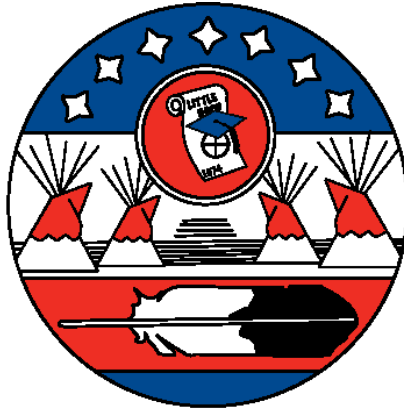


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**AA INDIGENOUS STUDIES/CERTIFICATE  
DAKOTA LANGUAGE PROGRAM REVIEW**

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**CANKDESKA CIKANA  
COMMUNITY COLLEGE**

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*Spirit Lake Tribe*

**I. Program description and relationship to the Cankdeska Cikana Community College mission.  
(See also Appendix A)**

The Indigenous Studies program (formerly Dakota Studies) was established in 2009 in order to provide an enriching Dakota oral curriculum that empowers students to propagate and enhance the Dakota language and oral way of life existing prior to the 1867 Treaty. By anchoring students in the philosophy of their original sovereign oral civilization, our faculty elders make them more secure in their Dakota citizenship.

Faculty help prepare students to negotiate their American individual culture and US citizenship in a nation of laws promulgated in writing. They are prepared to proudly practice and promote Spirit Lake Tribe (SLT) sovereignty, history and Dakota language. Our students are prepared to teach Dakota language and culture or transfer into history, political science, or Native American Studies baccalaureate programs.

In 2021, the program was streamlined and renamed to Indigenous Studies to aid in transferability to other state institutions.

**Reflection**

*Strengths*

- There is a need for the program in keeping with the college mission statement and being a tribal community college.
- There is student and community interest in the courses.
- The courses offered fulfill the institutional requirements for the college.

*Concerns*

- An ongoing concern is the lack of Indigenous Studies faculty members.

*Progress on concerns from last previous program review (give date of last review, if applicable)*

There were no concerns listed in the previous program review.

*Recommendations (Curriculum Committee Use Only)*

- Continue to recruit program faculty.
- Introduce grammatical structures from Dakota language into the English curricula to assist with effective language acquisition.

## II. Program background information, enrollment and breadth (See also Appendix B)

Courses such as Dakota Thought, Philosophy and Culture and Dakota Language I are offered and meet the institutional requirements for other degrees. There is currently one full-time faculty member and one part-time instructor for the Indigenous Studies/Dakota Language Certificate Program. One Dakota Language instructor who teaches 12-15 credits per semester and one instructor for the Dakota Culture and History who teaches 3-6 credits per semester. The average number of students enrolled in Indigenous Studies per semester is 7. The average number of students per semester in the Dakota Language Certificate Program is 1.

While the Dakota language faculty member is well versed in Dakota language, the program could use another faculty member to offer separate sections of existing language classes. In addition, the online Dakota Culture course could offer a separate section with the addition of another faculty member. The Indigenous Studies faculty members attend the regular faculty meetings and voice their concerns and observations. When there is a question regarding a tribal, reservation, or cultural issue the rest of the faculty direct their questions to the Indigenous Studies faculty.

### Reflection

#### *Strengths*

- The program provides two courses that are institutional requirements for all degrees at CCCC.

#### *Concerns*

- The program needs at least one more faculty member to flesh out its course offerings.

#### *Progress on concerns from last previous program review (give date of last review, if applicable)*

- No progress. The program has actually lost several faculty members since the last program review.

#### *Recommendations (Curriculum Committee Use Only)*

- Increase mentoring and on-boarding efforts with newly hired program faculty; new faculty participation in the state Transition to Teaching program.
- Continue to advertise and recruit additional qualified faculty to support the program.
- New faculty observations of other CCCC classrooms and teaching pedagogy.

