Cankdeska Cikana Community College

HLC ID 1980

STANDARD PATHWAY: Reaffirmation Review   Review Date: 9/20/2021

Dr. Cynthia Lindquist
President

John Marr
HLC Liaison

Bill Lamb
Review Team Chair

Julio Rivera
Federal Compliance Reviewer

Casmir Agbaraji
Team Member

Brian Inbody
Team Member

Mahrie Peterson
Team Member

Context and Nature of Review

Review Date

9/20/2021
Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance (if applicable)
- On-site Visit
- Multi-campus Visit (if applicable)

- 2021–22 COVID-19 Response Form

Institutional Context

Cankdeska Cikana Community College's (CCCC) origins can be traced back to a Lake Region State College program offering a class in Fort Totten in 1965. The program slowly expanded under tribal governance, and the tribe established Cankdeska Cikana Community College in the 1970s. CCCC was established to provide higher education opportunities for the people of the Spirit Lake Reservation, including classes to preserve Dakota culture and language. The college is named after Paul "Little Hoop" Yankton, a Dakota man who fought and died in World War II; his Dakota name was *Cankdeska Cikana*

CCCC was chartered by the Spirit Lake Dakota Nation in 1974. Its first graduating class consisted of 5 students in 1977. CCCC's graduating class of 2009 was 42 students. In 1994, the college was designated a land-grant college alongside 31 other tribal colleges. (Web Research)

The purpose of this review is the 10-year reaffirmation visit for Cankdeska Cikana Community College located on the Spirit Lake Dakota reservation in Benson County, North Dakota, the northeast corner of the state. The review team carefully read the assurance argument, federal compliance report, COVID-19 response form, the college website, and additional materials requested by the team members. Two members from the team of four traveled to the campus on September 20 for a one and half day visit; the other two members joined the meetings virtually. The CCCC president and ALO were instrumental in helping to prepare the team for the visit and to demonstrate the

college mission and vision in action.

CCCC will celebrate 50 years as a college in 2024, and as noted often, many of the Board members, employees, and area community members are graduates of the college. Currently the college offers both associate degree programs and certificates. The education opportunities and programming have been augmented since the last 10-year and Mid-Cycle review with both improved learning outcomes assessment and program review strategies. In addition to the standard criteria, the team reviewed an embedded monitoring report for Criterion 5C which related to the budgeting process and strategic planning as related to inclusion of employees in the decision-making process. The team's assessment is detailed through our 5C response.

In describing the tribal community as reported through the assurance argument, "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." Although most of the students are from the tribal community, roughly 12% are from the non-native famers and ranchers in the area. As an open door institution, CCCC welcomes anyone with a desire to learn and grow through higher education opportunities. The college clearly focuses on the mission as a guide to programming and student services.

The college is an associate's degree granting institution that has graduated more than 800 students, and the average enrollment is roughly 180 students. Although the number may seem small, the college reports that they have experienced increases with the expansion of virtual and online learning opportunities, an interesting trend resulting from COVID-19 protocols. The student profile, as reported through the assurance argument and often affirmed through the site visit, is a 30-year old single mother with two children and both a full-time and part-time job. The college support services are grounded in the mission with a clear focus on building student confidence and independence. The college also is renewing efforts to connect with students in high school by offering dual enrollment courses.

The team was able to meet many faculty, staff, students, and administrators during the 1.5 day visit, and in all instances, the college was welcoming and supportive of the team peer review process. The hospitality provided was much appreciated, and the team consensus is that CCCC does live its mission and values every day. Although dealing with systemic poverty and often low self-esteem of students, the dedication and commitment to student success was paramount in all discussions during the team visit.

Interactions with Constituencies

Five Board of Regents Members

Six CCCC students

Opening: Two co-Academic Deans, Dean of Student Services, Dean of Administration, CFO, and President

Criteria 1 & 2: CTE Director, Dean of Student Services, Two co-Academic Deans, Dean of Administration, and President

Criteria 3 & 4: Business instructor, Math and pre-engineering instructor, Math grant director and institutional data, ECE instructor (co-Academic dean), HPER instructor, Co-academic dean, and Social Science instructor

Co-Curricular Assessment: Business instructor, Math and pre-engineering instructor, ECE instructor (co-Academic Dean), Dean of Student Services, Co-Academic Dean, and Social Science instructor.

Criterion 5 and Future: President, CFO, Director of Communication and Outreach, and Dean of Administration

Faculty Credentials: Co-Academic Dean and HR Director

Student Support Services: Dean of Student Services, Student Services team

Additional Documents

College Catalog

College Website

Wikipedia

Student Handbook

Faculty Handbook

Numerous Program Information Sheets

Facilities Master Plan

15 requested items uploaded to the Addendum

Strategic Plan

Curriculum Committee minutes

Assessment Committee minutes

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.

Rating

Met

Rationale

The Cankdeska Cikana Community College (CCCC) mission has not changed significantly since 2004 when the mission, vision, and values underwent a significant review by both internal and external constituents. The mission intentionally reflects the culture and commitment of a tribal community college, and their student centered philosophy is at the heart of the language. In 2013, the Board of Regents approved a modification to the language in order to make the statement more clear and concise. The mission has not been changed significantly because the current language fits well with the rural tribal college purpose, as noted several times in the assurance argument and in interviews during the site visit.

Although the mission is core to the actions of CCCC, the Board of Regents reported that they do look closely at the mission on an annual basis as a part of the strategic plan review. This oversight ensures the mission and related elements (vision, values, etc.) remain current and appropriate. The Board members agreed that they believe in the mission and see the mission in action along side of the goals and planning processes.

As noted in the assurance argument, the work of the college is grounded in the mission statement which reflects the vision and values of the college. College documents contain the mission statement to help ensure the focus is relevant and acknowledged, and the mission is posted in hallways and

some classrooms as a reminder to all of the core purpose of CCCC.

Serving primarily the Spirit Lake Dakota reservation, the mission and related statements are grounded in the philosophy of the tribal community. With a focus on the populations served by the college, the goal to help students achieve independence and self-sufficiency is paramount to the work the college performs.

As a small, rural college, the academic offerings are limited yet focus to meet the needs of students, both degree seeking and transfer. The College Catalog describes both certificate and degree pathways for students, and the student support services have been reorganized to better serve those enrolling at CCCC. The pandemic has changed the delivery of many services to a virtual or online format which was in many ways already in place, as reported consistently during the site visit. Services like tutoring and advising were moved to formats better suited to meet the time and place constraints of many students, and the quality of past activities, like orientation, actually improved with these changes. The college was prior to the pandemic offering a number of virtual and online options for students, so the transition at the onset of the pandemic was smooth and seamless.

The mission, along with vision, values, or purpose, are published both in print materials and electronically through the college website. The mission is clearly viewed as a guiding purpose philosophy by administration, staff, faculty, and the board.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

The CCCC mission is intentional with a clear focus on the consensus oriented thought and philosophy of the Dakota tribe. The purpose of the statement is to engage in successful strategies to benefit the individual students and the community served by the college. The community context is very significant for a tribal college, and the faculty and staff work to create a family, success oriented culture through academic offerings and community activities. This culture was clearly evident through interactions during the site visit and discussions related to the overall benefit the college provides the reservation, in particular.

The college is an independent, non-profit institution for higher learning with a focus on providing both certificate and associate degree opportunities. CCCC is not part of an educational entity with a focus on financial returns or one that reports to a parent company. The college is a typical, tribal community college. The team affirmed through discussions with administration and the Board of Regents that the tiered relationships between the Tribal Council, the Board, and the administration were appropriate. Management of the college is left the president and her team with general oversight by the Board, and all members reported to the team that they are not involved in the daily operations. The Board hires the president to manage the college, along with her administrative team and faculty.

