one size fits all. The work of CCCC and all tribal colleges is vital because the students we serve are unique in their own right.

Since October of 2016, CCCC has participated in a collaboration with AIHEC and Achieving the Dream (ATD). This initiative provides resources and tools for tribal colleges to address key barriers to student success and completion through strategies that build 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 with seven other tribal colleges that focus on three key student success metrics: persistence, progression, and completion.

CCCC's focus has been on [three student success priority goals for ATD](#): Advising, Data, and Outreach. The Advising priority strengthened our current advising process by providing mentors and advisors for students, along with building student relationships for better persistence and retention. A data dictionary and data map helped build capacity for regular dissemination of the data that drives program and instructional decisions. Outreach identified baseline data and utilized the College website, Facebook, and radio spots to develop and maintain an outreach plan to increase student enrollment. CCCC completes an annual reflection paper for the ATD initiative, and CCCC believes its participation has led to improved practices and better understanding of using data.

Enrollment and Graduation data are used in the Program Review Reports. Retention, Enrollment, Percent of Total Credits Completed, and Full-Time Equivalency data are used to complete the Snapshots.

CCCC collects and analyzes information on student retention, persistence, and completion of programs with the goal of increasing the numbers and improving outcomes.

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

In 2016, the College began strategic planning for 2020-2025. The former Enrollment Management Plan was eliminated and incorporated into the strategic planning goals as the College worked toward streamlining processes to increase efficiency and effectiveness. There was also the point of 'economies of scale', and being so small, CCCC understands the importance of using data from a three to five-year perspective – trend analysis – as this is a more realistic picture of the College and the community. Within the Strategic Plan, goals for student retention (as measured fall to fall), persistence (as measured fall to spring), and completion (by program and course) were formalized and adjusted to reflect attainable goals, based on data collected over time.

The Enrollment, Retention, and Leadership Committees meet regularly to monitor enrollment, retention, persistence, and completion progress toward goals defined during strategic planning, with data provided through the Dean of Administration and Registrar/Institutional Data Manager. A broad panel of outreach, financial aid, student services, fiscal, and academic personnel serve on the committees to ensure that the data and decision-making process are communicated to the various stakeholders working toward these common goals; committee minutes document planned activities and efforts, together with analysis of the data, aimed at achieving these goals.

CCCC joined with Achieving the Dream (ATD) under Project Success in 2017, and began a concerted, institution-wide effort to increase student success through the utilization of data to target academic and non-academic factors influencing student success, as defined by retention, persistence, and completion. An ATD/Data Management Committee was formed, led by the

Dean of Administration, to establish actions to target student success goals, define and streamline the data processes of the College, and lead the College in communicating data to inform stakeholders involved in initiating student success efforts ([ATD minutes](#)). Although CCCC has always maintained data resources for required reporting purposes, data management, coordination, and communication at CCCC have greatly improved under the purview of the ATD Committee and CCCC's participation in the initiative.

The Financial Aid Director, Registrar, co-Academic Deans, and the new Dean of Student Services serve on the ATD/Data Management Committee to inform the committee of issues affecting student financial aid, including issues arising related to retention, persistence, and completion; data are analyzed to reveal areas needing attention. Resulting actions have included modifications to the advising process, specific sessions for students on financial aid requirements, enlisting faculty and advisors to stress to students the importance of drop dates and withdrawal rather than failing grades, and setting goals for eligible student completion of financial aid applications. Follow-up data has been collected and reviewed to determine effects in these areas. However, an area of improvement currently identified is to identify additional measures to determine the direct effects of each particular activity on student retention, completion, and success.

The Assessment and Curriculum Committees have additionally worked with focused intent to revise, institutionalize, and continuously improve CCCC's assessment and program review processes (4.B.1 and 4.A.1). The Assessment Committee utilizes retention, persistence, and completion data, together with course-level assessment each semester, to identify areas in need of improvement, especially factors which are influencing student success. This data is gathered each semester and compiled annually ([Annual Assessment Report](#)). The results are shared and used as a basis for academic improvement. Data is utilized for continuous improvement of the process, with action taken based on results ([Assessment Template](#) which was revised Fall, 2020, to more explicitly identify areas of concern, specify recommendations and actions taken, and more fully monitor results).

Accordingly, the Curriculum Committee has sustained work toward improving the program review process. [Program Reviews](#) contain data on student retention, persistence, and completion that is used to make recommendations for program improvement, continuation, and/or furlough. Spring, 2019, the Committee added annual [Program Snapshots](#) as a requirement for establishing and monitoring program goals, many of which include actions to address student retention and completion. The goal of the program snapshots is to monitor program initiatives and progress continuously— not just during years in which programs complete their review – keeping these goals at the forefront and requiring regular communications regarding progress.

From the Assessment Committee, data has led to creation of a Liberal Arts Workgroup comprised of Essential Studies faculty. Retention, persistence, and completion data, disaggregated by program, revealed poor retention, persistence, and completion for Liberal Arts students in particular. Action was taken to target Liberal Arts students by adding additional mentors in the program. Work is currently underway to establish activities to improve outcomes for Liberal Arts students, including consideration of establishing a Liberal Arts cohort and providing job-shadowing opportunities for these students; this could help them investigate their

areas of interest in order that their coursework can be targeted to their interests, for the purposes of increasing retention, persistence and completion.