### III. Program Quality and Assessment (See also attached assessment template(s) Appendix C)

The Indigenous Studies language faculty uses an oral curriculum in classes which requires listening. They use “reservation intelligence” which includes Tribal citizen knowledge, oral intelligence, creativity, spirituality, and visualization (right brain theory). This is in combination with American citizen knowledge, text intelligence, logic, science, and facts (left brain theory). Dakota History, oral civilization, sovereignty and the Dakota language are prioritized learning practices. They also use modern technology to enhance what they have to offer students. Technology available includes the use of projectors, Smart Boards, Moodle, and use of educational videos/CDs.

The program outcomes and course outcomes align with CCCC’s essential studies outcomes in order to assess student learning. The assessments provide information on each student’s progress and they help the instructor to analyze what is or is not working in the classroom. Students are evaluated by both indirect and direct means. The measurement data is collected, summarized, and submitted to the assessment team.

Faculty are required to mentor students in their respective disciplines. CCCC has a student course evaluation done at midterms of each semester. Each student rates their instructor by survey questions. This survey is sent to each instructor. This instructor uses this survey to adjust things that will help to better meet the needs of the students.

#### Reflection

##### *Strengths*

- The program serves as a connection between Tribal tradition and academia.

##### *Concerns*

- The program needs more faculty members.

##### *Progress on concerns from last previous program review (give date of last review, if applicable)*

- No progress since last program review. A crucial need exists for qualified faculty in the program. The Spirit Lake Tribal Government passed a resolution this fall to provide financial assistance for the Language Program.

##### *Recommendations (Curriculum Committee Use Only)*

- Continue to advertise and recruit additional qualified faculty to support the program.
- Require new faculty observations of other CCCC classrooms and teaching pedagogy.
- Reimplement the practice of financial support for Tribal members to complete their education to become highly-qualified faculty.
- Create and support opportunities for students to utilize their Indigenous education in continuing their educational pathway (such as working in the Education Center, internships, pursuing 4-year degrees, etc.) and contributing to the institution and community.

#### **IV. Program cost effectiveness and ability to meet occupational needs (See also Appendix D)**

In the years 2020-2021, the program operated at a net loss of \$221,786.17 after expenses. After a brief surge in the years 2022-2023, when the program showed a net gain of \$138,057.30 after expenses, the trend angled downward once again. For the years, 2023-2024, the net gain was \$55,308.39, with a further drop in 2024-2025, with a net gain of only \$51,592.48 after expenses.

Despite the fluctuating net gains demonstrated in the last 5 years, the true value of the program is more difficult to measure. Dakota Language I and Dakota Culture and History are required courses for every CCCC program. Because of this, the revenue numbers in Appendix D do not show the whole picture.

#### **Reflection**

##### *Strengths*

- The program is core to CCCC's mission of preserving and promoting Dakota culture and language.
- The Indigenous Studies program provides education and information for surrounding schools, Tribal programs, and in the Devils Lake region.

##### *Concerns*

- The lack of program faculty is an ongoing concern.
- Low enrollment is a concern.
- A way to measure the community impact of the program is another concern.

##### *Progress on concerns from last previous program review (give date of last review, if applicable)*

- Program enrollment remains low.
- The Tribe has earmarked money specifically for the Dakota Language Program.

##### *Recommendations (Curriculum Committee Use Only)*

- Increase efforts to promote the program and recruitment of additional faculty.
- Be proactive in utilizing the Education Center within the Indigenous Studies program; hold cultural activities in the center and provide indigenous educational opportunities for the students and community.

## **V. Ability to positively impact CCCC's relationships, partnerships, and alliances**

The Valerie Merrick Memorial Library collaborates with the Indigenous Studies Instructors sharing valuable historical documents, photos, tribal government documents and locations of sacred and historical sites in order to preserve the Spirit Lake Tribe history, language and culture.