Serving the reservation community in Benson County, the student population is typically drawn from the reservation; although as an open door college, the faculty and staff welcome students from anywhere with the same commitment to provide a benefit and relevant learning opportunities. Although the college reports that it does not support an organized alumni function, the college does track graduates, and considering the size of the student body and area served, recognizes that many employees and constituencies are connected in a variety of ways outside the college boundaries. Knowing the post graduation status of students is a natural part of community interactions.

In the past, the college has surveyed the community, and plans are in place to survey again. More importantly, the CCCC annual report is shared on the website and mailed to all residents--a definite

way to keep constituents informed. The small community provides an open door for all to collect ideas and suggestions for future improvement.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

As noted previously, CCCC was created to serve the higher learning needs of the people living on the Spirit Lake Dakota reservation, and the diversity of the population served reflects both age and ethnicity. Considering the severe poverty and economic challenges within this geographic region, CCCC works to be a life line to the community by serving everyone--degree seekers, retraining, enrichment learning, or community engagement. Within this sphere, the college encourages community connections and civic responsibility through curricular and cocurricular opportunities. The pandemic has caused the college to be innovative and creative in modes of delivery and support systems which in turn has helped to engage new populations in different and meaningful ways. Perspectives that reflect diverse cultures and our global presence are embedded in programs of study and the overall learning environment. More relevant to the reservation, the college has embedded Dakota tribal history and customs into the curriculum.

The assurance argument notes that polices and procedures reflect the college commitment to fair and equitable treatment for both employees and students. Training is provided for both legal directives, like Title IX, and topics relevant to cultural competence. Both the Board and faculty reported professional development as core to their work, and they all noted, along with staff, that compliance training is not optional, but an expectation for employment. Funds are made available on a regular basis to support professional development ranging from graduate courses to conference attendance.

The tribal culture embodies a climate of respect and honor which is reflected in the work of faculty and staff and apparent through the diversity of ideas and perspectives encouraged through academic programming and community connections. Faculty and staff serve as role models for the students and for the community, and in so doing, they commit to reflect the core values of the college through actions and professionalism. During the site visit discussions, the role of faculty as mentors and advisors was consistently described as student centered and meaningful, and most relevant to the mission of the college. In addition, examples shared by students and staff affirmed that the family culture invited all to the services and support systems offered. Several initiatives to help students with access and technology needs, along with mental health and physical well-being, were described

with clear evidence in both the argument and the team discussions; services that were expanded and enhanced due to COVID-19.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Rationale

During the meetings with all areas of the college, the mission, vision, and values were clearly evident as guiding principles for the actions and planning at CCCC. The Board affirmed that their work was to provide oversight and to connect the college to their respective regions. The role of the Board and the Tribal Council was clearly defined and appropriate to the college operations. The visit affirmed the statement in the assurance argument that the college "is the educational hub for the local community and its mission is at the forefront of the good work performed by the College." (Assurance Argument)

Although the college serves what might be considered a small number of students (242 this fall as reported by faculty), the attention to each student and the purpose as defined by the mission were acknowledged through many examples. The advanced work in using technology to assist with student learning allowed for an easy transition with the onset of the pandemic. In fact, faculty and staff noted that no time was lost in moving from in-class to virtual as the college was prepared. Students without internet access or appropriate technology were provided all they needed in order to continue their learning and program advancement. The college was clearly forward thinking in this regard, and faculty adapted quickly to the new, diverse demands associated with living through a pandemic.

The mission is clear and articulated publicly, but more important, the mission serves as the guiding principle for all college employees. Clearly a "community's college," the work they do affirms that they live the mission daily and adhere to the values and vision for the college.

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.

Rating

Met

Rationale

CCCC Personnel Policies are the foundation for employment at the college and are approved by the Board of Regents. The Board as well adheres to the policies and bylaws that govern the leadership of the college. The Board meets monthly and makes minutes of meetings available to the public through the CCCC website. Board members are also required to sign a code of ethics form annually which reinforces the expectation for ethical actions in the conduct of all related business at the college. Personnel policies also address areas of non-discrimination, anti-harassment, conflict of interest, and standards of conduct, among a variety of other stated expectations. Any employee may bring forward a request to review or revise policy which would be reviewed by Human Resources, provided to college leadership for consideration, and if approved, moved to the Board agenda for consideration by the Regents. The Board meets as well on an annual basis with the Tribal Council to help keep them informed of changes and successes.

The college mission was developed roughly nineteen years ago with the arrival of the current president. During the site visit, the president noted that the original mission was out of date and not a part of the college culture when she arrived. In order to bring the college and community together with a clear and defined purpose, she and her team lead a mission development and review process that included the vision and values for the college. As noted in the assurance argument, the mission was developed with inclusion of faculty, staff, administration, Board, and the community, and the current mission was approved in 2005. The tenet of the mission has sustained over time; however, some minor revisions were made to the mission in 2013 to help simplify the language and make the statement easy to understand.

The college reports that there were no findings in the annual audit report for 17 consecutive years, and careful financial management has allowed for the development of a reserve fund. The audit is available through the college website and submitted to the Clearing House annually. The program

review process ensures the integrity of the academic offerings; the process is faculty lead and clearly defined. Human Resources and auxiliary services are guided by personnel policies as well with careful oversight. Annual performance reviews are conducted to confirm quality performance by faculty and staff, and to encourage goal setting and professional growth. The auxiliary functions have been challenged through the pandemic; however, the CFO oversight has worked to manage the services provided carefully.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

In part, due to the pandemic and the reaffirmation visit, the college reports in the assurance argument that all major documents have been revised and updated. These would include the College Catalog, Faculty Handbook, and Student Handbook. The college has always used these core documents, along with the college website, to help keep students and employees current with policies and procedures. The annual report to the community is one example of how CCCC informs the general public about its actions and commitment to the community. This report is available through the website and mailed to all residents of the communities served. During the site visit, the administration also noted that the website is undergoing a revision to be more user friendly with important information easily accessible. Establishing a schedule for review and revision of faculty and student handbooks on an annual basis would be a benefit and ensure policies, procedures, programs of study, and so on are all accurate and up to date.

As a tribal college, the curriculum reflects the traditions and values of the Dakota way of life in varying degrees, depending on the course content and objectives. The core values, however, are present in virtually all courses with an emphasis on embedded assignments and activities. Both native and non-native students reported during the site visit that the tribal history and customs were both interesting and enlightening.

The College Catalog could be improved with the addition of faculty and staff contact information and credentials. The college reports that the directory is updated with employment changes regularly (although the current rendition on the college website does not appear to be current). A link to a PDF document listing faculty qualifications and credentials is located at the end of the directory, not easily found by the team members. Thus, adding faculty and staff names to the catalog would be a benefit to both the current students and prospective students, especially when reviewing the printed version and considering course options or programs of study.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

The Board of Regents, CCCC's governing board, was established through a charter from the Spirit Lake Tribe in 1974. Board members are either elected or appointed by the Tribal Council, and examples were provided during the site visit discussion with the Board of Regents members. During that conversation, the team confirmed the role of the Board in governing as well as the relationship of Board members to the Tribal Council. In all instances, the delineation of duties was clearly defined with boundaries well understood by Board members and administration.

The Board members undergo an orientation when first selected with goal to help acclimate the individual to the policies and procedures as well as the mission and culture of CCCC. Each year Board members sign a form affirming the code of ethics and members complete many of the same trainings as faculty and staff related to compliance and reporting structures. The Board By-Laws were last revised in 2014 to help enhance the role of the Board and to better guide Board deliberations. As noted previously, Board minutes are maintained by the college and made available to the public on request. The notes from the joint meeting of the Board and Tribal Council are also available to the public. The CCCC annual report helps to connect with all members of the community and to provide updates relevant to college community opportunities for learning and engagement.

