

TREND Certificates: CDL, Oil Drilling, Welding
& Electrical

Sitting Bull College
Program Review Report
2013-2016

Prepared by:

Valerie Minery

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Executive Summary:

Part I: Program Description Summary

These programs were originally created to fulfill the need for specialized workers in various parts of North Dakota due to the oil boom. As these programs began, North Dakota was experiencing a growing economy primarily due to the rapid changes within the energy sector. North Dakota was the second largest producer of oil in the U.S. This rapid expansion resulted in employers having an urgent need to find a qualified workforce to support the energy industry. At the same time, there were a number of unemployed and underemployed workers, especially in the tribal communities, who required more education and training to be prepared for these jobs. This was why SBC joined forces with four other colleges to become involved in a DOL TAAACT grant that would allow for Sitting Bull College to provide these trainings for our students and community. Members of the consortium are: Bismarck State College (BSC) (lead institution), Fort Berthold Community College (FBCC), **Sitting Bull College (SBC)**, Turtle Mountain Community College (TMCC) and Williston State College (WSC).

TREND's goals are to:

1. Increase attainment of industry-recognized certificates and degrees, with a focus on creating stackable credentials and awarding credit for prior learning, to better prepare workers for employment in two years or less in the oil and gas, transportation, and construction sectors;
2. Deliver education and training in more innovative, effective, and efficient ways, with a focus on redesigning basic skills curricula and supporting more flexible and technology-enabled learning, to meet the learning and employment needs of workers across the consortium; and
3. Transform recruitment, retention and employment support strategies, with a focus on offering enhanced student support services and career navigation, as well as strengthening commitments from and relationships with business and industry to more effectively reach and serve workers to achieve stronger employment and retention outcomes.

Each of the four TREND programs reviewed in this report are all certificate programs. Welding, CDL and Oil Drilling are one semester and the Electrical program is two semesters long. All of the curriculum was approved by HLC and underwent improvements/changes as instructors took over the courses. They are currently in a place now where the curriculum is strong, it follows current industry standards and will only need minor changes to be made in the future.

The original Oil Drilling Certificate contained two fire courses; one was the for the summer firefighters training course and the other was a fire safety course brought to us from the Bismarck Fire Department. When we ran this certificate, we had seventy-seven enrolled students, but only three who completed all the courses. This caused our numbers to spike with enrollment, but then made our completers look horrendous. The second time we ran it we had 31 students enrolled and 4 completers. The certificate was brought back to curriculum where we removed the fire courses and replaced them with more safety courses along with the two-week oil-drilling course brought to us by Maritime Drilling School.

The Welding program finally has a full-time instructor attached to it, so we are looking to expand it from one semester to two semesters with an introduction to pipe welding and hopefully even further down the road offer an advanced pipe-welding course. There are only three semesters of data for welding at this time. We held two summer semesters taught by BSC's instructor, Dave Mozingo and one Spring semester, taught by Dennis Howard. This Fall 2016 semester was the first time we have run our welding course since the Spring 2015 semester. He has mentioned a few minor changes needed to be made to the curriculum and his desire to expand the program into a nine-month certificate. Overall, we are on a very successful path now that we have a dedicated instructor.

Our CDL program is the most inconsistent program with completers, but continues to pull in consistent numbers each semester. This is our longest running new TREND program with a total of seven semesters plus two summer bus trainings. The completion rate has not been very high since the first semester it ran. This program would really benefit from some professional development training for our instructors considering that they are truck drivers and not trained teaching professionals.

The Electrical Program had a full time instructor for a total of three semesters, so one full cycle was taught and then half a cycle before our instructor had to leave for medical reasons. Over the course of time that it ran, it produced the most graduates of any of our TREND certificates. It was highly successful and we now have hired a new full-time instructor, who completed one semester thus far. The number of enrollees were very small this last semester, but this was partly due to recruitment and the short period of time we had to get this new information disseminated. However, the students who are currently enrolled show a very high degree of commitment and are on the right track to graduate in May.