CCCC fully supports professional growth. The Indigenous Studies faculty are fully supported by CCCC to attend and present at workshops as requested. Indigenous Studies faculty instructors are fully supported by CCCC in sponsoring annual Dakota Language Immersion and Treaty Sovereignty Conferences.

Two courses – DS110 Dakota Culture and History and DSL 250 Dakota Language I – are institutionally required courses to graduate from all two-year programs at CCCC. In addition, these courses will transfer to any of the other ND University System (NDUS) institutions as Humanities credits which are part of the NDUS Common Core Requirements and General Education Requirements Transfer Agreement (GERTA). Additionally, DS110 is recommended for employees of reservation K-12 schools.

### **Reflection**

#### *Strengths*

- Strong partnerships with area schools and Tribal programs/entities in educating employees about the Dakota culture.

#### *Concerns*

No concerns at this time.

#### *Progress on concerns from last previous program review (give date of last review, if applicable)*

There were no concerns listed in the last program review.

#### *Recommendations (Curriculum Committee Use Only)*

- Connect with Four Winds High School Dakota Language Program and other area high schools on the Spirit Lake Nation to leverage potential student base and future faculty recruitment.
- Promote the language and culture within the community; collaborate with Tribal programs and entities.
- Work toward engaging community entities in utilizing Dakota Culture and History and Dakota Language I being required for Tribal employment.

## **VI. Program Analysis and Reflection Narrative**

In recent years the program has experienced a reduction in faculty numbers and a drop in net gain. Student enrollment numbers remain low compared to most other programs offered by CCCC.

However, the program remains central to the college's mission of preserving and promoting Dakota culture and language. In addition, the program offers two classes, Dakota Culture and History and Dakota Language I, that are required for every academic program at CCCC.

With the recent fluctuations in staffing, enrollment, and cost-effectiveness, it might be prudent to reexamine the program in the near future to determine practical ways in which to improve its sustainability. Because it is a core element of the institution and community, greater involvement and funding from the tribal government may be necessary.

## Appendix A

## Current CCCC Programs of Study showing courses offered and suggested course rotations

## AA Indigenous Studies

		<b>Report of Credits Earned/Needed for Graduation</b>							
		<b>Name:</b>				<b>Date:</b>			
		<b>AA in INDIGENOUS STUDIES</b>							
						<b>Semester</b>	<b>Semester</b>		
						<b>Offered</b>	<b>Taken</b>	<b>Credits</b>	
<b>Essential Study Requirements</b>									
ENGL	100		Student Success			FA,SP,SU		1	
ENGL	110	ND:ENGL	College Composition			FA,SP,SU		3	
ENGL	120	ND:ENGL	* College Composition II			FA,SP		3	
COMM	110	ND:COMM	Fundamentals of Public Speaking			FA,SP		3	
		ND:FA or ND:HUM or ND:HIST						3	
		ND:FA or ND:HUM or ND:HIST						3	
		ND:SS or ND:HIST						3	
HIST	261	ND:HIST	American Indian History			SP		3	
CSCI	101	ND:COMPSC	Introduction to Computers			FA,SP,SU		3	
		ND:MATH						3	
		ND:LABSC			Lab Science Elective			3	
		ND:LABSC			Corresponding Lab			1	
DS	110	ND:HUM	** Dakota Culture and History			FA,SP,SU		3	
DSL	250	ND:HUM	Dakota Language I			FA,SP,SU		3	
								<b>38</b>	
* Prerequisite of ENGL 110 (College Composition I).									
** Alternate Summer Rotation									
<b>Core Classes</b>									
DS	122		Intro to Spirit Lake Culture, Government, and Constitution			FA		3	
DSL	251	ND:HUM	Dakota Language II			FA,SP,SU		3	
DS	170		Native Americans and the Cinema			SP		3	
DS	155	ND:HUM	Survey of Native American Arts			SU		3	
DS	265	ND:HUM	Native American Literature			FA		3	
DS	230		Federal, State, and Tribal Policies and Relationships			SP		3	
Program Electives		(Choose from Below)						6	
								<b>24</b>	
				<b>Total</b>				<b>62</b>	
<b>Program Electives</b>									
AR	100		Intro to Archery			FA,SP		1	
HG	101		Intro to Hand Games			FA,SP		1	
DSL	252		Dakota Language III			FA,SP,SU		3	
DSL	253		Dakota Language IV			FA,SP,SU		3	
NAT	105		Wildlife ID			SP		3	
NAT	105L		Wildlife ID Lab			SP		1	
NAT	215		Plant ID			FA		3	
NAT	215L		Plant ID Lab			FA		1	
NAT	102		Intro to Natural Resource Management			FA,SP		3	
BIOL	124		Environmental Science			SP		3	
BIOL	124L		Environmental Science Lab			SP		1	
Current POS Effective Date: 8/2024									
BOR Approved:									
Curriculum Approved Revisions: 12/10/2015, 04/18/17, 12/12/19, 1/1/21, 7/14/22, 04/04/24									
Institutional Updates: 01/31/19, 12/12/19, 1/1/21, 8/16/21, 7/14/22, 10/2/24, 2/13/25									