Spring, 2020, when the pandemic dictated the move to distance education, data was gathered ([Student Survey 2020](#) and [Faculty Survey 2020](#)) on computer/device usage, Internet access, and changes to course delivery methods because of COVID-19; as a result, CCCC provided devices for student use, training aids in using Zoom and Moodle – the school Learning Management System (LMS) ([online orientation module](#)), hotspot parking lot access points/areas, and assistance to students needing reliable internet service, to name a few. Faculty development opportunities were offered to assist faculty in providing instruction to engage students in the online environment, to improve instructional and student completion outcomes. [Fall, 2020, a Technological Literacy Assessment Survey](#) was conducted to elicit student input in determining whether these actions had positive results.

The use of retention, persistence, and completion data has now become an integral part of planning and improvement processes at CCCC. Data is communicated at all-staff meetings, faculty meetings ([agendas](#) and [minutes](#)), Board meetings, and was a focus area at a Data Summit held in Spring, 2019. Goals for retention, persistence, and completion within the Strategic Plan is data-based and more realistic for the College.

4.C. 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 has developed and established means for the collection and analysis of data, including retention, persistence, and completion, with oversight by the Dean of Administration, the Registrar, and a new position/role – Institutional Data Manager – assumed by math faculty (Karen Saari) starting in August, 2021. The data is provided by the Dean of Administration and Registrar to the Leadership, Retention, and Recruitment Committees, in particular, to aid in planning; however, retention, persistence, and completion data is provided campus-wide to all programs and stakeholders, and it is specifically used for the assessment and program review processes.

In 2017, the College partnered with Project Success and Achieving the Dream (ATD) to assist the College in conducting a “*comprehensive review of the literature on student success*”, and with “*developing a small set of initiatives proven to be successful.*” An ATD Committee was formed to develop an [ATD Action Plan](#) to reflect institutional needs and identify measures for success. Administration of the [ICAT \(Institutional Capacity Assessment Tool\)](#) and hosting of a World Café to gather data and input from stakeholders were used to develop the plan, success model, and establish priority goals using the data, under the direction of ATD coaching staff. The Dean of Administration serves as the committee chair, with members including the Registrar/Institutional Data Manager, co-Academic Deans, Financial Aid Director, Director of Communications and Outreach, Career Services Director, Head Start Director, and faculty

members. Contributing members have also included student service personnel, Chief Financial Officer, Human Resources Director, and Emergency Aid personnel, depending on the current priorities being addressed in the Action Plan.

Under *Priority 2: Data* of the ATD Action Plan, a comprehensive analysis was conducted by the ATD Committee and coaches to determine institutional data needs, means of communicating data to stakeholders, and how data is used in decision-making processes. This resulted in creation of an institutional [Logic Model \(2017\)](#), [Data Map](#), and formation of a Data Subcommittee, with goals set for analysis and timely communication of data to stakeholders to drive decision-making processes.

The Data Dictionary ensures that consistent definitions and data sources are used when reporting internally and to outside agencies; the dictionary also details the differences between the institution's definitions of persistence, retention, and completion and the definitions outside reporting agencies require to be used. The Dean of Administration, Registrar, and Institutional Data Manager serve on the ATD Committee and are members of the Data Subcommittee. Members of the Data Subcommittee have attended Empower and Power BI/Excel trainings, among others, to ensure data extracted is accurate and provides meaningful and reliable information. Work continues on development of a formal, cost-effective, data warehousing system and development of institutional data dashboards; until such time, the Dean of Administration currently manages the institutional data files with assistance from the Registrar and Institutional Data Manager.

In Spring, 2019, a Data Summit was held, led by the ATD Committee, which included data on program enrollment, persistence, and retention. February – July, 2020, the ATD Committee worked with coaches to develop Key Performance Indicators (KPI) for student success which include retention data. The [ATD Annual Reflection Reports](#) detail measures of progress which utilize persistence and retention data. National Clearing House data has become an additional institutional source for completion and is being used by the Academic Program Coordinator/Transfer Specialist to provide services to increase student completion and transfer. Progress on the KPI have been monitored and reported annually in [July, 2020](#), and [June, 2021](#). A second Data Summit is in the planning stages for late Fall, 2021.

Data administration has evolved to include the ATD Committee as the primary body in establishing a culture of data-driven planning and action. For example, data on student retention, persistence, and completion provided much of the impetus for establishment of *Priority 1: Advising* and *Priority 3: Outreach* under the ATD Action Plan. Within the Advising priority, the committee mapped and analyzed the advising process ([Logic Model \(2017\)](#) and ADVISING PRIORITY folder in ATD server files); the process was re-designed to address areas where student attrition was occurring, and areas in which efforts could focus on mitigating factors affecting student persistence, retention, and completion. [Cohort activities](#) were created and data (including persistence and retention) from the cohort has been collected, analyzed, and utilized to modify the cohort activities. Outreach was added as a priority within the Action Plan in 2018 based on data collected and needs identified. Admission to the National Student Clearinghouse has also provided an additional data source on student completion.

