Need for Project

Sisseton Wahpeton Oyate and the Lake Traverse Reservation

The Lake Traverse Reservation encompasses 106,153 acres of Trust Land in northeastern South Dakota; 60 percent of its land area lies in Roberts County, but there are lesser amounts in Marshall, Day, Grant, and Codington counties, as well as Sargent and Richland counties in North Dakota. There are 13,872 enrolled members of the Sisseton Wahpeton Oyate (previously known as the Sisseton Wahpeton Sioux Tribe), with over 9,000 members living on or near the Reservation. Originally consisting of 918,780 acres, the Trust Lands of the Lake Traverse Reservation were drastically reduced through allotment and sales to non-tribal members during period between the 1880s to 1930. As a result, only a patchwork of 11.5 percent of the land within the traditional borders of the Reservation are under the governance of the Sisseton Wahpeton Oyate.

According to statistics obtained through the United States Census Bureau website (https://www.census.gov/tribal/?aianihh=1860), a total of population of 11,095 reside on the Trust Land of the Sisseton Wahpeton Oyate. Nearly 42 percent of these individuals are recorded as Native American. Although the census lists an overall unemployment rate of only 6.7 percent, the SWO (Sisseton Wahpeton Oyate) Planning Department states that the Tribal unemployment rate is 39 percent. Similarly, the difficulty of segregating Native American households from others on the Lake Traverse Reservation or to include data for those not living on Trust Lands skews other socio-economic statistics. For example, U.S. Census Bureau report that 510 Native Americans living in Watertown, which is the county seat of Codington County and the fifth
largest city in the state with a total population of 22,166. Although Watertown is near the southern tip of the Lake Traverse Reservation, it is not part of it nor does the census provide any information about the tribal affiliation of these 510 individuals.

Being an open-reservation with significant blending of state and trust lands causes difficulty of finding consistent and specific data for SWO members living on tribal lands. One example is where the census data shows 71.8 percent of households having broadband internet service while a contemporary study by the Center for Indian Country Development reports it at 62.4 percent. Data collected to secure funding from FEMA in response to the major winter storm in December of 2016 indicates a significantly higher poverty rate amongst the Native American population on the Lake Traverse Reservation than the overall rate of 16.3 percent provided by the U.S. Census Bureau. This is further supported by the findings of the Center for Indian Country Development, which reports 36.2 percent poverty rate and a per capita income of $10,870 (Indian Reservations average $11,395 and the overall average for the U.S. is $17,903).

**Job Market**

According to the Bureau of Indian Affairs, the Sisseton Wahpeton Oyate is the tenth largest employer in South Dakota. There is also a shortage of housing units and skilled workers to construct the units being sought by the Tribal government. North Dakota and South Dakota have unemployment rates below 4.5 percent. This project will address both a housing and labor shortage on the Lake Traverse Reservation while reducing unemployment and poverty rates amongst Tribal members. As detailed later, this project illuminates the educational programs targeting immediate workforce development needs.

*Unemployment on the Lake Traverse Reservation* is significantly higher than the state average in South Dakota at 6.7 percent (U.S. Census). This unemployment rate increases even further if
only tribal members are considered, which was most recently estimated to be over 30 percent by the SWO Planning Department.

*Tribal Housing* is in a state of perpetual shortfall. This is largely due to the significant growth in population. While the total population on the Lake Traverse Reservation increased by 4 percent, the American Indian population increased 68 percent from 1990 to 2010 (2015 SWO Housing Authority Study). This study shows that 55 percent of households on the Lake Traverse Reservation have a total income of less than $35,000 per year, demonstrating a need primarily for low-income housing. The majority of housing units, 73.9 percent, were built prior to 1980, and of these, 44 percent were constructed prior to 1940.

The SWO Housing Authority conducted a community survey as part of their 2015 study. Over 75 percent of tribal members, renters and homeowners, believe there is a major shortage of affordable housing options on the Lake Traverse Reservation. This is confirmed by the over 500 individuals on the waiting list to rent from the SWO Housing Authority. The existing inventory was 622 units at that time and is currently at 646.

The SWO Housing Authority recently was awarded two separate low-income housing projects, funded by HUD/NAHASDA. These were for an 11-home project in the Lake Traverse District and a 24-home project in the Long Hollow District. According to both the Tribal Planning and Housing departments this is insufficient to even meet current needs. Additionally, there is an overall shortage of house building capacity on the reservation and far too few tribal member contractors. This is one of the primary reasons that the Housing Authority contacted the College to expand its Building Trades programs and to assist in building some of the housing units.
Tribal Casinos and Food Service is where a number of labor shortages exist. With three casinos on the Lake Traverse Reservation, each with restaurants and catering services, there is a shortage of trained food service professionals. This shortage is even more acute for qualified chefs and managers.

Educational Level of Target Population
Sisseton Wahpeton College operates in accordance with Title IV of the Civil Rights Act of 1964 and Title IX of the Education Amendment Act of 1973. Sisseton Wahpeton College is a small tribal college with an average semesterly enrollment of approximately 150 students. The College provides equal educational opportunities to all qualified individuals, without regard to their race, color, ancestry, religion, sex, sexual orientation, national origin, age, physical or mental disability, citizenship status, veteran status, gender identity or expression, or any other characteristic or status that is protected by federal, state, or local law.

The target population for this project consists of residents of the Lake Traverse Reservation with an emphasis on Indian, special populations, and individuals with acute economic need. The majority of students enrolling at SWC can be classified as “high risk,” requiring significant support to overcome academic deficiencies, poverty, and challenges related to being First Generation.

The Center for Indian Country Development reports that 20 percent of all Native Americans within the historic boundaries of the Lake Traverse Reservation have not completed high school or completed a GED. This increases to 27.1 percent for males, among whom only 5.9 obtain a baccalaureate degree or higher. The rates for female Native Americans are better with only 14.0 percent not completing high school and with 14.3 percent obtaining a baccalaureate degree. These statistics demonstrate a level of educational attainment by Native Americans which is significantly below other in our community. The one area where the Native
American population exceeds the educational attainment of the general population of the Lake Traverse Reservation is in the category of *Some College or Associate’s Degree*. While the overall attainment rate is 34.6%, the rate for Native American females is actually significantly higher at 45.0 percent. This is tempered, however, by only 25.2% of males obtaining similar credentials.