## Appendix B – Program Background Information, Enrollment, and Breadth

### Faculty Program Staff and Credit Hour Loads

Name	Title/Position	FT/PT/TEMP	Credit Load/Semester
Marva Tollefson	Dakota Studies/Language Instructor	FT	12 - 18
Eric Rogness	Social Science/Culture-Hist	PT	3 – 6

### Enrollment and Graduation Data (5-Year)

Indigenous Studies (Formerly Dakota Studies)	# Enrolled Indigenous Studies	# Enrolled Dakota Language Certificate	Total Program Enrollment	Total Enrollment	Program % of Total Enrollment
Fall 2020	4		4	182	2.2%
Spring 2021	4		4	161	2.5%
Summer 2021	3	0	3	129	2.3%
Fall 2021	1	0	1	248	0.4%
Spring 2022	6	0	6	243	2.5%
Summer 2022	3	0	3	148	2.0%
Fall 2022	18	2	20	316	6.3%
Spring 2023	11	2	13	307	4.2%
Summer 2023	6	0	6	183	3.3%
Fall 2023	11	3	14	325	4.3%
Spring 2024	11	2	13	280	4.6%
Summer 2024	10	2	12	156	7.7%
Fall 2024	9	2	11	239	4.6%
Spring 2025	8	1	9	252	3.6%
Summer 2025	5	1	6	129	4.7%
Totals	110	15	125	3298	3.8%

#### 5-Year Program Enrollments

Program Graduates AA Indigenous Studies (formerly Dakota Studies)				
2024-2025	2023-2024	2022-2023	2021-2022	2020-2021
0	3	1	1	0
Program Graduates Dakota Language Certificate				
2024-2025	2023-2024	2022-2023	2021-2022	2020-2021
0	1	0	4	0
Total CCCC Graduates				
2024-2025	2023-2024	2022-2023	2021-2022	2020-2021
66	80	78	49	35
Percentage of Program Graduates to CCCC Graduates				
0.0%	5.0%	1.3%	10.2%	0.0%

**Appendix C – Program Quality and Assessment (most recent two cycles of course/program assessment)**

**Assessment Plan  
2024 / Fall  
Indigenous Studies/Dakota Language**

Program Statement: The Associate of Arts in Indigenous Studies provides core courses that introduce students to Native culture, history, language, and values while increasing understanding of the unique political status, rights, and responsibilities of tribal nations. The emphasis is on providing students with a broad and realistic understanding of issues that impact Native communities and people. The student will have completed an intensive study of the Dakota people and other Native Nations from historical and contemporary perspectives at successful completion of the program.

**Essential Studies** Outcomes

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

**Program** Outcomes

1. Students will demonstrate proficiency of Indigenous cultures.
2. Students will demonstrate competency in speaking Dakota language.
3. Students will utilize various technology platforms to demonstrate the proficiency of Indigenous people.
4. Students will gain knowledge of their traditional placements within Indigenous nations.