Data on student retention, persistence, and completion are disaggregated by program ([program review guide and template](#)), utilized for program review, and are the basis for many program decisions and/or goals. Additionally, programs, such as ICE-TI, analyze retention and completion data for all math students to determine course needs (see ICE-TI minutes and monthly reports), provide additional math pathways to success ([Revised CCCC Math Pathways Diagram 3.8.21](#)), and to identify non-academic factors which may influence student success. Planning under these programs includes activities and services directed toward maximizing student success based on factors noted within the data.

Whether for outside reporting or internal use, data on retention, persistence, and completion is gathered in a central location, reviewed for accuracy, analyzed, and communicated effectively and in a timely manner to all stakeholders as needed.

Sources

- 2019_2020 Annual Assessment Report
- 2020_2025 Strategic Plan
- Assessment Annual Report 2020_2021
- ATD Annual Reflection 6.22.21
- ATD Data Mapping
- ATD Minutes - July 2020-June 2021
- ATD Project Success KPI Report 2020
- ATD Project Success KPI Report 2021
- CCCC ATD Action Plan
- CCCC Institutional Profile - June 2021
- COHORT ACTIVITIES COMPLETED
- Faculty Agendas 8.2020 - 8.2021
- Faculty Minutes 5.2020 to 5.2021
- Faculty Survey results 5-11-2020
- FALL 2021 Orientation Module
- ICAT Results Summary_Cankdeska Cikana Community College
- Program Review Guide 8.5.21
- Program Reviews - SWK and ECE
- Program Snapshots - SWK and ECE
- Project Success Logic Model Template - 2017
- Revised CCCC Math Pathways Diagram 3.8.21
- REVISED GENERIC Program Assessment Template 8.17.2021
- Student Survey results 5-11-2020

4.S - Criterion 4 - Summary

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.

Summary

Strengths:

CCCC works diligently to ensure the quality of its educational offerings, and it has policies and practices in place to accomplish the task. CCCC has a program review process that is fully implemented and understood by the stakeholders. The Curriculum Committee evaluates the process on an on-going basis and incorporates adjustments to the process based on identified needs and any institutional or policy changes that may arise. CCCC has policies that assure the quality of the credits it accepts in transfer, in addition to those policies that ensure that CCCC credits are accepted by NDUS institutions. CCCC engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

Opportunities for Improvement:

The institution is currently developing a policy and procedures that will implement a survey system that can be used on an annual basis. An area of improvement would be to establish additional measures to determine the direct effects of each particular activity on student retention, completion, and success.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

Criterion 5. Institutional Effectiveness, Resources, and Planning.

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Core Components

5.A. Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

The [organizational chart](#) and [committee structure](#) for CCCC demonstrate sound and collaborative leadership that is appropriate for the institution and that is reflective of the community. CCCC is effective in its administration that lends to accomplishing the mission. The [Faculty Senate](#) and [Student Senate](#) are not listed on the committee roster, but are noted as key constituent groups who have their own bylaws (processes), and their work is brought forward to the appropriate Dean or committee. The [CCCC Board of Regents](#) uses the software called Board Max which accommodates the requisite materials (agendas, member roster, minutes, reports, etc.). The work of these groups is maintained on the CCCC server and is available electronically.

5.A. 1. Shared governance at the institution engages its internal constituencies – including its governing board, administration, faculty, staff, and students – through planning, policies and procedures.

CCCC is a small organization in a rural, tribal environment. Everyone knows each other and are quite possibly related. CCCC's most current employee roster ([July 2021 HR Report](#)) has 71 employees and, more recently, College enrollment has been a little less than 200 students per semester. Because of the size of the College, CCCC has always practiced shared governance, and a committee structure is how it works.

The CCCC Board of Regents is comprised of tribal members (four are CCCC graduates) and they set all policies for the institution. Board meetings are monthly and open to the public. Key administrators from the College are periodically on the [agenda](#) for the Board meetings to report on their respective area (co-Academic Deans present on Program Reviews or the Assessment Report). The Board initiates the updating and review of the Strategic Plan that, in turn, is then distributed internally to the committees, employees, and students for review and input, then returned to the Board for adoption.

Policies are set by the Board of Regents, and any changes or updates are brought forward by the respective administrator. For example, the HR (Human Resources) Director would present any update or recommended changes to an existing Personnel Policy. The Board recently adopted an updated [Wage Scale](#) (March, 2021) that set a minimum wage (\$14/hour) for CCCC. In developing the Wage Scale, the Chief Finance Officer (CFO), the Deans, and other key leaders for CCCC assisted in drafting the scale. Once adopted by the Board of Regents, the Wage Scale was distributed internally by the HR Director.

The various committees facilitate the shared governance of CCCC. Each committee has a specific area of focus, and though certain employees are assigned, any/all employees are welcomed to join and participate in a committee. There are also other groups/committees, not noted on the committee roster, that meet regularly (the Advisory Boards for the Career & Technical Education programs, the Faculty Senate, and Student Senate are examples). All committee work is documented, with meeting notes made available to all electronically.