One significant factor contributing to the level of achievement in this category is the Sisseton Wahpeton College (SWC). Serving the communities of the Sisseton Wahpeton Oyate for over forty years and fully accredited by the Higher Learning Commission since 1990, the College has been the primary access point into higher education for students on the Lake Traverse Reservation. As a two-year institution, SWC is focused on providing students with quality educational opportunities which include certificates and associate-level programs targeting workforce development.

The majority of students attending SWC are non-traditional, rural, and economically challenged. Typically, over two-thirds of students attending the College are female, often mothers to depended children. The percentage of First-Generation students is also very high, ranging between 68 and 86 percent. Roughly, one-quarter of the students enter SWC with a GED. Additionally, many students enter with serious deficiencies in English, writing, and mathematical skills. Based on entrance exam results, roughly 60 percent of all students entering SWC need one or more remedial courses prior to enrolling in a college-level mathematics course. Along with the lack of financial resources, the lack of critical science, technology, engineering, and mathematics (STEM) skills is frequently the cause of students failing to succeed in higher education.
This project will address these issues through a multifaceted approach, which include integrating required STEM concepts directly into the curriculum and hands-on experiences preparing the students for careers in the building trades rather than in more traditional segregated method of teaching mathematics. Similarly, technology skills will be incorporated into experiential learning activities to ensure that students understand the relevancy of these concepts with their career goals.

In the fall of 2020, 87 of the 125 students enrolled at SWC received Pell grants. In other words, just over 30 percent were ineligible for various reasons, including parents not submitting tax information. In the spring semester of 2021, this rate increased to 40 percent as only 84 students out of a total enrollment of 141 qualified for Pell awards. Given the high levels of unpaid student billing at SWC, a significant number of our students are falling between the cracks of a system that does not provide the financial support needed for them to obtain a college degree. This is another reason the College is increasing its focus on certificate programs, especially those in the CTE fields that can lead directly to well-paying jobs.

**Description of Activities to Meet Need**

While subsequent sections will provide more detail regarding design and implementation of this project, this section addresses how it will meet the needs previously outlined. The proposed project aligns with both Sisseton Wahpeton College’s Mission and current Strategic Plan. The latter was developed by the administration, faculty, staff, students, and the Board of Trustees to meet both the needs of the College and the communities of the Sisseton Wahpeton Oyate. One of the key priorities set forth in the Strategic Plan was the expansion of vocational education programs specifically targeting the workforce needs of the Lake Traverse Reservation. An
equally important goal was to provide technical and vocational programs for students as an alternative option to traditional collegiate offerings.

Sisseton Wahpeton College offers several vocational certificates and degree programs such as Building Trades, Certified Nursing Assistant, Business Specialist, Multimedia Technology, and recently the College added a new certificate in Culinary Food Science. The primary focus of this proposed project to redesign and expand the Building Trades program to cover a wider range of skills that will prepare students for a greater number of job opportunities. This will be accomplished by creating a collection of certifications using a modular design encompassed with the hands-on experience of building houses to be delivered to the SWO Housing Authority.

This partnership will provide an excellent experiential learning opportunity for our students while at the same time meeting two critical needs for the SWO. First, it will immediately provide additional housing units that are critically needed. Second, it will begin to increase the number of skilled workers in the building trades that the South Dakota Department of Labor projects will need an additional 17,459 workers each year until 2028. According to their report issued in 2018 (https://dlr.sd.gov/lmic), several of the occupations targeted by Building Trades program at SWC are on the Hot Career list. For example, a 7.4 percent increase in demand is expected for carpenters and a 10 percent increase for pipefitters.

<table>
<thead>
<tr>
<th>Carpentry</th>
<th>Miscellaneous</th>
<th>Electrical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Framing*</td>
<td>Drywalling*</td>
<td>Security/Low-Voltage</td>
</tr>
<tr>
<td>Roofing*</td>
<td>Flooring*</td>
<td>Solar Panel Installation</td>
</tr>
<tr>
<td>Finishing*</td>
<td>Plumber’s Assistant</td>
<td>Electrician’s Assistant</td>
</tr>
</tbody>
</table>

* Included in the one-year Carpentry Certificate, the additional modules can be incorporated in the A.A.S Building Trades program.
**Bolded** text denotes new additions to the Building Trades core which will provide additional career pathways for students. These will be developed into individual certificate programs, and potentially as associate level degree programs.

The proposed revisions to the current curriculum would include at least two subsidiary certification programs, which may be completed separately or incorporated into the A.A.S Building Trades degree option. As the focus of these programs is on workforce development, these will be offered in a concentrate format to limit the amount of time required to gain the required skills needed to enter the job market.

**Welder**

The South Dakota Department of Labor projects a 12.9 percent increase in the demand for welders between 2016 and 2026 while North Dakota reports an even greater increase. The job listings for these positions are significant throughout the state, including on or near the Lake Traverse Reservation. According to CareerExplorer.com, the median annual salary for a beginning welder is $37,440 in South Dakota while in Minnesota it is $44,040 and $46,950 in North Dakota.

**Certified Nursing Assistant** and **Licensed Practical Nurse**

As with the rest of the United States of America, South Dakota and the Lake Traverse Reservation are facing a severe shortage of healthcare workers. The South Dakota Department of Labor is projecting a 13.9 percent increase in the demand for nurses between 2016 and 2019. On the Lake Traverse Reservation, the need is even more critical, where shortages are forcing extra shifts and even the consideration of utilizing less qualified staff (nursing assistants) to temporarily fill gaps.

SWC has had a nursing program for over twenty-five years prior to the 2019-20 academic year when it was temporarily put on hold due to financial constraints within the College. During the last year, the College has continued to operate its Certified Nursing Assistant (CNA)
program. With administrative changes and the completion of the College dormitory, it is projected that with NACTEP support to resurrect the Licensed Practical Nursing (LPN) program and eventually the Registered Nursing degree. The ability to house students on campus will allow the College to recruit students, especially those on waiting lists at other institutions or those from reservations without a tribal college from a greater distance. Larger cohort size and a higher percentage of Native American students (Indian Student Count funding) are key to the long-term sustainability of the nursing program at SWC due to its high expense. The College projects that with a solid recruitment plan, strong student support services, and administrative changes it is feasible to reach a point of financial sustainability within four to five years. Below is a table reflecting the program revenue generated in 2018-19 academic year, which was the most successful year that SWC was actively recruiting students for the LPN program (2019-20 was committed to ‘teach-out’ students).