**Course** Outcomes

**DS 122**

1. Students should have knowledge of the general history, culture, government, and constitution for the Spirit Lake Tribe.
2. Students will have understanding for interpreting the Constitution of Spirit Lake.
3. Students are expected to demonstrate their understanding and describe the foundation of the Tribe, its Constitution, and Government.
4. Students will demonstrate their ability to have effective discussion with Tribal Council based on fundamentals of Tribal Government.

**DS 265**

1. Create a post-action plan from the boarding school experiential learning unit.
2. Write reflections throughout the course to promote metacognition.
3. Write a recreation scene from *There There*.

DSL 250

1. Become knowledgeable of the migration and evolvement of the Dakota language.
2. Learn the proper pronunciation of the Dakota words.
3. Identify and pronounce the guttural sounds of the Dakota language.
4. Students will learn the nasalized vowels and exploded sounds of the Dakota the words.
5. Students will generate usage of the Dakota language, continuing the oral tradition and culture of the Dakota people.

DS 110

1. Describe the migration history of the Dakota.
2. Know the make-up and names of the Oceti Sakowin (Seven Council Fires).
3. Analyze and explain the creation story and origin of the Dakota; know the Dakota creation origin and creation story controversy.
4. Analyze and understand the treaties pertaining to the Dakota: The 1805 Treaty with the Sioux, The Treaty of Prairie Du Chien, The 1851 Treaty at Traverse Des Sioux, and The Treaty with the Sioux Sisseton and Wahpeton Bands of 1867.
5. Examine the Dakota Conflict, Dakota 38 + 2, and the Dakota Removal between 1860-1870.
6. Explore the creation and beginning of the Devils Lake Sioux Reservation, now known as the Spirit Lake Dakota Reservation.
7. Know traditional Dakota values, governance, food, dwellings, clothing, utensils, weapons, customs, dance, song, spirituality, leaders, and kinship system.
8. Examine the Dakota culture today and discuss what the future holds for the Dakota.

DS 155

1. Introduce students to the arts of Native North America in both their traditional historical contexts and the con- temporary world.
2. To be able to recognize the types and styles of art produced in different Native American societies, the processes by which they are made, and the reasons for differences resulting from different environments and different resources available.
3. To investigate the histories of change in the arts resulting from the impact of Western contact, including colonization, religious conversion, and the introduction of new material and technologies.
4. To recognize, explore, and dispel stereotypes associated with other cultures, enabling a greater appreciation and respect for the variety and range of art forms.

D-Direct I-Indirect List activity(ies) used to measure student success	Goal	N = # of registered students NP = # registered who did NOT participate SR = # of students meeting goal/# participating(SUCCESS RATIO) Avg. = Avg of the # of students that participated in assessment	Analysis (Contributing factors - Internal and External - resulting in not meeting goal)	Recommendations	Identify Course Outcome(s) being demonstrated	Identify Program Outcome(s)	Identify Essential Studies Outcome(s) being demonstrated
D – Final Exam  I – oral self eval  DS - 122	>75	N = 35 NP = 10 SR = 24/25 Avg = 96 Range = 60-100	Goal met	Continue to stress good attendance and completion of work	1,2,3,5,	1,2,3	1,2,3,4
D – Final Cultural Reflection  DS 265	>	N = 12 NP = 2 SR = 9/10 Avg. = 86.7 Range = 33.3 - 100	Met Goal	Emphasize the instructions of the final cultural reflection to ensure students understand they must address each item on the prompt.	1,2	1,2	1,2
D – Assignments  I – Language Videos  DSL - 250	>70 %	N = 31 NP = 11 SR = 18/20 Avg. = 87% Range = 67% - 99%	18 students met goal, 2 passed below 70%.	Assignments available on Moodle. Continue sending email reminders of assignments due.	2,3,4,5	2,3	1, 2, 3, 4
D – Cumulative Knowledge Test  DS110 ONLINE	>70 %	N = 30 NP = 13 SR = 16/17 Avg. = 72% Range = 26% - 96%	Didn't take time needed to fully complete assessment	Impress importance of finishing the class out and completing assignments in a timely manner	1 - 8	1,3,4	1 - 4
D – Written	>70	N = 2	Goal met	Continue to	1,2,3,	3	1,2,3,4