5.A.2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

CCCC develops and distributes an annual [Institutional Profile](#) (June, 2021) that includes a variety of data regarding the Spirit Lake Tribe and community, but focuses on key points representative of an academic institution (retention, persistence, completion). The information (data) does inform the work of the College and is noted in the [Strategic Plan \(2020-2025\)](#). For example, CCCC will increase the student retention rate by 1% each year. The data in the Institutional Profile provides the baseline. CCCC prefers to use trend analysis, since its numbers are so small, and this provides a better illustration of the demographics.

The key three data points – retention, persistence, completion – are reiterated at staff meetings, included in committee discussions, and frequently reviewed by the CCCC Board of Regents and

administrators, as this informs decisions and goals made on an annual basis for the work of the College. The other key data point is [student enrollment, which is highlighted in the Institutional Profile and is the basis for recruitment and projections](#). The Strategic Plan has a specific goal for student enrollment. Tribal enrollment data is important for CCCC in projecting anticipated enrollment.

The Institutional Profile is a key topic of discussion during the annual joint meeting between the CCCC Board of Regents and the Spirit Lake Tribal Council. The profile is on the CCCC website and is made available to the Tribal programs. The Board Max software program utilized by the Board of Regents maintains copies of the meeting minutes and notes from the joint meeting ([June 2021](#)). CCCC and the Board of Regents encourages the Tribal Council to support tribal employees to achieve an associate's degree from its tribal college. It is believed that CCCC should have about 300 students per semester, based on the reservation demographics, and the College has come close to that number on several occasions.

Data is discussed and reviewed frequently by the CCCC Leadership Committee toward making good decisions. In the five semesters since the beginning of the pandemic, the College has paid closer attention to enrollment, persistence, and retention. [CCCC's summer enrollment](#) for 2021 was triple the previous year's enrollment, and it is believed the increase is due to the cost of attendance being covered, the convenience of distance education, and the availability of laptops and gift cards.

CCCC is consistently analyzing the data and makes decisions in the best interest of the students and the institution.

5.A.3. The institution's administration ensures that faculty, and when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

The existing system at CCCC does ensure faculty engagement in setting academic requirements and processes. As appropriate, most of this work is through the committee structure, but at times, other individuals or groups are involved for input. Student Senate has been asked to review the revised Student Handbook, and the faculty have discussed the updated Faculty Handbook during a faculty meeting, prior to the documents being finalized. More recently, these types of reviews have been conducted virtually, due to the ongoing concerns with the coronavirus.

Sources

- 2020_2025 Strategic Plan
- 2021 Approved Wage Scale 3.21
- BOR Agenda - Presenters
- CCCC Board of Regents Bylaws_11_29_16
- CCCC Board of Regents Joint Meeting with Spirit Lake Tribal Council - Meeting Notes 6-17-2021

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- CCCC Committees 8.20.21.pdf
- CCCC Institutional Profile - June 2021
- CCCC Organizational Chart 08_11_2021
- Faculty Senate Constitution and By-Laws amended 10-12-17
- July 2021 HR Report
- Student Senate Government Constitution
- Summer Semester Student Enrolments - 2017-2021

5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

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

As a federally-supported tribal college, CCCC resources support its educational programming, and the College has strived to maintain a reserve account ([Audit Report](#)) for continued improvements of the services and programs. According to the [2020 IPEDs report](#) for CCCC, 59% of the annual revenue is expended for academics and student services. The Board of Regents recently approved a tuition increase from \$125/credit hour to \$150/credit hour and for fees, from \$150 to \$175. The last increase was done in 2012, and the new increase is effective fall, 2021. CCCC's human resources, physical plant, and technology infrastructure are sufficient to accommodate anticipated increases in full-time enrollment. There were many campus improvements made due to the coronavirus (air quality/filtration/ventilation systems, hands-free faucets and toilets, upgrades to the tech infrastructure, including security measures), and these were completed using the COVID-Relief funding for academic institutions.

CCCC has a modest endowment account managed by a professional firm that has worked with the College for many years. The CCCC Board of Regents reviews this account at least once a year, generally when conducting the annual audit exit discussion with the auditors (usually late fall). ([Board Minutes](#))

5.B.1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

CCCC's seventy-one employees are well-qualified, diverse, and dedicated to the success of students. The monthly [HR Report \(July 2021\)](#) provides a breakdown on the diversity of the staff, position, gender, and full- or part-time status. All employees are provided an orientation regarding the mission of the College, and monthly staff meetings provide an opportunity for training and information sharing. Annual performance evaluations are conducted for each

employee, and they have access to professional development opportunities (noted in the HR Report). CCCC supports and encourages the pursuit of terminal degrees.

The campus is one location and one facility with approximately 130,000 square feet of space, including 23 classrooms, six computer labs, and eight science/nursing labs. There are 76 offices and 29 bathrooms and a dedicated technology/server room. The College is replacing the campus greenhouse for the Natural Resources Program and expects that to be completed in the fall of 2021. There is a dedicated classroom with a simulator for the CDL program, as well as a semi with a trailer for behind-the-wheel training. The campus has an amphitheater that seats 450; a college café (food service area that has been closed due to coronavirus); and a wellness center and running/walking track. CCCC has a separate maintenance facility with a recent addition to house vehicles and equipment. CCCC does have a [Master Facilities Plan](#) that is updated on an annual basis.