<table>
<thead>
<tr>
<th>Nursing 2018-19</th>
<th>Revenue Generated by Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Rate/Credit Hour</td>
<td>Indian Student Count (ISC)/Credit Hour</td>
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<tr>
<td>Native</td>
<td>$115.00</td>
</tr>
<tr>
<td>Non-Native</td>
<td>$125.00</td>
</tr>
<tr>
<td>Number of Credits</td>
<td>Revenue Generated</td>
</tr>
<tr>
<td>Native American Majors</td>
<td>231</td>
</tr>
<tr>
<td>Non-Native Majors</td>
<td>82</td>
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<tr>
<td>Nursing Fee</td>
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<tr>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Number of Majors (SP)</td>
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</tr>
<tr>
<td>Native American</td>
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</tr>
<tr>
<td>Non-Native</td>
<td>2</td>
</tr>
<tr>
<td>Native American Majors - PT</td>
<td>5</td>
</tr>
<tr>
<td>Non-Native Majors - PT</td>
<td>2</td>
</tr>
</tbody>
</table>

Please note that the ‘Cost of Program Faculty’ includes only the members within the Nursing Department, while the revenues reflect all courses taken by nursing students including general education courses. Given this consideration, any program with a negative revenue is significantly taxing the resources of the institution.

Based on this modeling, if the SWC Nursing Program reached a consistent average enrollment of 16 full-time students with approximately 70 percent being Native American. Although this would just cover the cost of instruction, it would not place an undo burden on the College to maintain this program that is so important to the Lake Traverse Reservation.
Additionally, at that point, it would be feasible to reinitiate the RN program and potentially seek accreditation from the Higher Learning Commission to offer it a four-year degree.

**Line Cooks, Chefs, and Food Service Managers**

Although not listed by the South Dakota Department of Labor as a Hot Career, employment in this sector continued to climb upward with an increase of 300 workers (0.6 percent) to an annual average of 47,300 workers in 2018. This trend is expected to continue statewide while the need of trained culinary arts professionals on the Lake Traverse Reservation with its three casinos will be even greater. Currently, the program at SWC focuses on the skills needed by line cooks, sous chefs, and chefs. If this project is funded, SWC will expand into other areas of specialization such as pastry chef, caterer, and manager as student interest and numbers allow.

**Project Plan and Description of Project Components**

At the heart of this project is the major revisions to the Carpentry and Building Trades programs at the Sisseton Wahpeton College. These changes will develop a new pathway for students to pursue training, certifications, and ultimately an Associate of Applied Science (A.A.S.) degree if desired. The core elements will be implemented within the framework of experiential learning, specifically building houses needed by the Sisseton Wahpeton Oyate’s Housing Authority.

As our potential students have varying needs and desires, the design of the curriculum will be modular, allowing discrete entry and exit points based on the skills or credentials being sought. The most significant challenge will be creating the points of reengagement that a nearly seamless for students returning to complete the A.A.S. in Building Trades at a later date. Expanding the number of houses being built for the Housing Authority is key to meeting this challenge, allowing a near constant rotation of experiential learning opportunity with different
phases of the construction process occurring simultaneously. The following characteristics are
integral in designing the operational plan to meet our students’ needs:

- Focus on a comprehensible collection of courses that meet the discrete career goals and which provides the occupational competencies for employment in areas of high demand on or near the Lake Traverse Reservation.
- Increase the number of students enrolling in the Building Trades certification and degree programs.
- Ensure that experiential learning is deeply embedded into the instruction of the curriculum.
- Provide opportunities for student internships, job-shadowing, and other experience that increase job awareness and employment skills amongst students.
- Inclusion of strong assessment and feedback mechanisms to encourage student success in their program.
- Increase completion rates by improving the coordination of existing college services, such as academic counseling, financial aid, tutoring/mentoring, and remediation.
- Collaboration with tribal and private sector employers and others associated with employment in the development and operation of the program to increase placement of students upon completion.
- Dissemination of project activities and evaluation plan through the American Indian Higher Education Consortium and other relevant organizations.

Quality of Project Design
The major purpose of SWC’s application is to provide career and technical training for more than 48 students, increasing the average per semester enrollment in the Building Trades, Culinary Food Science, Nursing, and Multimedia Technology programs to 12 students and placing a minimum of 80% of completers in gainful employment. An additional goal is to increase the number of houses constructed for the SWO Housing Authority to two or ideally three units per year.

Objective 1
During the project period, SWC will retain current students, recruit new students, and enroll a minimum of 120 students in the Building Trades and other identified CTE certificate and associate degree programs. The targeted average enrollment of at least 12 students per semester will ensure long-term sustainability of the program.

Objective 2
During the project period, SWC will train a minimum of 120 students in the Building Trades and other identified CTE programs, which will include the new areas of electrician and plumber apprentice, solar panel installer, and welder. The target completion rate of 35 percent or 42 students, is a significant increase of current rates. Placement will be at least 80 percent, or 34 students, in positions relating to their training.

**Objective 3**
During this project, SWC will provide career and academic counseling and job placement services to a minimum of 42 participants in the career and technical education programs.

**Objective 4**
SWC will revise and develop new curriculum, develop an effective evaluation method, and improve student support services to achieve the goals of this project and ensure long-term sustainability of the Building Trades programs. The results of this project will be disseminated to other TCUs and communities of interest through American Indian Higher Education Consortium and other organizations.

Tribal and college project planners recognize operating a successful program involves training for a large enough number of people to have a significant impact on the employment conditions of the reservation. It must also be sustainable, both within the institutions and within the service community. This requires program enrollment to reach levels sufficient to generate the tuition, fees, and at a TCU, the Indian Student Count (ISC) funding to exceed the costs of delivery. Additionally, the level of interest of receiving training and employment opportunities within the service area must be large enough to support the program long-term. While the job market needs were addressed in the prior sections of this proposal, the other issues will be addressed in the subsequent section.

**Student Enrollment and Recruitment**
The proposed project will recruit and train 60 participants in the Building Trades programs. The project will consist of career training at both the certificate and associate levels, which will feature the integration of experiential learning to improve academic and career outcomes for students. The target of an average of 12 students per semester by the end of this project will
ensure long-term sustainability of the Building Trades programs and help meet the employment needs on the Lake Traverse Reservation.