Assignments	%	NP =1 SR =1/1 Avg. =100% Range =100%		have assignments, discussion forums, power points, and quizzes on Moodle. Stress attendance and deadlines in class time. Send email reminders of assignments due.	4,5		
I – Discussion Forums							
DS 155							

## Assessment Plan 2025 / Spring Indigenous Studies/Dakota Language

### Course Outcomes

#### DSL 251

1. The student will know every day Dakota phrases.
2. The student will add-on to their Dakota self-introduction.
3. The student will learn about verb conjugation.
4. The student will know how to conjugate verbs.
5. The student will be able to communicate with their peers
6. The student will understand the spoken and written Dakota language at a basic level.
7. The student will be able to start and end conversations in Dakota.

#### DSL 252

1. The student will be able to read and understand more complex texts in Dakota.
2. The student will be able to create long, complex sentences with conjugations.
3. The student will be able to converse for 5 plus minutes in Dakota (oral examination).

#### DS 170

1. Describe the interrelated perspectives of aesthetics/theory, technology, and history/culture.
2. Understand the relationship between technology and tradition and how it relates to representation, power, and the gaze.
3. Understand the translatability of Indigenous oral tradition to visual expression as a form of cultural agency.
4. Analyze the use of media as a cultural and political through new and old media artists.

#### HIST 261

1. Understand the wide range of subject matter involved with American Indian History
2. Understand that history is interpretive and that Native oral traditions, Native written materials, and mainstream written sources all have their place in creating workable historical narratives about Native North America.

3. Identify cultural differences among Native Nations and analyze how mainstream America alternately recognized Indian diversity or represented them as monolithic “others”; recognize that Native American worldviews are distinct from each other and from mainstream American worldviews
4. Understand theories developed by social scientists to explain the complexity of American Indian History and cultures.
5. Relate the past Native American history with current Native American governmental policies; US governmental policies; and modern sovereignty issues.

## DSL 250

1. Become knowledgeable of the migration and evolvement of the Dakota Language.
2. Learn the proper pronunciation of the Dakota words.
3. Identify and pronounce the Guttural sounds of the Dakota Language.
4. Students will learn the nasalized vowels and exploded sounds of the Dakota the words.
5. Students will generate usage if the Dakota language, continuing the oral tradition and culture of the Dakota people

D-Direct I-Indirect List activity(ies) used to measure student success	Goal	Findings - Results (Refer to LEGEND)	Analysis (Contributing factors - Internal and External -resulting in not meeting goal)	Recommendations	Identify Course Outcome(s) being demonstrated	Identify Program Outcome(s) being demonstrated	Identify Essential Studies Outcome(s) being demonstrated
DSL 251 D – Introduction, alphabet, have colors, animals, etc in work pages.	>70 %	N =7 NP =1 SR =6/6 Avg. =96% Range = 80% -100%	Dakota Language II had 7 students. which 6 all met their goal.	Assignments available on Moodle. Continue sending email reminders of assignments due.	1,2,3, 5,	1,2,3	1,2,3, 4
DSL 252 D – Introduction, 550 Dakotah verbs, study guides	>70 %	N =4 NP =0 SR =4/4 Avg. =100% Range =N/A	Dakota language III had 4 students. All 4 met their goal.	Assignments available on Moodle. Continue sending email reminders of assignments due.	1,2	1,2	1,2