Part II: Program Self-Evaluation Summary

It is difficult to judge some of these programs considering that some of them have been running for such short periods of time. Also, due to the recent events with the pipeline, our Oil Drilling program is drawing in even less students now than in the beginning. Even then, it did not bring in too many students. The other issue is that this is a very expensive program to run for only four students. We are doing it currently because we have the grant funds to do so, but it would not be in SBC's best interest to continue running this program once the grant money runs out. It is not sustainable with the low interest and few participants. The other issue is that these students may finish the courses, but jobs in this field are sparse. North Dakota no longer has the booming oil economy and there are very few jobs available in this field. The strength of this program is that every course is run by an outside trainer and they provide additional certificates for the students in PEC Core, OSHA, HAZWOPER, OSHA H2S and IADC Wellcap. These certificates are industry recognized and if earned, then it shows that the students have passed and are efficient in that area. The other strength of this program is the flexibility of the schedule. The only class in this certificate that is constant is the Job Skills course. All the other classes are scheduled sporadically throughout the sixteen-week period. Thus, it allows people from all walks of life to be able to work and take college courses.

Out of the three completers in the first round, two actually went up to the oil fields for work and came back after a short period because they did not like it. By the time the other four completers finished, there were no jobs available because oil had taken a hit and they were currently laying off their workers.

The welding and electrical programs have been the most successful in the department of enrollees versus completers. These students tend to be very dedicated to these fields of work. Currently the numbers are low, but this is mostly because they were not running for such a long time that most people gave up on them. We are going out now recruiting, trying to get out there and spread the word once again that we are fully staffed and offering these courses. Another strength to these programs is that they both have new labs built with updated technology that will help prepare them for jobs in the field. The Electrical students have also been working with SRST Housing and other locals to go out and perform onsite jobs that will prepare them for what they will be doing as apprentices in the business. This provides the students with lots of hands on work and shows them how to create relationships with local businesses and people. The Electrical students also get to work with Building Trades students when it comes to building the project house. These two programs complement each other well. The welding students do not go out to as many job sites, they mostly have work brought to them in the lab. They are focused on achieving their certifications through AWS and have only one semester to do so, which makes things very busy for them. This is another

reason why we want to expand the program to two semesters because right now things are very rushed and time is tight, so running it longer with an introduction to pipe welding would be in everyone's best interest.

The weakness for both these programs is getting our students who complete to get work in their field of study. Several of our welding graduates went on to work for the construction/building trades field, but none currently work in the welding field. Our Electrical students did not continue on to become apprentices either, some of them continued their education and are working towards a two-year degree and others just did miscellaneous work through TERO or other carpentry jobs. Again, with our new instructors we are hoping to see a shift considering that these instructors are highly dedicated and have already been bringing their students to businesses and having businesses come to meet them. Hopefully, this personal interaction and visuals will encourage them to continue working on their skills via jobs in their field of study.

As stated before, our CDL program is inconsistent and brings in good amounts of students, but the completion rate is low. The plan of action going forward is to provide some professional development to our instructor so that he can learn some skills needed to teach the course outcomes in a manner that will reach our students and help them through the process. Once this is done, then we can reevaluate and see if the completion rate is because of the teaching style or if it is due to the difficulty level. We have already begun this process by purchasing video on demand training for the students. This allows the students to go through videos and power point presentations in the computer lab while answering questions related to the different topics being covered. Again, we will need to wait and see if their test results are better this semester than in past semesters to see if this approach is helping.

Most of our students who achieve their CDL do go to work in their field or (for the bus drivers) accept extra contracts at their schools to drive when needed.