All members of the College’s staff and faculty are responsible for retention and recruitment efforts. Recruitment efforts will be spearheaded by the Recruitment and Retention personnel within the Student Services Department and by program faculty. Community awareness will be raised through the SWC President’s weekly radio spot on KXSW 89.9 FM and other College advertisement and outreach. Project staff will also work with the Sisseton Chamber of Commerce along with our partners at the SWO Housing Department and Tribal Employment Rights Office (TERO) reach perspective students and employers.

Sisseton Wahpeton College is an open admissions institution. However, students must complete the placement exam, ACCUPLACER, to assist the College in course placement for students in mathematics and English. Additional requirements for admissions include a high school diploma or a GED and highly recommended to complete the FAFSA. Once admitted, students are assigned an advisor, enroll in courses, and must make satisfactory progress to maintain their status as a student in good standing. While students in the A.A.S. program are required to complete the MATH 102 Construction Trades Mathematics course, they may also require additional support through remedial courses. Certificate programs in the Building Trades currently integrate relevant mathematics skills directly into the curriculum.

Students are required to participate in an orientation session, career counseling, program planning, and follow-up services. In addition, SWC requires all associate level students to complete a Pathways to Success course. This course assists in preparing students for college and covers topics such as study skills, test taking skills, time management, career aptitude, and financial management skills. While this 3-credit course is typically taken during a student’s first
semester, it is being restructured to be a series of 1-credit courses taken during the first three semester of attendance at SWC to be more responsive of the evolving needs of students as they progress through their studies. Students selected for the programs enter the normal flow of the College and follow all academic policies and procedures as outlined in the current Student Handbook and College Catalog.

**Training**
Completion of the Building Trades A.A.S. degree is through a sequence of courses that are currently offered in a two-year period. Through this project, the frequency of offerings will increase to better accommodate student entry into the program during any semester. This format will be directly attributed to the development of several shorter certificate programs, such as Roofing, Drywalling, or Plumbing I. While the only existing certificate program is one-year in duration (and Carpentry will retain this format), the new certificates will range between one to two semesters. In order to better serve students, courses may be delivered in a more concentrated manner with a duration of one to two weeks rather than the typical fifteen weeks of the regular semester format. Although containing the same amount of contact hours, this format is more conducive for those already working within the industry who wish to enhance their skills and employment opportunities.

To assist students and their faculty advisors, SWC has implemented standardized advising trees within its student records management system. This grants access to and the maintenance of transcripts, registration options, course schedules, and advising sheets through a secure online portal. Registration will still require the consultation with the students’ academic advisor, which help ensure their successful progression through the program. Student Services, especially the Financial Aid Office, are still involved in the registration process, including
informing students of their responsibilities and the requirement of maintaining satisfactory
academic progress to qualify for financial aid support.

Each program of study, either the A.A.S. or a certificate, within the Building Trades
requires a work experience consisting of a minimum of 160 hours per semester. The following
are the requirements for the work experience:

1. For the associate degree programs, a work-based learning plan includes the following:
   a. A statement indicating that the College, the work site, and the student all
      understand and agree on the learning outcomes of the work experience.
      i. The work site may be the College.
   b. A schedule of the work-hours, duties performed, and experiences is required to be
      maintained by work site supervisor and the student. At least one interim and a
      final log/report will be submitted to the faculty advisor.
      i. Depending on the duration of the work experience, bi-weekly work logs
         should be required.
   c. An agreement between the student and the work site explaining the employer’s
      expectations and the student’s obligations.
   d. A clear statement of the amount of credit to awarded for the successful
      completion of the work experience.
   e. The criteria for evaluation.
   f. A statement signed by both the work site and the student indicating a clear
      understanding that the employer is under no obligation to employ the student
      upon completion of the work experience.
2. For the certificate programs, each student is required to complete a practicum that focuses
   on real job-related projects. Practicums are typically scheduled for Monday through
   Thursday from 1:00 pm to 4:00 pm.

Program Description

Building Trades – The flagship of the Building Trades program is the Associate of
Applied Science degree which will provide the greater framework supporting more specialized
certifications. At its core is the one-year carpentry certificate and the hands-on learning
experience of building houses from the ground up for the SWO Housing Authority or as in the
past similar projects on a smaller scale. Beyond the core skills of carpentry, the curriculum
includes courses on Residential Drafting/CAD, Building Design & Print Reading, and
Fundamentals of Plumbing and Electrical. Although this degree program is currently being
offered at SWC, significant changes will be actuated to better incorporate additional field of interest related to residential and smaller commercial construction. These changes will further support the transition to a modular approach to the curriculum integrating the experiential learning methods piloted over the last 18 to 24 months by the departmental faculty.

Carpentry – At the core of the Building Trades program at SWC is this certificate program. Beyond the fundamentals, the curriculum includes a series of three more advanced carpentry courses and individual courses in Interior Finishing, Roofing & Exterior Finishing, and Cabinet Making & Countertop Construction. This program is currently being taught; however, some revisions to individual courses and to the overall curriculum must be made to fully implement the new modular approach being proposed for the Building Trades Department.

Electrician’s Assistant – This program will provide students with the instruction and skills needed to employed as Apprentice Electrician and to be licensed by the South Dakota Electrical Commission under a qualified electrician. Experiential learning coupled with the traditional curriculum of necessary theory will impart the skills sought by Master Electricians. Instruction will include blueprint reading, estimating, safety, conduit bending, and the use of current tools and materials. Extensive hands-on experience will be gained in electrical layout and installation of new residential construction and light commercial wiring according to the National Electrical Code Guidelines during the building of housing units for the SWO Housing Authority. Additional programming under this strand in conjunction with other aspects of the Building Trades will prepare students for employment in installing Solar Panels and Security and other Low Voltage Systems. As these new programs are developed and implemented during this project, SWC will seek accreditation from the North American Board of Certified Energy Practitioners (NABCEP) to become a Registered Training Provider.
Welding – This program will develop the manual skills and theory knowledge necessary to produce high quality welding using Shielded Metal Arc Welding (SMAW) and Gas Metal Arc Welding (GMAW) utilizing various thicknesses of steel and pipe, with a strong emphasis on safety handling welding and cutting equipment. Also covered are general safety, welding supplies, and equipment maintenance. As this is also a new program being developed under this project, SWC will adopt the standards established by the American Welding Society (AWS) to prepare students to obtain their Certified Welder (CW) credentials upon the completion of their studies. Not only does this provide students with a nationally-recognized credential when seeking employment, it also reinforces the ability of the College to fulfill its mission to provide the training to support the economic and social development of the Lake Traverse Reservation.