DS 170 – Native American Cinema  D – Final Exam	>70	N = 23 NP = 11 SR = 11/12 Avg. = 93.6 Range = 60-100	Met Goal	Stress the importance of paying attention to detail and addressing each question fully.	1,2,3,4	1,2,3,4	1,2,3,4
HIST 261 D – Final exam  I – oral self eval	>70	N = 45 NP = 23 SR = 22/22 Avg. = 97 Range = 80-100%	Family and work schedule issues	Continue to stress good attendance	1,2	1,2 ,3	1,2,3,4
DS 110 D – Final exam  I – oral self eval	>70	N = 36 NP = 14 SR = 22/22 Avg. = 86 Range = 80-100%	The students that did not complete the final exam were consistent throughout semester in their non-participation.	Continue to stress good attendance and completion of work	1,2	1,2 ,3	1,2,3,4
DSL 250 D – Assignments  I – Cumulative Test Topics 1-25 60pts	>70	N =33 NP =16 SR =17/17 Avg. = 96% Range = 83-100%	17 students met goal.	Assignments available on Moodle. Continue sending email reminders of assignments due.	2,3,4,5	2,3	1, 2, 3, 4



**Appendix D – Cost Effectiveness and Ability to Meet Occupational Needs**

**Occupational Needs (Faculty: Insert data in table from national trend data; cite all source(s) using APA Format)**

<b>National Employment Projections, 2020-2030 Bureau of Labor Statistics</b>	
<b>Occupational Category</b>	<b>Projected Increase</b>
Education programs that emphasize Indigenous Studies	100% employment rate

**Source:** [https://themeliorist.ca/2025/03/28/employment-trends-and-earnings-among-recent-graduates/#:~:text=The%20standout%20performer%20in%20employment,\(Government%20of%20Canada%202024\).](https://themeliorist.ca/2025/03/28/employment-trends-and-earnings-among-recent-graduates/#:~:text=The%20standout%20performer%20in%20employment,(Government%20of%20Canada%202024).)

**Annual Revenue and Expenditures (5-Year)**

<b>Term</b>	<b>Enrollment</b>	<b>Tuition</b>	<b>ISC per FTE</b>	<b>ISC Revenue</b>	<b>Total Revenue</b>
Fall 2020	4	\$4,500.00	\$7,356.26	\$14,712.52	\$19,212.52
Spring 2021	4	\$6,000.00	\$7,356.26	\$14,712.52	\$20,712.52
Summer 2021	3	\$3,000.00	\$7,356.26	\$11,034.39	\$14,034.39
<b>AY 2020-21</b>		<b>\$13,500.00</b>		<b>\$40,459.43</b>	<b>\$53,959.43</b>
Fall 2021	1	\$1,800.00	\$8,656.00	\$4,328.00	\$6,128.00
Spring 2022	6	\$10,800.00	\$8,656.00	\$25,968.00	\$36,768.00
Summer 2022	3	\$5,400.00	\$8,656.00	\$12,984.00	\$18,384.00
<b>AY 2021-22</b>		<b>\$18,000.00</b>		<b>\$43,280.00</b>	<b>\$61,280.00</b>
Fall 2022	20	\$36,000.00	\$9,245.00	\$92,450.00	\$128,450.00
Spring 2023	13	\$23,400.00	\$9,245.00	\$60,092.50	\$83,492.50
Summer 2023	6	\$10,800.00	\$9,245.00	\$27,735.00	\$38,535.00
<b>AY 2022-23</b>		<b>\$70,200.00</b>		<b>\$180,277.50</b>	<b>\$250,477.50</b>
Fall 2023	14	\$25,200.00	\$8,700.70	\$60,904.90	\$86,104.90
Spring 2024	13	\$23,400.00	\$8,700.70	\$56,554.55	\$79,954.55
Summer 2024	12	\$21,600.00	\$8,700.70	\$52,204.20	\$73,804.20
<b>AY 2023-24</b>		<b>\$70,200.00</b>		<b>\$169,663.65</b>	<b>\$239,863.65</b>
Fall 2024	11	\$19,800.00	\$7,917.25	\$43,544.88	\$63,344.88
Spring 2025	9	\$16,200.00	\$7,917.25	\$35,627.63	\$51,827.63
Summer 2025	6	\$10,800.00	\$7,917.25	\$23,751.75	\$34,551.75
<b>AY 2024-25</b>		<b>\$46,800.00</b>		<b>\$102,924.25</b>	<b>\$149,724.25</b>