During the site visit, the team affirmed that the Board is responsible for hiring and evaluating the president. The day-to-day operations are left to the purview of the president and her team. The faculty are responsible for the curriculum and course content. Recognized as the experts in the discipline, the faculty are responsible for all academic matters under the leadership of the co-Academic Deans.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

CCCC has standard policies related to ensuring academic freedom and freedom of expression as outlined in the Faculty Handbook and the Student Handbook. As noted frequently throughout the assurance argument and during the site visit, the college is very small, and faculty and staff serve many roles. The culture encourages open communication, resolving anticipated issues before they become problems, and helping to encourage learning and self-expression as a part of the curriculum.

As noted, virtually every course has a component to address tribal culture and tribal history which in turn helps to fulfill the mission of the college. Often described during the site visit, the goal to help students learn to be independent and to become self-advocates is core to the college culture and mission. Faculty and staff affirmed during the site visit that these elements were in place to encourage academic freedom and student voice in both teaching and learning.

The Student Handbook not only includes student rights related to academic freedom and freedom of expression, but the handbook also includes non-discrimination related to the right to assemble and speak, the right to practice religion and culture, and the right to academic freedom. The site visit affirmed that faculty and staff are sincerely committed to helping students gain confidence, find voice in their work and culture, and to become independent, as both individuals and students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

CCCC, as a small tribal college, has established relationships with a variety of universities and businesses to provide opportunities for students to conduct research both within and outside the normal curriculum objectives. Students provided examples during the site visit of research using drones to measure lake algae growth, and a student discussed research assistance with a university pharmacy college. These opportunities for applied research and learning were examples relevant to the changing college experience and mission relevant opportunities for learning. The students and faculty affirmed that training and expectations were professional and oversight provided enhanced the learning for the student. The college also supports an Institutional Review Board to review research requests, and the IRB follows the federal guidelines in the conduct of any research.

As noted previously, faculty use the library as a core area for research support for both students and faculty. The services provided include access to electronic databases and interlibrary consortiums. The tutoring center is also available to students when the students need the assistance, as was described during the site visit by faculty and staff. Guidance in the ethical use of research and information resources is provided, and some faculty use the plagiarism detection software in order to help students understand when sources are perhaps used without proper documentation.

As a small college that has close contact regularly with students, cases of academic dishonesty are managed effectively without the need to escalate the issue. The faculty and administration could not identify any significant instances where policies related to student honesty and integrity were necessary to enforce, and the very culture of the college student population is built on honesty and trust. Although a clearly documented process is in place, the need to enforce the student code of conduct is rarely needed at the college.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Rationale

CCCC has clearly established policies and procedures that guide the conduct of the college's work, and in general, most, if not all, of these policies and procedures have been reviewed in past few years. The Board of Regents is clearly autonomous and uses its deliberations to help affirm the direction of the college and the goals described through the Strategic Plan. The Board members are clearly dedicated to the quality of programming provided and committed to the well being of the students and personnel. As noted frequently by a variety of constituents, the Board works to live the mission of the college and model the college values.

Faculty and staff are responsible for the curriculum and work to address the needs of individual students which also clearly relates to the implementation of the college mission. Faculty are encouraged to earn additional credentials, and the college financially supports graduate work and degree attainment. Academic freedom is defined by policy and affirmed by reported actions, both for staff and students.

Although the pandemic caused changes to the manner in which courses were delivered or meetings were held, the quality of the leaning process and a natural open dialogue were maintained. Even at the time of the site visit when most of the courses were only offered virtually, the commitment to engagement and action on the part of faculty, staff, and administration was evident to the team. Although COVID-19 caused the college to change many activities and actions, the mission did not change, and the commitment to the success of the student did not change. The college has clearly adapted and improved services as a result of the pandemic, and many of these changes will be retained to benefit future students, especially in terms of access and opportunity.

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).

Rating

Met

Rationale

According to the current College Catalog, CCCC offers five associate of arts degrees, four associate of science degrees, and one associate of applied science degree along with six certificate programs. As stated in the assurance argument, associate programs are designed for transfer to four-year institutions or immediate employment, typically tribal employment.

CCCC participates in a statewide transfer agreement under the General Education Requirement Transfer Agreement (GERTA) available to all state institutions and the five tribal colleges in North Dakota. According to the 2021 GERTA Guide provided as evidence, CCCC students may transfer English, speech, fine arts, humanities, history, social science, laboratory science, mathematics, computer science, and science and technology courses. As reported during the site visit meetings, these courses must have common learning outcomes to qualify for transfer.

Essential learning outcomes, program outcomes, and course outcomes are in place for each program of study. Oversight is provided by the Assessment Committee and Curriculum Committee. Review of CCCC's credit hour policy and programs of study found on the College's website indicates that CCCC complies with standard higher educational practices related to credit hours.

CCCC has one campus located in Fort Totten, North Dakota. All delivery methods – face-to-face, hybrid, online – use the same learning outcomes. The college is hoping to develop additional dual credit programs at local high schools; however, finding qualified faculty in this rural area is difficult. Currently one course is offered and is being taught by a retired CCCC faculty member who meets the HLC credential requirement. This one course mirrors the curriculum objectives and

methods of instruction.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

Courses within the general education program requirements incorporate Essential Studies outcomes which address critical thinking, communication, technological literacy, and personal attributes. These outcomes are listed in the College Catalog and further delineated in course syllabi. Students are introduced to these outcomes during orientation, and academic mentors reinforce the importance of these skill sets throughout the semester and program of study.

As evident in the annual Assessment Report, CCCC uses primarily direct assessment of course assessments to collate, analyze, and make recommendations for improvement in curriculum and instruction. The curriculum reflects the statewide course approval which benefits students intending to transfer credit, and CCCC works closely with partner colleges and universities to ensure seamless transfer for students.

CCCC's general education program uses identified courses related to Communications (9 credits), Mathematics/Science/Technology (9 credits), Social Science or History (6 credits), Arts/Humanities/History (6 credits), Health/Physical Education (3 credits), and CCCC Specific Courses (6 credits). As noted, the courses focus on one or more of the Essential Studies outcomes and are consistently developed to meet transfer and articulation requirements developed through state discipline committees. As noted during the site visit, faculty are actively involved at the state level to ensure consistency related to curriculum and instructional outcomes.

As noted in the assurance argument and affirmed during the team site visit, CCCC takes several

approaches to ensure the college recognizes human and cultural diversity, growth opportunities, and lifelong skills to live and work in a multicultural world. Like most tribal colleges, CCCC focuses on serving Spirit Lake tribal members and non-native people who live on or near the reservation. Still, the general education program includes course offerings that expand students' knowledge and skills beyond the reservation to prepare students for advanced studies at a mainstream institution.

In addition, to supplement general education course offerings, CCCC provides extracurricular opportunities for students, including an annual research symposium, participation in the American Indian Science and Engineering Society, the American Indian Higher Education Consortium annual student conference, the First American Land Grant Consortium Network (FALCON), and other events. These opportunities expose CCCC students to the human and cultural diversity between and among Native tribes and mainstream society. Although many in-person events were changed or cancelled due to the pandemic, the college has maintained affiliations and a commitment to continue active involvement when possible.