Plumbing – Currently, SWC offers a 3 credit Fundamentals of Plumbing & Electrical course. This course will be retired and replaced by a series of new courses that focus on their own separate disciplines. With the support of NACTEP, SWC will develop a certificate program that will prepare students to find employment as an Apprentice Plumber. There is a particular shortage of plumbers in this area, and many of those in business today are nearing retirement age.

Computer-Aided Design and 3D Printing – While the College is not expecting to develop a certificate in computer-aided design (CAD) and 3D printing, it is planning to develop a number of courses and short-courses to provide students with a level of proficiency in these skills. Students within the Building Trades program are already exposed to the fundamentals of CAD and it is reasonable to expect in the near future that 3D printing will advance where even small single proprietorships will be creating fittings and other parts on a regular basis for plumbing and electric work on the job site. Additionally, these same skillsets are a valuable addition to the
Multimedia program offered at SWC. By offering these courses in a more compressed format, perhaps on weekends, SWC will be able to serve others interested in utilizing this burgeoning technology. In a rural community, where the nearest Walmart is over sixty miles away, the ability to print critical parts would have a significant value to farmers, artisans, and small business owners.

**Nursing** – With the focus of building sustainable cohorts, SWC will first strengthen its CNA program as part of the LPN pipeline while at the same time recruiting the additional full-time position and a cadre of adjunct instructors. During the first year of implementation, the project will establish enhanced recruitment strategies targeting potential students living off the Lake Traverse Reservation, including individuals from other reservations without a TCU (Tribal Colleges and Universities). Each year the new enrollment targets for the LPN program will be increased from a cohort of a minimum of eight students, to one of twelve, to one of sixteen. Once the LPN program reaches an average enrollment of sixteen students, SWC will approach the South Dakota Board of Nursing to gain approval to re-start the two-year RN program.

**Culinary Food Science** – SWC will focus on increasing student enrollment and its connections to both the casinos and other local food services businesses. Plans for expansion of the curriculum will be accomplished by developing shorter (one semester) certifications that build upon the existing foundation or for individuals already in the profession. Pastry chef, caterer, and management training are the most likely candidates, although an associate degree food science has been considered as a longer-term goal.

**Integration of Academics into Program**
The College is concerned with the integration of fundamental academic skillsets into occupational training. Certificate programs do not require students to complete the same number of general education courses as within an associate degree at SWC. While this was a deliberate
decision to reduce both the economic and time burden on students, it was also determined that certain basic requirements would remain and prior to securing approval to offer a new certificate program the designer would have to demonstrate how basic STEM and language arts competencies would be addressed within the curriculum. Due to its nature, the nursing programs require a substantial number of STEM courses. These classes are on the regular course schedule, are taught by highly qualified faculty within that discipline, and are not integrated directly within the nursing curriculum.

Academic outcomes are specified in the same way career and technical education ones are in the course syllabi. In an effort to be able to show its students are indeed achieving these outcomes, SWC has implemented a successful assessment program, which requires each program to develop program outcomes and a means to measure these outcomes (See attachments for program outcomes and assessment plan). The yearly results of each program assessment data are presented to the Dean of Academics and is included in the Annual Assessment report. Every two years, the program undergoes a more in-depth review process. By providing specialized and peer review, program faculty and administrator are able to make data driven decisions to ensure that learning outcomes are being met and to further improve the program.

Placement
During a student’s course of study, the College will provide placement counseling for all project participants. This will be supported by a placement team, consisting of the Project Director, instructors, and student services personnel. The placement team will provide a list of jobs that are available in the area based on the program completed. All students, whether in an associate degree or a one-year certificate program are required to complete the Capstone Course at SWC. In this course, students synthesize subject-matter knowledge they have acquired, integrating cross-disciplinary knowledge, and connect theory and application in preparation for entry into
their future careers. This class is taken last in a sequence of courses within a student’s course of study. The capstone course requires students to integrate the student’s learning experiences into a final product (paper, portfolio, and/or presentation) that demonstrates their ability to make connections and apply their knowledge and skills. The course also guides students in the development of resumes, along with series of assignments and mock interviews to better prepare their efforts to secure employment.

**Linkages**
This project will provide the resources for SWC to significantly expand and improve our career and technical program offerings. Although this was the foundation upon which the College was original built, over the previous two decades these programs were allowed to languish as the focus shifted towards liberal arts and other academic offerings. More recently, the College has recognized to fulfill our mission both pathways must be vigorously pursued to meet the needs of the SWO and the communities of the Lake Traverse Reservation.

While our partnerships with tribal agencies, reservation-base tribal and public schools, and local business is strong, SWC recognizes the need to expand our network of collaborations and support resources. This includes revitalizing our connections through the South Dakota Association for Career and Technical Education (SDACTE). Project staff will increase the number visits to other TCUs and public colleges that have similar programs of study to better understand common challenges and learning approaches that have been successfully implemented at other institutions which improve ours.

Each program has or will established Advisory Committees composed of representatives from the College, tribal agencies, high schools, and relevant local business or other organizations. In the past, the focus of these committees was gaining input regarding changes of curriculum and the placement of interns. While these roles will remain, the involvement of
advisory committees will increase to include fine-tuning of learning outcomes to better meet the needs of current and future workplace, the assessment of curriculum, and placement of graduates. In addition, SWC will work closely with the local school districts to expand our dual credit and Summer Bridge programs to include offerings in the technical and career pathways.

Dedicated to the improvement of teaching and learning, SWC provides extensive opportunities to all its faculty members to gain additional certification, advance degrees, and other forms of professional development. Faculty involved in this project will have the same access to these professional development opportunities as any other college faculty, in addition to that which specific to this project.