The College has an Emergency Alert system using cell phones and email, wherein announcements are made for closures, notices, or emergency situations. This system is for both employees and students and depends on current/accurate phone information.

CCCC has excellent security and safety measures to ensure the safety of employees and students when on campus. Cameras are strategically located throughout the facility, the entryways, and the parking lots to monitor and screen movement or activities. CCCC had no incidents to report for the [2020 Campus Crime Report](#).

On the front page of [CCCC's COVID-19 report \(February, 2021\)](#), there is a summary of the technology systems and upgrades that have occurred for the campus because of the pandemic. CCCC is at 100 Mbps (average for associate degree institutions is 513/Mbps and for bachelor degree institutions is 3,500/Mbps [\(from AIHEC Cyberinfrastructure Team/Presidents' Update August, 2020\)](#) for internet connectivity at a monthly average cost of just over \$2,000. CCCC's refresh cycle for hardware is approximately every six years. All CCCC employees and students were provided with computers or laptops and scanner/printers to set up remote work and access capabilities in March, 2020. The issue continues to be internet connectivity and the ability to afford the monthly fees or hookup charges – mostly for students, but also for some employees.

CCCC has qualified operational staff and an appropriate infrastructure that is sufficient to support its operations in-person or online.

5.B.2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources, and opportunities.

The statement for the mission, vision, key values, and expected Essential Studies outcomes are all derived from the community and the key constituents of the community. CCCC serves the Spirit Lake Dakota reservation community, which is a mix of Native and non-Native families that live on or near the reservation. The tribal people live with endemic poverty, racism, and the struggle to overcome historical trauma, including the distrust of any education process, since many of the elders are products of the boarding school era wherein they were punished for who

they were. As a tribal college, CCCC understands this dynamic, and thus, the dreams and goals that come from the mission or strategic plan are always tempered with a dose of realism – what can be achieved?

All tribal colleges have as a core mission, the teaching, learning, and perpetuating of the respective tribal history, culture, and languages. An important component for a student to become ‘independent and self-sufficient’ (CCCC’s mission) is self-identity, and tribal colleges excel at reinforcing tribal identity. Dakota culture drives the content of the courses and academic programs at CCCC, as well as all the work and the interactions. The teaching and learning of Dakota culture and Dakota language is a core program for CCCC. CCCC’s key priority within the Strategic Plan is to have a bachelor’s program in Indigenous Studies/Dakota Studies, and the College is working with the University of North Dakota to implement a 2+2 to start that pathway.

CCCC’s mission, vision, key values, and Essential Studies expected outcomes statements are subjective, but they drive and guide all the work of the College. College faculty and staff understand that CCCC is small, but extremely resourceful, with many collaborations and partnerships toward the accomplishment of goals or priorities. The College is always realistic in setting goals based on capabilities, resources, and opportunities.

5.B.3. The institution has a well-developed process in place for budgeting and for monitoring its finances.

CCCC is very adept in its budgeting process, as it is based on enrollment and federal funding sources that have remained modest, but sufficient. For close to twenty-years, CCCC has maintained a general fund budget that is reflective of its size and context of services as a tribal, community college. The [general fund budget](#) is executed similarly each year – based on the current year’s funding and expenditures and a review of enrollment projections. The budget is drafted in late summer by the Chief Financial Officer (CFO) and President, reviewed by the Leadership Committee, and then presented, discussed, and approved by the Board of Regents for implementation October first, which is the beginning of the fiscal year.

Drafting and approving the budget includes a review of the staffing and the services provided, and emanates from the priorities of the Strategic Plan. Administration, student services, and academics are the core categories for the general fund budget. The budget is a snapshot of what is expected during the year, but the process is continuous so that modifications can be made as necessary. Any budget modification is approved by the Board of Regents, but happens infrequently.

Annual revenues are projected using current information, such as head count, full-time equivalent, credit hours, pending grants with indirect cost allowances, current interest rates, employee contributions, and external unrestricted funds (for example, the College Fund contributes \$8,000 for cultural programming). Tuition and fees projections are based on current head count/credit hours and calculated with a 15% allowance for accounts receivable. CCCC is implementing a modest tuition and fee increase for the fall of 2021 – from \$125/credit hour to \$150/credit hour for tuition, and from \$150 to \$175 for fees. The last time CCCC increased

tuition/fees was 2012, and because of the endemic poverty and lack of economic opportunities, CCCC strives to keep cost of attendance as low as possible.

The primary source of operating revenue for CCCC is from the US Department of Interior/Bureau of Indian Education that follows a formula from the Tribal College Act based on “Indian Student Count” or ISC. The formula uses ‘prior, prior’ year data for full-time equivalent status in the calculation. This provides a fairly accurate estimate for developing the annual budget.

[Monitoring the budget is done on a monthly basis](#), with the CFO preparing summaries of the general fund budget and revenues, as well as summaries for each of the grant-funded programs. The summaries (usually one page) show the approved budget, expenditures, remaining funds, and percentages to show where the budget should be based on that month. The summaries are provided to the President (overall general fund information), and the respective grant-funded program summaries are provided to the Director of the program.