To address faculty and students' contributions to scholarship, creative work, and the discovery of knowledge appropriate for an associate-degree granting institution, CCCC provides opportunities for engagement through the National Science Foundation, the U.S. Department of Energy, FALCON, and Native American Research Centers for Health. The grants awarded to the college help to augment equipment and instructional support services which in turn benefit the students and the community.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

CCCC strives to hire faculty who are either Native or who are familiar with Native student issues and have tribal college experience. The college also networks with other tribal colleges to provide courses and share services. As of fall 2021, CCCC has 20 faculty members, including four adjunct instructors. Instructors teach no more than 18 credit hours per semester. Because the average class size is 10 students, CCCC reports faculty are not overburdened with this credit load, although faculty also have many 'extra' duties assigned in order to assist students and serve on committees.

During the site visit criterion interview, CCCC representatives stated that based on an Achieving the Dream student success initiative, student services delivery was revamped. As part of this change and noted in the assurance argument, a new Dean of Student Services, Registrar, and Financial Aid Director were hired in August 2021.

CCCC provided two Human Resources monthly reports to demonstrate that faculty and staff composition is reflective of the communities served. The reports did not provide the level of detail needed to support the assertion; however, an institutional profile is available on the website which breaks down faculty and staff composition by Spirit Lake tribal members, other Native, and non-Native. The profile supports the claim made by the college in the assurance argument. CCCC follows the Spirit Lake Tribe Tribal Employment Rights Ordinance which provides for Indian

preference in hiring practices. CCCC also gives preference to veterans and CCCC graduates when applicable.

As of July 2021, CCCC employed 71 faculty members and staff with eight student workers. In addition to teaching, faculty members are responsible for curriculum development and modifications. Faculty members are represented on the Assessment Committee (6), Curriculum Committee (7), and the Data Management Committee/Achieving the Dream (3), and most participate in the Faculty Senate. All instructors serve as mentors to students and five serve as academic advisors. The average length of faculty service is eight years.

In the assurance argument, CCCC claims that the college follows the Higher Learning Commission's guidelines for faculty credentials, although no CCCC policy was found to support this claim. However, the procedure and forms used in the hiring process are consistent with HLC guidelines. A listing of faculty members and their credentials was found on the website, a link to a pdf document at the bottom of the employee directory. It appears that in all but two cases in the pre-engineering program, faculty are appropriately qualified. Both pre-engineering instructors hold bachelor degrees in engineering along with master's degrees in education. Although the faculty are listed as "pre-engineering," they both teach math courses, and after follow-up with the college post the site visit, information was provided to confirm both teaching assignments are appropriate.

Per the Personnel Policy 502, all instructors are evaluated annually using a Performance Appraisal and Development Review form, including a classroom observation by the co-Academic Deans. The form and observation checklist were provided to support the assertion. Further, students evaluate their instructors at mid-term based on course management, assistance, and faculty attitude. Student responses are included in the annual performance appraisal.

As reported in the assurance argument and confirmed during interviews, CCCC provides faculty members with professional development opportunities in a number of ways. These opportunities include full tuition assistance for terminal degrees and education leave, conference or workshop participation, and fall and spring semester in-service trainings. Faculty reported during the site visit that the administration was very supportive of professional development.

Per the Faculty Handbook, instructors are expected to hold office hours for a minimum of 10 hours per week. Contact information and hours are listed on syllabi. In addition, as reported in the assurance argument and confirmed in the interviews, faculty members also communicate with students by email, Facebook, texts, phone calls, and Messenger outside of regular office hours.

At CCCC, student services include admissions, financial aid, Bursar/bookstore, Registrar, Student Senate, tutoring, outreach, registration, and transfer functions. From the information provided, it appears student services staff appear appropriately qualified. Services include student workshops, placement testing, orientation, financial aid assistance, and student monitoring. As reported during the interviews, faculty members through advising and mentoring monitor student progress. Also, CCCC has an early alert process in place where students are contacted by the student coach staff member when experiencing attendance issues or grade problems. The college also provides an "Angel Fund" to assist students with immediate needs that might impede their ability to be successful in a course or program.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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).

Rating

Met

Rationale

The assurance argument states that CCCC uses an holistic approach to support student learning from both academic and non-academic perspectives. From the academic perspective, students are placed in appropriate math and English courses based on Accuplacer scores and faculty advising. In addition, the college provides faculty advising and mentoring, professional and peer tutoring, state-of-the-art computer labs and research facilities, and library services, among others. From a non-academic perspective, the college uses Clifton's Strengths Finder to assess students' strengths, and the college provides transportation services, technology-related supports, and areas for students to gather outside of class. CCCC gauges the effectiveness and relevancy of these services using a student orientation satisfaction survey. While the survey addresses orientation activities, it does not address the effectiveness or relevancy of the services provided. As noted under 3D1, student satisfaction data is collected using the Student Exit Interview Form. Results are collated and analyzed by the co-Academic Deans.

As stated in the assurance argument and confirmed during interviews with faculty and staff members, CCCC provides numerous opportunities for professional development and meets faculty members' resource needs which often arise during Faculty Senate or committee meetings.

CCCC's student population is consistent with most tribal colleges. That is, the majority of students are Native American and female with an average age of 30 and with dependent children, often two jobs. Most are first-generation students living in poverty as indicated by PELL awards. For academic years 2018-2021, 90% of entering students were placed in developmental math courses and 85% into developmental English. As noted in 3C and under 3D, a variety of services are provided to meet student needs. CCCC emphasized the importance of an online student orientation that is offered each semester and all students are encouraged to participate.

To address endemic poverty among tribal members, CCCC provides first-year tuition waivers for

high school and GED graduates. A tuition work waiver program is in place to help students pay past due bills. Students are also encouraged to apply for financial aid and American Indian College Fund grants, and emergency aid funds are available to meet short term needs.

The Accuplacer assessment, administered by faculty and staff, is a requirement for all new students to determine placement in math and English. A series of developmental courses are offered in math and a writing lab was added to the first level English course. As noted during the interviews, CCCC has recently streamlined the developmental math courses into eight-week courses so that all students can complete math requirements within two semesters. The Dean of Student Services is responsible for meeting student requests for disability services.

Prior to fall 2018, advising was provided by program faculty. CCCC's Achieving the Dream student success initiative focused on improving the advising process based on a gap analysis. By spring 2019, these revisions included a one-stop registration event, student orientation, and establishment of student cohorts for data collection and analysis. The revised process was assessed and gaps were found. The second revision reduced the number of advisors to five, redefined the cohort and cohort activities, and formalized the academic mentor process. A chart is provided that delineates responsibilities of academic mentors and academic advisors. Students are assigned an advisor and mentor upon enrollment. Academic advisors have ongoing training in student retention best practices and the EMPOWER student management system. As described during the site team interviews, the advisors work with students on course selection, financial aid, and a variety of other life matters; the mentors are program specific and work with career planning and professionalism within the discipline.

CCCC provides centralized information technology services, including a help desk, e-mail, internet services, and onsite and cloud-hosted local area network services. Each classroom is equipped with interactive displays and network connectivity. Two classrooms along with one portable classroom allow for interactive video networking among the North Dakota tribal colleges and the North Dakota University System colleges. Over 200 computer workstations are available for student and faculty use. To address pandemic teaching and learning concerns, CCCC provided computers to faculty and staff and nine hot spots are located throughout the reservation. Many students were also provided laptops and hotspots as needed.

The Valerie Merrick Memorial Library serves as an academic library and public library. Consistent with tribal college purposes, the library collects materials related to the Spirit Lake Dakota tribe, including its history and culture and government affairs. The library holds over 18,000 volumes, including seven periodicals, eighteen magazines, more than 1,300 DVDs/CDs. Students and community members have access to interlibrary loan through the Online Dakota Information Network and the North Dakota State Library. The library also has 12 public access computers and offers other media tools and equipment.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

CCCC offers ten associate degrees and five certificate programs. The college is a member of GERTA, a statewide system for transfer of general education courses. Peer reviewers substantiated that essential learning outcomes, program outcomes, and course outcomes are in place for each program of study with quality oversight provided by the assessment and curriculum committees.