Project Personnel

will serve as the Project Director with a 25 percent effort. has a B.S. in Mathematics and Education, a M.S. in Management, and his Ph.D. is in Education: Institutional Analysis. Although relatively new in his role as the SWC President, hired in 2019, he has over 18 years of experience in higher education, more specifically Tribal Colleges and Universities. spent much of his time authoring, implementing, and evaluating pioneering grants as a project director or principal investigator on federal grants. Additionally, he has significant experience as a mathematics teacher and an administrator in the K12 systems. After undergoing his first-year evaluation, the Board of Trustees extended contract for five years.

will serve as the interim Director of Nursing (100% time). has been a nursing instructor at SWC for over 25 years. She earned a certificate as a Licensed Practical Nurse from Lake-Area Vocational Technical Institute prior to completing her A.A. in
Nursing (RN) from the Sisseton Wahpeton Community College. then completed her B.S. in Nursing and in 2010 a Master of Nursing Education from South Dakota State University.

, the Lead Instructor in the Building Trades and Carpentry programs, will be fully involved in implementing project and as a faculty member (100% commitment).

earned an associate degree in the building trades from Lake Area Technical College and has over 15 years of experience in the field.

, the Lead Instructor in the Culinary Food Science certificate program (50% commitment), has a degree from Le Corden Bleu, along with over five years of experience as a chef and owner. She will revise the existing curriculum and remove the cohort structure, which limits the enrollment of new students to the fall semester. It is also a goal to offer several new courses focusing on specialties and manager train, which can be taken by students in the certificate program or by individuals already employed who are seeking the skills needed to advance their careers.

, the Lead Instructor in the Multimedia Technology program (50% commitment), will develop a series of course modules related to computer-aided design and 3D printing. These modules will be used to develop both new courses in the Multimedia Technology program and to enhance existing courses, including those in by the Building Trades Department. This will create a foundation of core curriculum that could lead to the develop of a program focused on advance manufacturing/production utilizing a cottage-industry model.

Additional faculty will be hired to support the expansion of the CTE programming at SWC, namely the Building Trades and Nursing departments. This will be a combination of adjunct and full-time faculty with initial phases focusing on adjunct to support the piloting of expansion areas to demonstrate proof of concept more cost effectively. The project will also hire
an administrative assistant, at 25% effort, to assist with daily administrative paperwork. The résumés for identified project personnel are included with the supplemental documents.

The administration of the College is actively involved in making this project a success. Student Services personnel are committed to providing substantial support in implementing this project and supporting the students. This includes the Recruitment and Retention coordinator, Learning Lab Coordinator, Registrar, Financial Aid Director, and Financial Aid Scholarship Coordinator. The Director of Institutional Research & Programs and the IT Department are also committed to ensuring the success of the project.

Adequacy of Resources

Facilities
The Sisseton Wahpeton College has excellent facilities and significant resources for a small institution, which are needed to support and expand the technical and career education programming envision within this proposal. Additional facilities are being considered for future growth. SWC is currently working with an architectural firm, funded through a grant from the American Indian College Fund, to develop a new campus master plan. This plan will guide future development to support the growth of our CTE programming while at the same time bringing us closer to our goal of a net-zero carbon footprint. SWC is already well on its way, utilizing geothermal, wind energy, and a small amount of solar energy.

The College President is also engaged in discussions with the SWO Housing Authority to fund a construction shed that would allow our students to build three houses for the Tribe in an assembly-line type process. This would provide the ideal experiential learning format for this program’s goal allowing multiple entry points throughout the year for students. However, even without this new facility, the College has existing facilities to support this project.
The majority of the activities related to this project will be centered in the Vo-Tech building. This iconic two-story structure has a workshop area sufficient to build a single residential unit for the SWO Housing Authority. Additionally, there are four classrooms and six offices within the structure. One of these classrooms is setup for multi-media creation with ten student workstations. The College’s main academic and administration building has eleven classrooms, a Science Lab, a Learning Lab, and a student Computer Room within its 30,030 square feet. SWC has over one hundred computer workstations in classrooms and other areas dedicated for student use. The 4,600 square foot library built in 2011, has a significant collection of books, the Dakota Archives, and on-line resources for students.

The Culinary Food Science program utilizes a large classroom and the dedicated commercial kitchen in the 16,745 square foot Auditorium. Working with the USDA NIFA Equity program, the Culinary Food Science program is partially supplied with produce and herbs grown in the 1,385 square foot Teaching Greenhouse. SWC has recently completed its first co-ed dormitory with rooms for approximately thirty-six students, dependent on occupancy need variations.

Library
Sisseton Wahpeton College Library also serves as the public library for the Sisseton Wahpeton Oyate. The services of the library, including the Dakota Archives and on-line journals, are available equally to students and community members living on the Lake Traverse Reservation.

Commitment
The College has consulted with the various agencies in continuing of these projects. Major entities on the reservation, such as the SWO Housing Department and the three Casinos have committed to helping with the proposal as an advisory capacity or as a potential employer.
Budget
The budget information of the proposal shows all costs for the program and the justification for these costs for the entire project period. SWC believes these costs are all appropriate for achieving the objectives of the training and employment of students.

Qualified CTE Instructors
All project instructors are qualified based on the requirements for accreditation by the Higher Learning Commission. SWC will also ensure that all new hires are qualified CTE instructors.

Sustainability
The College is committed to providing education on the Lake Traverse Reservation that will improve the quality of life for its residents and furthers its economic development. It is especially important that CTE programs provide students with the skills necessary to seek and maintain employment; therefore, SWC maintains a rigorous five-year program review process. This process requires programs to perform assessments of community workforce needs, student interest, and financial viability. Based on these reviews, the College strives to continuously improve programs and adapt offerings to meet future realities.

Since being established in 1979, Sisseton Wahpeton College has maintained Career and Technical Education programs. While these have traditionally been centered around the building trades, the College also has had programs in nursing, computer systems, networking, multimedia, and recently started a program in the culinary arts. Over the last few years, SWC has rededicated itself to revitalize and expand its vocational education opportunities for our students.

Quality of Management Plan
Management Plan
The SWO, formerly the Sisseton Wahpeton Sioux Tribe, charters the College. Each of the voting seven members of Board of Trustees are elected by their district. The Board of Trustees oversees
college operations, sets the mission, goals and policy, and serves as a liaison with the reservation communities and entities. Entrusted with the day-to-day operations of the College is administration, which is made-up of the President and his executive team.

SWC has administered federal programs throughout its history, including major awards from the U.S. Department of Education. This experience within the College demonstrates the necessary management controls, including policies and procedures to ensure compliance with all federal rules and regulations.