For the general fund budget, a fiscal year ending cash balance summary is also included, as well as uncollected revenues, so that these are monitored closely for follow up or necessary budget adjustments.

The summary is shared and reviewed with the Leadership Committee regularly, and with the Board of Regents on a quarterly basis, at minimum.

5.B.4. The institution’s fiscal allocations ensure that its educational purposes are achieved.

CCCC has a modest [general fund budget](#) at approximately \$2.5 million/annually. About 55% of the budget is dedicated to academics and student services that align with accomplishing the priorities of the [Strategic Plan](#) – nurturing student success and endorsing effective teaching and learning processes. Subcategories for each priority include personnel, professional development, tutoring services, and student retention activities that can be identified in the budget. The College’s budget allocations and fiscal responsibility ensure the educational purposes are achieved.

Sources

- 2020 IPEDS Report
- 2021 General Fund Budget
- AIHEC Cyberinfrastructure Team-Presidents Update August 2020
- Audit - General Funds mtg Summary
- Board of Regents Minutes - Audit Exit Discussion
- Budget monitoring
- CCCC COVID-19 Report
- CCCC_2020_Clery_Compliance_Security_Report
- July 2021 HR Report
- MASTER FACILITIES PLAN

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- Strategic Plan Budget Review

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

It must be noted that the next section (5.C) was cited by the Higher Learning Commission (HLC) as 'met with concerns' and that CCCC is to provide an embedded monitoring report in the 2021-22 comprehensive evaluation. The concerns are related to "the institution should provide clear evidence and updates about the connection and progress of the budgeting process with the strategic plan". ([HLC letter dated 2/4/20](#) In 5.C, CCCC is addressing the concerns raised by HLC.

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

CCCC has a strategic plan from 2005 that continues to evolve as the institution improves processes and priorities. The focus is always on accomplishing the mission for student independence and self-sufficiency. When the pandemic hit in the spring of 2020, CCCC had started an [internal Strategic Plan review](#) and update of the plan that now takes the college through 2025 and includes a couple of milestones – a 50th anniversary celebration for CCCC in 2024, and the 20th anniversary for President Lindquist in 2023, who is the longest serving President and a Spirit Lake tribal member. ([CCCC Strategic Plan 2020-2025](#))

Fortunately, when CCCC transitioned in March 2020 to remote work and online learning – and for the remainder of 2020 – the College was able to complete a reformatting and update of the Strategic Plan. The update involved all the internal stakeholders through the committee structure, including input from students and the Board of Regents. The Strategic Plan was distributed publicly to the Spirit Lake community. The focus of the revised Strategic Plan was to modify the document to be easier to follow and to understand, and that it would be more readily used to accomplish the goals. The Recruitment and Retention Committees reviewed the plan to

determine the appropriate measures to be set for the enrollment goals. The 2020-2025 CCCC Strategic Plan ([adopted by the CCCC Board of Regents in December 2020](#)) has four broad initiatives, each with targeted goals. The initiatives are:

1. Nurture Student Success
2. Endorse Effective Teachings & Learning Processes
3. Advance Community Development & Innovation
4. Ensure a Sustainable & Superior Organization

These broad initiative areas are appropriate for CCCC as a tribal, community college, and the goals are reachable. The Strategic Plan is the roadmap, and it is developed using CCCC data and community demographics from the [Institutional Profile](#). The plan is the guide to CCCC's future.

5.C. 1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.

CCCC is a small, rural, tribal college serving the Spirit Lake Dakota reservation community; therefore, its budget and infrastructure are modest, but sufficient to accomplish the College mission toward student independence and self-sufficiency. All resources are in alignment with the mission and priorities as described previously, and as evidenced within the [monthly HR Report](#), [General Fund budget](#), and the [budget summary by strategic plan initiatives for fiscal year 2021](#). CCCC does not have a research enterprise, but does engage and participate in research projects that are faculty-driven and generally in collaboration with other institutions. CCCC facilitates a comprehensive community needs assessment that will be completed in the fall of 2021. The assessment is required by the CCCC Head Start program, but all programs and the tribal community are engaged and involved. CCCC last did a [Comprehensive Community Assessment \(CCA\)](#) in 2015, and it is an 'environmental scan' of the community. CCCC does not have associated institutes or affiliated centers.

5.C. 2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

Utilizing the committee structure, and because the institution is small, the linking and aligning of the processes of assessment of student learning and evaluation of operations, planning, and budgeting is constant and ongoing. Planning and budgeting are done separately, but they are closely linked and understood by the key administrators (Leadership Committee) who carry out the work (operations).