The college's general education program is consistent with standard higher education practices, including Communications, Mathematics/Science/Technology, Social Science or History, Arts/Humanities/History, Health/Physical Education, and CCCC specific course requirements. Both general education and program courses incorporate Essential Studies outcomes, and all outcomes are assessed and evaluated annually.

CCCC tries to hire faculty who are either Native or who are familiar with Native student issues and have tribal college experience. In addition, the college claims it follows the Higher Learning Commission's guidelines for faculty credentials.

Consistent with many tribal colleges, CCCC's students tend to be female with dependent children who are living in poverty. For academic years 2018-2021 and based on Accuplacer scores, 90% of entering students were placed in developmental math courses and 85% into developmental English.

Based on quality improvements advanced through CCCC's Achieving the Dream student success initiative, advising processes were revised. The College created a structure where students are assigned a faculty academic mentor and a faculty academic advisor.

The college continued normal assessment and program review practices during the pandemic. Student services were augmented to provide virtual options, and advisors and mentors reached out to students regularly. In fact, many of the enhanced processes have been a benefit to students, and enrollment has shown some increases, even with a primarily virtual delivery this fall term.

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.

Rating

Met

Rationale

Cankdeska Cikana Community College (CCCC) has a program review process that has been vastly improved since the last HLC review. A program review guide and template show the program schedule for the 2021-2022, 2022-2023, and 2023-2024 academic years. In 2018, the college changed program review from a five-year cycle to a three-year cycle to ensure frequent monitoring of the academic programs. Along with various materials provided, the Curriculum Committee included a summary of program review activities and changes made based on program reviews. All programs are required to complete their program reviews using the program review template. The program review template has six sections that are to be addressed for each program, and these include program description, background information and enrollment trends, program quality and assessment, cost effectiveness and ability to meet occupational needs, ability to positively impact CCCC's relationships and partnerships, and analysis and reflective narrative.

Program review reports are due to the Curriculum Committee and the Academic Dean by October 1 of the specified year. Additionally, the college requires all programs to include a snapshot (i.e., enrollment, retention rates, course completion rates, and program goals) using the program snapshot template. The program snapshots are submitted to the Academic Dean and Curriculum Committee by March 31 of each year.

The college offers experiential learning with credit in Early Childhood Education, Natural Resources, Health Physical Education & Recreation, but it does not award credit for prior learning. Based on the Internship Handbook, CCCC awards internship credits to students who complete the following activities: orientation of internship requirements; selection of the work site, initial meeting with the job site supervisor, follow-up through the work experience as determined by the faculty coordinator, and evaluation by the job site supervisor and faculty coordinator, and a student self-evaluation of training experience.

According to the information provided in the College Catalog, the North Dakota Legislature enacted Senate Bill 2033, to allow high school juniors and seniors in North Dakota to enroll in post-secondary institutions and obtain college credits. CCCC ensures that the dual credit students are required to maintain academic standards and expected student learning outcomes (SLOs) in their college courses. As reported during the site visit, the college currently has only one dual enrollment course offered on site at a high school and taught by a retired CCCC faculty member. The college would like to offer additional courses but finding qualified faculty is a challenge in this rural area of North Dakota.

The college's Transfer Credit Policy states that students, who have earned college credits at accredited institutions may apply to the Registrar's Office to have such credit hours apply toward certificate and degree requirements at CCCC. The college accepts only official transcripts sent by the granting institution as proof for credit hours earned. The courses where students earn a grade of "C" or higher may be accepted. As soon as the college receives the official transcripts, the Registrar determines which credit hours will transfer. If unsure, the Registrar defers to the co-academic deans and faculty.

CCCC students who have the intention of transferring to other institutions to complete their program of study are advised to work closely with the transfer institutions to determine which courses will transfer seamlessly. A student who has been academically suspended from another institution may be admitted to CCCC if they have sat out of studies for at least one semester from an institution of higher learning, following the semester of the suspension.

As noted in the assurance argument, CCCC states that maintaining specialized accreditation is not applicable, but it has an opportunity to get its pre-nursing accredited through the Nursing Aide Registry – North Dakota Department of Health and carpentry may be accredited by the National Center for Constructional Education and Research (NCCER).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met With Concerns

Rationale

CCCC faculty measure three levels of assessment, i.e., essential studies (general education), program, and course. Essential studies outcomes (ESOs) include critical thinking, communication, technological literacy, and personal attributes. Additionally, some assessment is based on culturally relevant activities, to serve students of its sovereign nation - Spirit Lake Dakota Tribe. The fourth level of assessment (co-curricular) is handled by the Student Services Department.

The assessment template illustrates how the faculty measure and evaluate course, essential studies, and program assessment. The Assessment Committee compiles and analyzes all assessment reports and provides feedback to the faculty as part of closing the assessment loop. An assessment workflow provided by the college shows how assessment is done at CCCC.

Regarding co-curricular assessment, the college sent a co-curricular survey to the students in 2018 and 2019 (prior to the pandemic) to rate student satisfaction based relevant to the services provided by the non-academic units, such as admissions, financial aid, library, human resources, bookstore, and IT.

In 2018, sixty (68) students responded to the survey. 60% were satisfied with the services provided by the college; 16 % were neutral; 7% were dissatisfied, and academics has the highest rating of 81%.

In 2019, thirty-three (33) responded to the survey. 70% of the students who responded were satisfied; 16% were neutral; 11% were dissatisfied; experience with the advisors and friendliness of the advisors were 78% and 80%, respectively; tour and TRiO services were 54%; and the bookstore and financial aid received ratings of 64% and 69%, respectively.

As noted, co-curricular assessment is grounded in student satisfaction ratings, and there is no clear tie to the essential studies or defined learning outcomes. Examples provided clearly lacked any connection to an organized or systematic approach to co-curricular assessment. The college administration and faculty noted frequently that student participation is voluntary and not extensive;

however, a design to glean the value add for any co-curricular activity has the potential to guide and inform systematic improvement that in turn may enhance the offerings and encourage greater involvement by students. A co-curricular assessment plan that models the academic assessment plan is a start and can define a positive direction for the college, especially when campus in-person activities resume.

As part of being a tribal college, the faculty at CCCC use self-reflection on teaching styles and skillful ability as one measure of instruction. In addition, faculty help students navigate their personal life events and studies, as reported during the site visit. The term "family" was often used to describe the culture and the interactions between faculty and staff with students.

The college has twenty full-time faculty and four adjunct instructors who participate in the assessment of student learning as part of the student success strategy. The Assessment Committee facilitates faculty work regarding analysis of assessment results and continuous improvement at CCCC as demonstrated in the assessment report.

Interim Monitoring (if applicable)

Based on the Assurance Argument and meetings with the faculty and staff, Core Component 4.B. is met with concerns because the college does not have a formal process for co-curricular assessment. CCCC should submit a monitoring report by December 29, 2023, to address co-curricular outcomes. The monitoring report should include the following:

1. List of institution-wide co-curricular outcomes--these should connect to the Essential Studies or be defined in a similar manner. The outcomes should align with the academic assessment program and the college mission.

2. A defined process for assessment of co-curricular learning outcomes--The college should have a clear process design that provides examples of review forms, timelines for completion, and action item development. The process should define the types of data needed for review and how the data will be used by Student Services, administration, or faculty.