The President will be the Project Director for this project with direct oversight and responsibility for administering all its aspects. Given his position, has the authority necessary to ensure the collaboration of all departments at the College to support the operations of the project. The Project Director is required to submit quarterly written reports to the Board of Trustees and Administration covering the grants objectives and activities that have taken place to achieve these outcomes. As the faculty are critical to the success of the project, the Project Director will ensure that they participate in the decision-making processes.

The CFO and the Sponsored Programs Office will provide financial and regulatory oversight of the project. Fiscal policies are in place to cover the disbursement of funds including payroll, requisitions/purchasing, and travel expenditures. Utilizing the College’s accounting and record management system, the Project Director has direct access to all expenditures and the ability to monitor individual budget lines. Annual audits performed by an external firm of all funds at the College.

**Activities and Timelines**
Activities with related timelines and staff resources have been established to guide the project’s efforts. The activities form a sequential path to success attainment of the objectives. Activities are presented in the following charts.
Objective 1
Throughout the course of the project, SWC will retain current students and recruit new students. A minimum of 60 students will be enrolled in the CTE programs of Culinary Food Science, Multimedia Technology, and the Building Trades. These include both one-year certificate programs and associate of applied science degrees. The targeted average enrollment of at least 12 students per semester will ensure long-term sustainability of the program.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>EVIDENCE</th>
<th>STAFF</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enroll Students in Training Programs</td>
<td>Registration Form</td>
<td>Project Director &amp; Staff/Student Services</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Provide Support Services to enhance Student Success Rates</td>
<td>Contact Reports</td>
<td>Faculty/Student Support Services</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Retain Students</td>
<td>Persistence and Completion Rates</td>
<td>Project Director Planning Office</td>
<td>July and March each year</td>
</tr>
<tr>
<td>Evaluate Sustainability Targets</td>
<td>Financial Reports</td>
<td>Project Director Planning Office</td>
<td>July and March each year</td>
</tr>
<tr>
<td>Hold Advisory Committee Meeting</td>
<td>Minutes on File</td>
<td>Project Director/Project Staff</td>
<td>October and April each year</td>
</tr>
</tbody>
</table>

Objective 2
During the project period, SWC will train a minimum of 60 students in the Building Trades and other identified CTE programs, which will include the new areas of tractor-trailer operators, solar panel installer, and welder. The target completion rate of 40 percent or 24 students, is a significant increase of current rates. Placement will be at least 80 percent, or 20 students in positions relating to their training.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>EVIDENCE</th>
<th>STAFF</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold monthly meetings with work sites</td>
<td>Minutes of Meeting</td>
<td>Project Director &amp; Project Staff</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Select participants based on criteria:</td>
<td>Application Form</td>
<td>Project &amp; College Staff</td>
<td>One month prior to the beginning of Spring and Fall semesters each year and continue until enrollment is closed</td>
</tr>
<tr>
<td>• Application</td>
<td></td>
<td></td>
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<tr>
<td>• Interview</td>
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<td>• Reference</td>
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<tr>
<td>• Indian Blood</td>
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<td></td>
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<tr>
<td>• Commitment</td>
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<td></td>
<td></td>
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<tr>
<td>Test participants with the ACCUPLACER</td>
<td>Results on file in Registrar’s Office</td>
<td>College Staff</td>
<td>One month prior to the beginning of Spring and Fall semesters each year and continue until enrollment is closed</td>
</tr>
<tr>
<td>Student Orientation</td>
<td>Roster of Students</td>
<td>Project &amp; College Staff</td>
<td>During the first week of classes for spring and fall semesters each year</td>
</tr>
</tbody>
</table>
Review Curriculum | Curriculum Committee Minutes | Project Director & Curriculum Committee | Ongoing as necessary
---|---|---|---
Provide training for participants | Course records, individual participants file | Project & College Staff | Ongoing
Arrange work sites | Letter of Agreement | Project Director/Project Staff | Ongoing
Assess students and provide feedback | Individual participants file | Project Director, Project & College Staff | Ongoing as necessary
Initialize job seeking activities | Individual participants file | Project Director/Placement Team | Ongoing
Evaluation of the project | Quarterly Reports | Project Director | Quarterly
Complete External Evaluation | Evaluation Report | Project Director & External Evaluator | Annually

**Objective 3**
During this project, SWC will provide career and academic counseling and job placement services to a minimum of 60 participants in the career and technical education programs.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>EVIDENCE</th>
<th>STAFF</th>
<th>TIMELINE</th>
</tr>
</thead>
</table>
| Provide orientation to include:  
  - Career Information  
  - Educational Planning  
  - Introduction to College  
  - Student Responsibility  
  - Program Expectation | Individual participants file; Completion of courses in First Year Learning Experience and Transitions from College to Work, and Job Skills courses | Project Director & College Staff | Ongoing |
| Assign work experience to students | Individual participants file | Project Director & College Staff | Last semester in students’ program of study |
| Work with Placement Team | Placement results individual participants file | Placement Team | Last semester in students’ program of study |
| Implement follow-up to procedures for completers | Individual participants file | Project Director & College Staff | Six-month after completion |

**Objective 4**
SWC will revise and develop new curriculum, develop an effective evaluation method, and improve student support services to achieve the goals of this project and ensure long-term sustainability of the Building Trades programs. The results of this project will be disseminated to other TCUs and communities of interest through American Indian Higher Education Consortium and other organizations.
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>EVIDENCE</th>
<th>STAFF</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revise existing CTE curriculum and program offerings</td>
<td>Course of Study and Syllabi</td>
<td>Faculty &amp; Project Director</td>
<td>Year 1</td>
</tr>
<tr>
<td>Add new CTE programming</td>
<td>New Certificates</td>
<td>Faculty &amp; Project Director</td>
<td>Years 2 &amp; 3</td>
</tr>
<tr>
<td>Development of Full Evaluation Plan.</td>
<td>Completed plan</td>
<td>Project Director</td>
<td>First Quarter of Year 1</td>
</tr>
<tr>
<td>Dissemination of Findings</td>
<td>Reports</td>
<td>Project Director</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>

**Quality of Project Evaluation**

The evaluation will track the progress of the project against the timeline and objectives that are set in this proposal. The other component is an outcomes-oriented, which will assess the success that the project is having with students and monitor progress as required by NACTEP and the GPRA requirements.