Because of the concerns noted by HLC, CCCC has made a more concerted effort to document the linkage of assessment to the Strategic Plan. This effort was led by the co-Academic Deans, the CFO, the Assessment Committee, Achieving the Dream (ATD) Committee, and the Curriculum Committee. There are three different documents that review the linkage, and they were last updated 8/9/21:

[Linkage of Program Review to Strategic Plan](#)

[Linkage of Assessment to Strategic Plan](#)

[Linkage of ATD to Strategic Plan](#)

These reports describe how Program Reviews or assessment processes are aligned with CCCC's Strategic Plan. To complement these reports, the CFO created a [budget summary based on the four key initiatives \(2021\) of the Strategic Plan](#) that shows revenues and expenditures for each area based on the general fund budget. This budget summary was drafted in 2020 and implemented during/for the 2021 fiscal year (current year) and is reviewed by the Leadership Committee, as well as the Board of Regents. The CCCC general fund budget is approved in late summer for implementation October first, so October, 2020, was the beginning of the current fiscal year when the Spirit Lake community was severely impacted by the coronavirus. There was no travel, no events/activities, many deaths, and most work was done remotely and classes were online. The pandemic protocols are continuing for the College at this time (August, 2021).

The linkage reports and the budget summary based on the strategic plan's four initiatives shows how CCCC links its processes for assessment of student learning, program review, evaluation of operations, planning, and budgeting.

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

As already noted, CCCC's strategic plan has evolved from 2005 with the goals or priorities very similar or the same in the most recent update (2020). As the planning for CCCC's future has been facilitated, and because the institution is a tribal college, input was solicited in varying formats and means, for example, the President attended an Elder's Day Out to solicit input from tribal elders. CCCC was a lead coordinator for the Tribe's flood recovery planning efforts in 2010-11, and the Tribal Plan includes reference to CCCC and higher education priorities that CCCC incorporated into the College's strategic plan. CCCC has led the [comprehensive community assessment \(CCA 2015\)](#) for the Spirit Lake community as part of its responsibilities in administering the Tribe's Head Start program and an update is expected by the end of October, 2021. Information from the community needs assessment is used to adjust or modify CCCC's plan. Many tribal program directors, the Tribal Council, elders, CCCC Board of Regents, Head Start families and staff, as well as CCCC students, faculty, and staff, are engaged in the development of the community needs assessment that then provides guidance for CCCC's strategic plan. CCCC engages the employees using the committee structure, and student input was solicited through email regarding the update to the plan that was done in 2020.

Updating the plan in 2020 was a bit more challenging due to the pandemic and not being able to meet or gather, but CCCC was able use social media, as well as the tribal communication methods (direct mail and tribal radio), for outreach.

5.C.4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.

CCCC has consistently monitored enrollment, because it is the driver for the federal funding from which the College operates. Pre-pandemic, the College noted the downward trend of enrollment, and thus, outreach and marketing were/are focus areas. The [CCCC Institutional Profile](#) shows the enrollment trends, along with other basic community data (age range of tribal members and residency on the reservation), that is used for projecting funding and subsequently planning for staffing or other infrastructure improvements for the upcoming academic year.

Review of the data, sources of funding, and other possible grant resources are considered by the Leadership Committee, and then the CCCC Board of Regents. The Recruitment Committee and Retention Committee coordinate the specific activities for their respective areas toward efforts to improve or increase student enrollment and retention.

Because CCCC is a small organization, all employees are to be focused on student recruitment, retention, and success. Most positions are cross-functional, and though the organizational chart shows ‘departments’ (academics, administration, student services), there is strong cross-over, yet distinctions, for all work. Each semester, an enrollment goal is set and constantly noted until registration closes. The goal for fall, 2021, is 250 students based on the data, summer’s tripled enrollment, and CCCC’s ability to cover basic costs with COVID relief funding.

CCCC knows, understands, and plans based on being a member of the tribal community, but also based on data and resources. CCCC is adept in securing grant funding for specific projects that support the mission of the college – [Bremer Foundation contributed \\$100,000 toward CCCC operations for fiscal year 2020.](#)

5.C. 5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.

As educators, CCCC leadership is ever mindful of the world outside of this small, rural, tribal college community. High unemployment, low median family income, endemic poverty, lack of economic opportunity, lack of educational attainment, serious health disparities, historical trauma, and systemic racism are all factors impacting the progress of the Spirit Lake Tribe and most tribal communities. These internal factors are the environment from which the students come to college. It is not an easy pathway.

Layer those internal factors with the ever-evolving external factors, and a college education can seem overwhelming. This is the foundation of the tribal colleges and why they were formed – tribally-controlled higher education. The leadership of CCCC pays attention to higher education issues by reading, engaging (professional affiliations), and being informed related to the outside factors that may impact CCCC. For example, in setting the minimum wage for CCCC in the new [Wage Scale](#), the administrators reviewed and studied federal law and reports, State trends, other institutions’ materials, and information on Living Wage. Having discussions on that information led to the scale for CCCC that is appropriate for the community and aligns with regional trends.

The pandemic pushed CCCC to improve and upgrade the technology capacity along with providing the computers, laptops, and printer/scanners for remote work. Along that line, CCCC

signed an agreement with the North Dakota University System (NDUS), as did all the North Dakota tribal colleges, to participate in and collaborate for the [Dakota Digital Academy \(DDA\)](#) in an effort to train more Native people in all aspects of technology (designing, computing, programming, technicians), and with a focus on cybersecurity. This is a unique opportunity for CCCC to expand academic offerings and employment potential (for the tribal entities, including for CCCC).