3. Identify who leads and owns the process--The college should either assign the co-curricular assessment oversight to an existing committee or form a sub-committee that is devoted to and responsible for co-curricular outcomes assessment.

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.)

Rating

Met

Rationale

CCCC has two key values (shared responsibility and commitment to quality) and four strategic initiatives from 2020-2025 (nurture student success, endorse effective teaching and learning processes, advance community development and innovation, and ensure a sustainable and superior organization). To accomplish the goals under the nurture student success initiative, CCCC collects three data points: persistence, retention rates, and number of graduates per academic year. The Retention Committee, administration, and the Board of Regents review these data points to ensure student success and continuous improvement.

As part of the college strategic initiatives, CCCC collects and analyzes data on student persistence, retention, and completion rates. From the institutional profile provided, CCCC's persistence rate decreased from 67% in the 2016, to 64% in the fall 2020, while retention decreased from 39% to 23 % within the same period. Recruitment and Retention Committees emphasize the need to improve student success during their meetings with the faculty and staff. CCCC students do not typically graduate in 150% of the duration for their study; therefore, the college keeps records for the number of graduates per academic year instead. In 2016-2017, 21 students graduated while in 2019-2020 academic, 25 students graduated. The college may consider keeping records of 200% graduate rate even if it does not meet the IPEDS definition of graduation rate. Doing so would allow the college to have a benchmark which could inform goals and help to guide the implementation of plans to improve the graduation rate.

As part of its efforts to address key barriers to student success, CCCC has collaborated with the American Indian Higher Education Consortium (AIHEC) and Achieving the Dream (ATD). The

focus in this study includes data collection, persistence, retention, number of graduates, and continuous improvement.

In 2017, CCCC joined the ATD to increase success through data utilization and to target academic and non-academic factors affecting student persistence, retention, and completion. The college formed an ATD/Data Management committee, led by the Dean of Administration, to communicate data to stakeholders involved in student success efforts as stated in the ATD meeting minutes. Additionally, the Assessment and Curriculum Committee revise and continuously improve assessment and program review processes which are designed to enhance college programs, instruction, and student support.

To maintain data quality and integrity, CCCC has recently created an institutional data manager position. The Project Success Team of the ATD uses a defined logic model (including: who is affected; assumptions; strategies; outputs; measure of success; and outcomes) to support the institution's commitment to student success and to determine the institutional data needs. CCCC disaggregates persistence, retention, and completion as presented in the program review template. The information from the Math Pathways (traditional math pathway and quantitative reasoning math pathway) demonstrates how the college identifies factors which may influence student success.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rationale

CCCC has a process in place to analyze persistence, retention, and completion data, which is designed to ensure attainment of student outcome goals. However, as described in the assurance argument and affirmed through the site visit interviews, the college appears to concentrate on co-curricular activities provided by the non-academic units. CCCC has an opportunity to expand its curricular activities to include student undergraduate research experiences, professional clubs, honor societies, service learning, and so on, to reinforce what students have learned in their formal instruction. CCCC should consider developing formal, institution-wide co-curricular outcomes, which are linked to its mission, and assess them systematically with a defined and consistent process. Additionally, CCCC has an opportunity to get its pre-nursing and carpentry accredited through the Nursing Aide Registry – North Dakota Department of Health and National Center for Constructional Education and Research (NCCER), respectively.

Based on the Assurance Argument and meetings with the faculty and staff, Core Component 4.B. is met concerns because the college does not have a formal process for co-curricular assessment. CCCC should submit a monitoring report by December 29, 2023, to address co-curricular outcomes and a defined process for the collection and dissemination of this data.

During the pandemic, the college worked to enhance virtual services to students and to ensure connections through messaging, social media, and the learning management system. As noted frequently, the strategies employed have enhanced the student experience and been a benefit to the college.

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.

Rating

Met

Rationale

Cankdeska Cikana Community College (CCCC) is relatively small in size with 71 employees and under 200 students. Its small size allows a great percentage of the college's employees to be involved in the collaborative processes of the institution. The assurance argument states that many of the employees are quite possibly related, which is not uncommon in rural community colleges and leads to greater connections among employees. The college has a robust committee structure, and minutes were reviewed from select committees.

The Board meets monthly and a review of the Board minutes of 2019, 2020 and 2021 showed an engaged board, who is trained on various topics and department activities, asks pertinent questions, and is involved in the leadership and accountability of the institution and its president. The regents have all completed Safe College training required of all employees of the college. This training includes ethics in the workplace, cybersecurity, implicit bias and microaggression awareness, stress management, Title IX and sexual harassment, and conflict management.

The assurance argument states and reviews of evidence and interviews confirm that data is used in decision making. Data in the form of retention, persistence, and enrollment is shared with the college community and appears to have been used in the creation of the strategic plan. The administration has set the goal of 300 student enrollments based on reservation demographic data. The institution has also joined the National Clearinghouse and should be able to access additional comparison data

for like institutions. Difficult decisions, such as the ending of childcare program in 2018, were data informed. Other decisions were collaborative in nature, involving, among other examples, a "clearing the air" meeting to resolve issues in the college's Headstart program.

As noted in 5C, the institution has made progress in incorporating data into its decision making efforts; however, clear evidence showing how data from outcomes assessment and program review are used to make decisions would benefit the college argument. While a framework now exists to do just that, time is needed to see full utilization of learning outcomes data in decision making, planning, and budgeting.

The process for updating the strategic plan is strong evidence to support a data-based, collaborative decision-making activity as many committees were involved in the process as were the leadership and the Board of Trustees at CCCC. That document is in place now and runs through 2025. This was confirmed through interviews with the peer team.

Additionally, a recent data-driven study of the wage scale for CCCC resulted in the Board setting a new minimum wage of $14 per hour. Considering the poverty of the region served, this action demonstrates a commitment in support of all employees.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

Cankdeska Cikana Community College (CCCC) appears to have the resources needed to offer quality educational programs. The college's $2.5 million budget derives from several sources and primarily from a stable source of revenue, the Tribal College Act based on the ISC or Indian Student Count from the US Department of Interior/Bureau of Indian Education. For fiscal year 2021, tuition and fees made up only $415,000 of the college's revenue. Review of the budget indicates that a majority of the college's resources are spent to support educational areas.

The Tribal Council has, in the part, provided $300,000 worth of support yearly to CCCC; however notes from the council/regents' yearly meeting indicate that the support ended in 2017. This was a contributing factor in budget cuts needed in 2018 and ultimately may have played a role in ending the childcare center on the CCCC campus. The college president has requested that the financial support from the Tribal Council be reestablished to better help CCCC achieve it's mission and serve the area.

CCCC's Composite Financial Index (CFI) for 2016 through 2020 indicates scores ranging from 3.27 to 4.85, with the most recent score at 3.91, which would generally indicate a financially healthy institution.

The physical plant is limited to one 130,000 sq. ft. building, with numerous classrooms, labs, college café, and amphitheater. Inspection of the campus by on-site peer reviewers revealed a well-maintained campus. The college does have a facilities master plan from 2020-2025, reviewed by the peer team, that lists several planned improvements which includes a new greenhouse and work on the CDL laboratory/classroom. Financial support is funded by several sources including USDA and CARES grant revenue.

The college provided the audits for 2019 and 2020. Review by the peer team indicated that the college had no major findings and were operating with a cash balance. The only reference was to a

minor finding noting a lack of a CPA on staff, which the college indicated was cost-prohibitive.

Review of documents from CCCC indicated that the college does have professional development opportunities for employees with a small number attempting additional college degrees. Interviews indicated that the institution pays for 100% of the costs for faculty to earn advanced degrees. Cankdeska Cikana Community College has 71 total employees which includes 58 fulltime employees.