The following outlines SWC’s plan to collect the data related to the **GRPA standards**:

a. Students will master academic knowledge and skills that meet challenging institution or program-defined standards. This will be measured by the number of students enrolled in the programs of study that successfully complete with a 2.0 grade point average or higher. Project staff and the Evaluator will use the data to make improvements to the programs to ensure students are able to complete their program of study in the recommended time.

b. Students will master the knowledge and skills that meet established industry-validated vocational and technical skill standards. Program competencies will be developed that meet industry expectations or certifications. South Dakota Association for Career and Technical Education has established standards of instruction and competency. The South Dakota Board of Nursing has approved the Nursing programs. The number of students in the programs that successfully complete their student internship requirements and also the number of students in the Nursing program that pass the State Board Exam will be measurement of the students’ mastery of competencies. The Evaluator will use this data to make recommendations to the project staff to improvement the individual program components to ensure students are mastering the required competencies.

c. Student attainment of postsecondary degrees will be measured by the number of students who successfully complete degree or certificate requirements. The project will be successful with a 35% completion rate within one year for certifications and two years for associate degrees. For completers at 150% time, the expectation will be for a 50% completion rate. While these rates are higher than currently obtained by the general student population at SWC, it is believed that the focused interventions applied to this smaller population should increase success rates. Project staff and the Evaluator will track the number of students who have successfully completed degree or certificate requirements and those who did not to gain more insight on impacts of the interventions.
This data will be used to make recommendations for improvements to ensure students are completing their program of study in the required time allotment, which will then be applied to other areas of the College.

a. Placement in, retention, and completion of postsecondary education. SWC is proposing that 80% of student completers will be placed in positive employment settings including advanced training and military services. Project Staff along with the Evaluator will track the number of completers that have positive placement. Project Staff will assist with job placement and will track for six months beyond completion of program of study. The data collected will be used to make recommendations for improvement to the programs to ensure students are receiving positive placement and improve career placement throughout the College.

b. Student participation in and completion that lead to nontraditional training. SWC does not discriminate in enrollment practices and the project staff will actively recruit males and females into all programs, including those that would be considered nontraditional training for these genders. Data will be gathered as to the number of enrollees, completers and placement. The Evaluator will use this data to make recommendations for improvement to the programs to recruit nontraditional students into the CTE programs.

**Process Evaluation**

The purpose of the process component is two-fold. First, it will monitor the progress of the implementation of this project in relationship to how it was planned and presented in the proposal. Second, it will provide the necessary feedback to project management to adjust their plans in order to complete the required work, make improvements, and to take advantage of unexpected positive outcomes.

On a quarterly basis, the Project Director will present a report to the project team and Board of Trustees showing the progress made during that quarter, along with specific indications of the status of each assigned activity. This will include (a) knowledge about how the project is progressing and (b) a process that allows modifications within the general scope of the project if needed.

In addition to the activity monitoring, the Project Director will also work with the Chief Financial Officer to parallel spending with activity. At the end of each quarter, the CFO will prepare a report of spending within activity line item. This report will be provided to the Project
Director and will be used to request the reimbursement of funds. This report will be used by the Project Director to adjust activity levels and spending as required.

These efforts are aimed at answering these questions:

1. Was the project carried out in a manner that was consistent with the plan presented in this proposal?
2. Was the process documented in such a way that what was learned by the College could be disseminated and replicated at other places?

**Outcomes Evaluation**

This component of the evaluation will focus on the impact and results of the project. While this will not be limited to summative assessments, it will concentrate on meeting yearly benchmarks and final objectives. It will concentrate on quantified data using a statistical technique called Goal Attainment Scaling, however, qualitative impacts will also be measured. Several general questions are asked of the project:

1. Did the project enroll, retain, and complete the numbers of students that it said it would?
2. Did the project place the numbers of students that it said it would in jobs, the military, or in advanced work?
3. Did the students in the project learn the skills they needed for employment identified in the proposal?
4. Did the project result in completers being licensed in those areas where licensure is required?
5. Do the figures above represent an increase over the general population of students at SWC?
6. Did the project enroll, retain, complete, and place students in non-traditional programs and placements?
7. Were the results of the project consistent with what was intended?
8. Were the outcomes of the project clearly the result of the interventions, including counseling and individual assistance, implemented?
9. What are some of the characteristics of students who were successful in the project and what are the characteristics of students who were not successful?
10. What specific knowledge and skills did students in the project learn and how is this documented?
11. Was this knowledge and skills consistent with industry standards?
12. What partnerships with (a) other parts of the institution, and (b) outside agencies were formed so that student could be referred in order to increase their chances of success in vocational-technical education?
13. To what extent were these partnerships used by staff and students to improve chances of success?
14. What are the long-term implications of this project on students, the College, and the reservation as a whole?

**Method**

The basic data for the evaluation will be derived from the Jenzabar database. At SWC, Jenzabar is used for admission, advising, registration, grade reporting, student records and accounts, and many other typical operations.

Data that is not collected by Jenzabar are collected and tallied on separate tables and submitted to the Project Director. These may include outcomes data other than grades, referrals to other agencies, reasons for dropping courses and leaving programs, placement and persistence in placements among others that will develop as time passes. Dependent on the nature of these activities, the reports will be generated at the end of each semester or on annual basis. Project staff will submit monthly progress reports to the Project Director, which will also be utilized in the evaluation process.

Faculty are allowed to select the program assessment tools consistent with SWC academic policies that best fit their individual needs. These tools typically include research projects, internships, capstone courses, and skills tests, among others. At the completion of the academic year, faculty are required to submit their assessment reports to the Dean of Academics and the Curriculum Committee.

[Name] has agreed to serve as the external evaluator for this project, if it is funded. [Name] has over thirty-five years of experience in higher education, primarily at Sitting Bull College. She is a Certified Career Education Instructor and Administrator in North Dakota with a long history of conducting evaluations and being an educational consultant. [Name] is very familiar with the NACTEP program and her insight will significantly benefit SWC.
SPECIAL CONSIDERATION

Tribally-Controlled Community College Status
Fully accredited by The Higher Learning Commission of the North Central Association, SWC is a tribally controlled college. The successful strategies the College has employed in the past in operating career and technical education programs will benefit the proposed project. This project integrates STEM into program curriculum and building additional capacity in the College’s Multimedia Technology and Building Trades programming by the inclusion of computer-aided design and 3D printing course modules, which will create the foundation for a future certificate program.