Globalization is a consideration when describing technology capacity, because the internet advances and use of social media has truly taken away ‘borders’, and CCCC is working to improve its social media presence related to communications with its students. Though email is still the official means of communication, CCCC realizes that few students are using that tool, so Student Services has hired a Native ‘social influencer’, who is a Spirit Lake tribal member, to help improve social media for the College. CCCC had a few ‘outside’ students – meaning students from other geographic regions – due to the pandemic and providing the courses online, so being part of the global world became a reality more recently. Accommodating those students’ needs were addressed on an individual basis (did they need a laptop or were their basic needs covered). CCCC remains dedicated to the Charter in establishing the College to serve the people of the Spirit Lake reservation.

As noted previously, CCCC develops an [Institutional Profile](#) that includes the Tribe’s demographics. One data point is the age distribution for the tribal population, which helps inform CCCC for enrollment projections. With 34% of the population under the age of 18, CCCC has a lifelong commitment to providing higher educational opportunities for tribal members. The college also pays attention to the data on who lives on or near the reservation, as they would have specific outreach plans and needs to be a CCCC student.

The Tribe and regional economy are always a consideration for CCCC’s programs of study and certificates, because the graduates tend to stay on the reservation and most students want to work for the Tribe. Spirit Lake Tribe continues to have a high unemployment rate (about 45% see [Institutional Profile](#)) that is due to very limited economic development opportunities. Spirit Lake Tribe is located in Benson County, ND, and has close to double the US Poverty Rate of 14%. The Tribe, CCCC, the Tribal Clinic, and Tribal Casino are the primary employers on the reservation.

CCCC does receive some State appropriations for the non-Native students who attend the College. For the most current fiscal year (summer, 2020; fall, 2020; and spring, 2021), CCCC had 24 non-Native students and received \$121,762. The State follows and uses the formula from the Tribal College Act (called Indian Student Count/ISC) that is based on full-time equivalent status and credit hours. See the [2021 CCCC application for ND Tribal College Reimbursement](#). The appropriation was recently (spring, 2021) reinstated at \$1 million for the State’s 2-year budget cycle, and the monies are shared among the five North Dakota tribal colleges.

All these factors are considered when CCCC develops and implements its strategic plan and general fund budget.

5.C. 6. The institution implements its plans to systematically improve its operations and student outcomes.

One of the four key initiatives of the Strategic Plan is “Ensure a Sustainable & Superior Organization” that has twelve specific goals. The faculty, staff, and administrators of CCCC are watchful and practical to try to improve, especially when it comes to student services. Being small means less bureaucracy; therefore, the College has great flexibility to change or to initiate projects, but always with an eye toward accountability for the strategic plan and student success outcomes.

Processes and procedures are reviewed annually by the key administrators to assure positive working relationships between faculty and student services staff (admissions, registrar, financial aid) and a continued focus on the identified goals from the strategic plan. Work of the Committees is reported at staff meetings and is available on the server.

Sources

- 2020_2025 Strategic Plan
- 2020-21 Application for ND Tribal College Reimbursement
- 2021 Approved Wage Scale 3.21
- 2021 General Fund Budget
- Bremer Foundation Contribution
- CCCC Focused Visits Action Letter 2-3-20
- CCCC Institutional Profile - June 2021
- CCCC Strategic Plan 2019_2020 Review.pdf
- Comprehensive Community Assessment Report 3_30_16
- Dec. 2020 Board of Regents
- HR Monthly Reports - August 2020-June 2021
- LINKAGE OF ASSESSMENT TO STRATEGIC PLAN 8.9.2021
- Linkage of ATD Strategic Plan 8.9.21
- LINKAGE OF PROGRAM REVIEW TO STRATEGIC PLAN Update 8.9.21
- MOU DDA with Tribal Colleges May 2021
- Strategic Plan Budget Review

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

It must be noted that the next section (5.C) was cited by the Higher Learning Commission (HLC) as 'met with concerns' and that CCCC is to provide an embedded monitoring report in the 2021-22 comprehensive evaluation. The concerns are related to "the institution should provide clear evidence and updates about the connection and progress of the budgeting process with the strategic plan". (HLC letter dated 2/4/20).

CCCC has established four broad initiatives as outlined in the 2020-2025 Strategic Plan that are directly linked to the budgeting process as evidenced in the Strategic Plan Budget Review. In addition, CCCC links its processes for assessment of student learning, program review, evaluation of operations, planning, and budgeting directly to the Strategic Plan, which is continuously monitored and adjustments made as needed.

Summary:

Strengths:

The College's resources, structures, processes, and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. CCCC uses its strategic plan to drive all operations, especially fiscal operations, assessment of academic programs, and student services. Although it is a small, rural tribal college, CCCC effectively meets the needs of its students and community members, even with modest budget allocations.

Opportunities for Improvement:

CCCC will continue to assess its academic programming, methods of course delivery, and services to students in response to ongoing concerns with the coronavirus. CCCC will continue to seek out opportunities to increase enrollment through college-wide collaboration and use the data and budget allocations to ensure the needs of the students and community are met while ensuring fiscal responsibility. CCCC will also continue to monitor internet connectivity issues for students and staff to ensure that these needs are being met sufficiently. CCCC has adequate

means to carry out the goals of the strategic plan and ensure the success of its students and the advancement of the community it serves.

Sources

There are no sources.