The Board of CCCC is kept up to date on expenditures through quarterly reports from the CFO delivered by the president. One of these reports was provided in the assurance argument. The Board also reviews the yearly budget twice a year and the audit report yearly as evidenced by Board minutes and interviews with Board members.

One concern was expressed in the assurance argument about the infrastructure of CCCC. Its internet connectivity costs upwards of $2000 per month while providing a fraction of the speed that other Native-American serving institutions enjoy. While the college was able to provide laptops and hot spots to students and employees with the help of CARES Act and other recovery act funds, the connectivity backbone is severely limited. This is doubly important during a pandemic and the possibility of pivoting to fully online in the case of further outbreaks. However, interviews with faculty revealed that no or only a small amount of connectivity issues have occurred despite the lower bandwidth speed. While the lower speed is not an issue currently, trends show a nearly constant need for greater speeds as technology evolves. The peer reviewers agree with the administration that this bandwidth situation should be addressed but much of the control may be out of the institution's hands.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

The college created a new strategic plan that runs from 2020 to 2025 in which they focus on four broad initiatives:

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

The strategic plan was developed through various committees, and an effort was made to integrate thoughts from different on-campus constituencies in its development, as documented by reports in the minutes of the Board of Regents meetings. Discussions were clearly held during the months before the Board voted to adopt the plan. Additionally, the pandemic necessitated that email be used to receive input from students in the development of the strategic plan. Outside campus constituencies were also involved although this effort was hampered by the pandemic. CCCC relied on a comprehensive community assessment created by the college in 2015 to provide additional input into the creation of the new strategic plan, and a wide range of issues confronted by the community. The plan itself calls on CCCC to conduct the community assessment every five years with the next update available in October 2021, according to the assurance argument. The assessment and other data shows about 45% unemployment rate in the area and nearly double the US poverty rate of 14%. Interviews indicated that the college is committed through its strategic plan to make a difference in the area despite these numbers. The college's commitment to the Head Start program is evidence of this effort.

5.C was cited by the Higher Learning Commission as 'met with concerns, and that CCCC was required to provide an embedded monitoring report in the 2021-22 comprehensive review. The concerns noted by the team specifically stated: "the institution should provide clear evidence and updates about the connection and progress of the budgeting process with the strategic plan".

Cankdeska Cikana Community College provided a series of documents showing the methodology tying program review, learning outcomes assessment, and the Achieving the Dream outcomes to the four broad initiatives of the strategic plan. This framework represents aspirations for those three areas within the context of the initiatives as well as some specific goals including enrollment, retention, and graduation rate improvements. The plans were created in late 2019 and revised in August of 2021. Though lacking specific outcomes data, the linkage plans are a good start toward fully linking program review and assessment to the strategic planning and budgeting process.

However, since these linkages are relativity new, as is the 2020-2025 strategic plan, more time is needed to see this plan come to full fruition. It is important that future peer review teams see a clear linkage between learning outcomes data and the planning and budgeting process. Specific learning outcomes data from program review and the assessment reports needs to be incorporated more clearly in institutional effectiveness, planning, and budgeting. Clearly enrollment, retention, and completion data are essential elements of institutional effectiveness; however, direct measures of learning in the form of outcomes assessment data needs to be an essential part of the process as well.

Interviews indicated that faculty have their needs met in the form of technology, equipment, space, supplies, and other essentials. Faculty report that, due to its small size, an informal system of meeting instructional needs exists at the college. When a program is in need of resources, perhaps determined through program review, those with grants or access to other funds do what they can to help meet the need. There is no request through the strategic planning committee or other formal process to acquire the funding for the needed resource. While this seems to work at the college, it does leave little documented evidence that outcomes assessment and the program review process are directly tied to budgeting. It is important that future peer review teams see direct evidence of the linkage of learning assessment and planning and budgeting. Additionally, such an informal system does not allow for prioritization of resources on a college-level. Perhaps those resources used to help a particular program could have been used elsewhere to better further the mission of the institution and make a stronger impact on students.

The peer team was given a budget summary showing spending in the area of the four broad initiatives. This document shows and interviews confirm that the college significantly identifies fund within their budget to further the college initiatives, including such examples as tutoring payments, student vans for transportation, student of the month awards, and professional development for faculty. While the document lists the costs including salaries of everyone who works furthering a particular area, some specific initiatives are also listed. One suggestion for CCCC is that expenses associated with direct initiatives of the strategic plan should be limited to new projects associated with the plan, as opposed to standard operational costs such as listing building maintenance costs, stipends to board members, or standard salaries of those who work in a particular area.

One of the most comprehensive plan achievements for CCCC is found in its new Wage Scale completed June 2021. The college adjusted minimum wages to $14-$17 an hour based on area wages, state information, and college benchmarking. The scale differentiates various positions including faculty and staff.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rationale

CCCC has a small budget relative to other colleges accredited by the Higher Learning Commission, but they have managed that budget effectively and ethically as evidenced by strong CFI scores, healthy cash balances, and many years of "clean" audits. The college does an admirable job finding and securing a wide range of grants to help add to its resource base and advance the mission of the institution.

The college has a five-year strategic plan and documents show appropriate levels of spending toward advancing that plan. Interviews indicated a collaborative process was used in the plan creation, and the Board of Regents input and direction was clearly a part of that process. A variety of data elements were used to inform the process; however some work remains undone.

Planning has been improved with linkage documents showing how program review, assessment, and Achieving the Dream efforts are part of the decision-making process. While the institution clearly incorporates retention, persistence, and enrollment data into planning, collected data from learning outcomes assessment at any level are not part of the process as of yet. CCCC needs time to use these newly established linkages to bring learning data into the strategic plan and budgeting process.

Instructors did indicate that an informal process existed where program needs are met through discussions during program review and realigning resources without utilizing the formal planning processes. CCCC's small size does allow for such quick maneuvering, but does not provide strong documentation of the linkage between learning outcomes data and planning/budgeting. It is important that future peer review teams see direct evidence of the linkage of learning assessment with planning and budgeting.

COVID-19 Response: CCCC did an admirable job protecting its constituents from the pandemic while continuing its mission. Laptops were deployed for every employee and student who needed one. Internet connectivity is a large concern in the area, and the college responded by offering Wi-Fi hotspots to those in need. Employees reported a near-seamless transition over spring break 2020 from face-to-face classes to online or virtual courses thanks to the use of the Moodle system which was deployed long before the pandemic. In fact, employees reported having a better connection with students as well as improved attendance in remote classes and advising than previously experienced in face-to-face sessions.

FC - Federal Compliance

Rating

Does not require monitoring

Federal Compliance Filing Form

- Cankdeska_Cikana_Community_College_-_FedCompFiling_2020_FRM_(2)

Rationale

Instructions: When an evaluation that includes a Federal Compliance Review is released to the peer review team in the Assurance System, copy and paste the text below into the Rationale section of the Federal Compliance tab.

1. ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

The evidence provided by the institution outlines that credit for classes are based on the traditional Carnegie definition as well the equivalent learning in multiple settings (labs, studios, etc.) and modalities (in-person, hybrid, online, etc.).   Web searches revealed that this is also listed in the academic catalog. The evidence provided by the institution outlines the process of review by the faculty and administration to ensure that courses meet this standard.

2. INSTITUTIONAL RECORDS OF STUDENT COMPLAINTS

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

 The institution provided the website for student and faculty/staff complaints. Although this was a "central" location, this information is across the website in multiple locations as a resource that students and staff can use to file complaints. The links in the website connect to contact information, specific filing procedures, and processes that the school employs when handling complaints.