Program Review 2025

Term	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021
Salary	\$ 69,597	\$ 63,743	\$ 61,443	\$ 57,430	\$ 51,064
Fringe	41%	41%	40%	36%	35%
# of Program Faculty	1	2 FTE + 6 cr Adj	1 FTE + 33 cr Adj	NA/Interim Adjunct	4
Total Salaries	\$69,597.00	\$132,286.00	\$87,843.00	\$32,800.00	\$204,256.00
Total Fringe	\$28,534.77	\$52,269.26	\$24,577.20	\$0.00	\$71,489.60
Total Expenses	\$98,131.77	\$184,555.26	\$112,420.20	\$32,800.00	\$275,745.60
Total Revenue	\$149,724.25	\$239,863.65	\$250,477.50	\$61,280.00	\$53,959.43
Net Gain/Loss	\$51,592.48	\$55,308.39	\$138,057.30	\$28,480.00	(\$221,786.17)

**Program Evaluation and Review** (for Curriculum Committee Use Only)

Criteria	Program Exceeds Expectations	Program Meets Expectations	Program Needs Improvement	Program Does Not Meet Expectations
<b>Sec II</b> Enrollment	Increasing	Steady	Decreasing	Unsustainably Low
<b>Sec III</b> Quality of the Program as Determined from Assessment Information	The program's quality is substantial and notable.	The program's quality is substantial but could be strengthened through curricular and/or program enhancements, e.g. providing additional resources, adding or deleting courses	The program's quality could be strengthened through reconfiguration, e.g. substantial modification of the curriculum and the reorganization of faculty.	The program's quality and/or contribution to the institution is not substantial enough to justify its continuance
<b>Sec IV</b> Cost Effectiveness	Net Gain	Break Even	Net Loss	Unsustainable Losses
<b>Sec IV</b> Projected Occupational Need (Regional and State Level)	Large Need and Growth in This Area	Moderate Need	Minor or Low Need	No Clear Need for This Degree
<b>Sec V</b> Ability to positively impact CCCC's relationships, partnerships & alliances	Relationships are strong – benefits the overall mission of the college	Relationships, partnerships, and/or alliances could be developed to strengthen the program	Relationships, partnerships, and/or alliances need to be reconfigured in order to positively impact the college	Relationships, partnerships, and/or alliances are not positively impacting the college. The program's reduction or phase out would not adversely impact other programs.

The Curriculum Committee makes the following recommendation(s):

The Committee recognizes the financial viability of the program when considering the numbers of non-program majors taking the program courses to fulfill their general education requirements.

The Committee recommends the program for continuation.

Follow up actions and timeline:

During the next academic year, readvertise needed faculty positions, and recruit from area Tribal entities and schools.

Promote program collaboration with Tribal entities, including area schools.



# CANKDESKA CIKANA COMMUNITY COLLEGE

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## Completed Program Reviews Verification

Name of Program Reviewed: AA Indigenous Studies/Certificate Dakota Language

[Signature]  
Director or Faculty of Record

11/25/25  
Date of Review

[Signature]  
Curriculum Committee Chair

11/25/25  
Date of Review

[Signature]  
Dean of Administration

11/25/25  
Date of Review

[Signature]  
Academic Dean

11/25/25  
Date of Review

[Signature]  
President (as appropriate)

12-1-25  
Date of Review

N/A  
Chair CCCC Board of Regents (as appropriate)

Date of Review

**Think Dakota • Live Dakota**