3. PUBLICATION OF TRANSFER POLICIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

The evidence provided by the institution explains the transfer policy. It also identifies the primary systems and schools in North Dakota that have articulation agreements with CCCC. This information is easily navigated from the main website under admissions. Each articulation agreement outlines programs and courses that transfer directly for students. The transfers are mutual and go in both directions. The catalog encourages students to use coursework to transfer to 4 year institutions across a number of fields of study and to work with the receiving institution to ensure a seamless transition.

4. PRACTICES FOR VERIFICATION OF STUDENT IDENTITY

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

The institution has instituted a system of verification through individual IDs and emails. These systems have associated passwords for access for on-campus and online work. It is not mentioned, but the institution may want to consider 2 factor authentication for increased security.

5. PUBLICATION OF STUDENT OUTCOME DATA

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

The institution provided websites that listed student outcome data for:

Enrollment Data

- Persistence & Retention Rates
- Student Achievement Data
- Enrollment by Degree Fall 2016-Spring 2021
- IPEDS Data Feedback Report 2020
- CCCC's Profile with the National Center for Education Statistics
- CCCC Assessment Data
- CCCC Gainful Employment Reports across a number of programs

The data are summarized in a way that is clear and widely accessible.

The web pages that the institution provided are easily accessed from the main campus page, although the college is in the process of having the website updated for easier navigation.

6. STANDING WITH STATE AND OTHER ACCREDITING AGENCIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

 The institution has a page that lists its accreditation with HLC (https://www.littlehoop.edu/accreditation.html). This should have been listed in the report, but the link is easily found from the schools website.

 APPENDIX A: TITLE IV PROGRAM RESPONSIBILITIES

Complete this section only if the institution has submitted an Appendix A. Review any negative actions taken against the institution and identify any implications for the institution's compliance with the Criteria for Accreditation or other HLC requirements. Provide a detailed rationale for any Core Components identified as Met with Concerns or Not Met.

Rationale:

 Appendix A was not submitted by the college.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met With Concerns
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Does not require monitoring

Review Summary

Interim Report(s) Required

Due Date
12/29/2023

Report Focus
Based on the Assurance Argument and meetings with the faculty and staff, Core Component 4.B. is met concerns because the college does not have a formal process for co-curricular assessment. CCCC should submit a monitoring report by December 29, 2023, to address co-curricular outcomes. The monitoring report should include the following:

1. List of institution-wide co-curricular outcomes--these should connect to the Essential Studies or be defined in a similar manner. The outcomes should align with the academic assessment program and the college mission.

2. Process for assessment of co-curricular outcomes--The college should have a clear process design that provides examples of review forms, timelines for completion, and action item development. The process should define the types of data needed for review and how the data will be used by Student Services, administration, or faculty.

3. Identify who leads and owns the process--The college should either assign the co-curricular assessment oversight to an existing committee or form a sub-committee that is devoted to and responsible for co-curricular outcomes assessment.

Conclusion

The Cankdeska Cikana Community College review team consists of five members who were responsible for specific criterion and related documents/forms as well as a review of the overall assurance argument, federal compliance review, and an embedded monitoring report for 5C. The site visit was a hybrid format with two reviewers on-site and two reviewers attended meetings virtually. The Federal Compliance Review was submitted prior to the site visit, and the team chair had contact with the reviewer as needed.

The team began working on the review roughly four weeks prior to the site visit. The team communicated via email and Zoom in preparation for the visit after review of the assurance argument and multiple college electronic resources. Prior to the visit, the team requested a number of items that were uploaded to the Addendum in the Assurance System, and in all instances, the college personnel were responsive and helpful in meeting requests.

Both the President and ALO were supportive and welcoming, and the team commented frequently on the hospitality and support provided. The meetings were held on campus with a focus on the criteria as well as three focus areas: co-curricular assessment, faculty qualifications, and student support services. In addition, the team met with six students for lunch and five Board of Regents members for dinner. The interactions were positive and consistent with the descriptions and information provided through the assurance argument and related documents.

The team concluded that all criteria were "Met" with the exception of 4B. CCCC faculty and staff have significantly improved the student learning outcomes assessment process and the program review process since the

last review; however, as noted during the meetings on site, the college has not progressed in terms of co-curricular assessment. In fact, the team did not identify any significant work by faculty or staff in terms of connecting student activities and engagement opportunities with essential studies or skills. Participation and satisfaction were noted as data points collected; however, the college does not have a systematic method for connecting student co-curricular activities to learning. The monitoring report due in two years asks the college to identify clearly defined learning outcomes for co-curricular activities, develop a systematic method for collection and review of outcome data, and demonstrate that the data is use to inform decision making related to co-curricular activities. The team provided several examples where this shift could easily occur.

The team was appreciative of the commitment to mission demonstrated at all levels of the college, and clearly the "family oriented" mindset is valid. As a tribal college, CCCC has recognized the challenges present on the reservation and has worked to enhance the environment and culture in meaningful ways. Core to their actions is the development of independent and self-sufficient students who are in control of their lives and actions. The mission is clearly very much alive at CCCC.

Overall Recommendations

Criteria For Accreditation
Met With Concerns

Sanctions Recommendation
No Sanction

Pathways Recommendation
Limited to Standard

Federal Compliance
Does not require monitoring

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Cankdeska Cikana Community College, ND
TYPE OF REVIEW:	Standard Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW:	Year 4 Comprehensive Evaluation to include an embedded interim report on (5C).
	Visit to result in Reaffirmation of Accreditation since this is the first comprehensive evaluation following removal of Probation.
	Federal Compliance Reviewer: Julio Rivera
	Per the institution's request, this visit will be conducted with a hybrid team structure. The chair, Bill Lamb, and one other team member, Casmir Agbaraji, will visit in-person, with the rest of the team participating virtually.
DATES OF REVIEW:	9/20/2021 - 9/21/2021

☐ No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Tribal

Recommended Change: No change

Degrees Awarded: Associates

Recommended Change: No change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2017 - 2018

Year of Next Reaffirmation of Accreditation: 2021 - 2022

Recommended Change: 2027 - 2028

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Associate's

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

The institution is not approved at the following program level(s): Bachelor's, Master's, Specialist, Doctoral

Recommended Change: No change

Additional Location:

Prior HLC approval required.

Recommended Change: No change

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: No change

Accreditation Events

Accreditation Pathway   Standard Pathway

Recommended Change: No change

Upcoming Events

Comprehensive Evaluation: 2027 - 2028

Recommended Change: No change

Monitoring

Upcoming Events

None

Recommended Change:

Interim Report Due 12/29/2023. As the college does not have a formal process for co-curricular assessment, CCCC should submit a monitoring report to address co-curricular outcomes. Additional requirements for this report can be found in the Reaffirmation Visit Team Report (4.B.).

Institutional Data

Educational Programs

Undergraduate

Recommended Change: No change

Institutional Status and Requirements Worksheet

Certificate	4	_____
Associate Degrees	11	_____
Baccalaureate Degrees	0	_____
Graduate		
Master's Degrees	0	_____
Specialist Degrees	0	_____
Doctoral Degrees	0	_____

Extended Operations

Branch Campuses

None

Recommended Change: No change

Additional Locations

Lake Region State College, 1801 College Drive N., Devils Lake, ND, 58301 - Active

Recommended Change: No change

Correspondence Education

None

Recommended Change: No change

Distance Delivery

None

Recommended Change: No change

Contractual Arrangements

None

Recommended Change: No change

Consortial Arrangements

14.0102 - Pre-Engineering - Associate - Pre-Engineering - PEEC

Institutional Status and Requirements Worksheet

24.0101 - Liberal Arts and Sciences/Liberal Studies - Associate - - Social Work

Recommended Change: No change