Part III: Program Planning Summary

Going forward, we still need to run these certificates for a longer period to determine the level of success each one can possibly have. With the exception of the Oil drilling certificate. We need to run this certificate at least one more time to be compliant with our Round IV DOL grant. We included oil drilling as one of our programs; therefore, we have to run it at least once during the period of the grant. This leaves Spring 2017 and Fall 2017 as our last options to run the course. However, I do not recommend continuing this certificate after the TREND grant has ended. It would cause the college to be in deficit. Also, it is not currently a benefit to the college, but I would suggest keeping it available in case the future calls for it again. Considering how fast the oil

economy fell, it could pick up speed just as quickly and then the college could be there to swoop in and help people become trained for oil drilling.

The welding program would definitely benefit from lengthening it to two semesters and including some pipe. I suggest the introduction to pipe because two semesters are still not enough time to become certified in pipe and pipe is very expensive, so once the grant funds are over the college will need to sustain it. These are factors to consider when going forward with the development of some new expanded curriculum.

The CDL program, if it does not start producing more CDL's, could be limited to running it just once a year instead of every semester. We could also simplify and sell the old truck and just hang on to the new Volvo considering that it will not need any major work for a long period of time and the old truck is finicky and could potentially cost a lot of money to fix. The bus driver training was the most successful when we ran it the first summer. The second summer our instructor dropped out and we only had two students who did not complete, but I still believe this could be an awesome summer program. If school systems know that we are running it and we advertise to them directly; it has the possibility of generating quite a few new students with the school systems footing the bill if they need the drivers! It has great potential for sure and the bus CDL (class B) is a lot easier to obtain than the class A.

Part I. Program Description

1. Describe the Role of the Program within Sitting Bull College.

- Mission Statement: The Oil Drilling Certification will provide students with an overall foundation and understanding of oil and gas fieldwork, proper safety procedures and the practical understanding of drilling operations. This Program is designed to prepare students for a range of positions within the drilling industry, not just one type of job. Students will learn the fundamentals of the entire drilling process. These graduates will be well prepared to step into a career in the petroleum industry with the tools to succeed. Career opportunities offer a wide array of employment potential with positions as Frac Operator, Rig Maintenance, Equipment Operator, Rig Operator, Drilling Assistant and many more.
- Mission Statement: The CDL Curriculum will provide students with a Commercial Driver's License (CDL). This Program provides education and hands on training including traffic laws, safety regulations, logbooks, vehicle inspection reports and other aspects

of general driver education. These graduates will gain a working knowledge of a tractor and trailer through a combination of classroom and hands on driver training. Career opportunities offer a wide array of employment potential from here on the Standing Rock Reservation and within the surrounding areas that are affected by the oil boom.

- Mission Statement: The Electrical Program will provide students with an overview of skills in the area of residential and commercial wiring systems. This Program provides education and hands on training in electrical theory, applied math, code study, wiring systems and other aspects of general electrical education. These graduates will be well prepared to meet the challenges of today's modern equipment and wiring system needs. Career opportunities offer a wide array of employment potential from Electrical Helpers, Electrical Apprentice, Electric Technician and much more.
- Mission Statement: The Welding Curriculum will provide students with certification in OA, SMA and GMA types of welding gasses and processes. This program provides education and hands on training in common welding processes, operations, inspection and plate welding along with other aspects of general welding education. Career opportunities offer a wide array of employment potential from manufacturing, steel construction, mining, energy, petroleum and other production areas.
- These programs support the SBC Mission statement by reinforcing the college as a technical institution committed to improving the levels of education and training, economic and social development of the people it serves. These programs will help our people become more marketable in the job field in order to create a better life for themselves and their families.
- Course Outcomes:

(Oil Drilling--original)

1. The students will become certified Firemen and will understand how to handle a fire occurrence on an oilrig.
2. The students will have field training to introduce them to the oil rig equipment and learning the specialized skills that they will need to be entry level oil rig workers.
3. The students will become certified in all safety requirements to begin work on the oilrigs immediately after graduation.

Welding:

1. The students will understand the theory behind the various welding processes.
2. The students will be able to demonstrate their ability to perform welds utilizing the SMAW and GMAW processes.
3. The students will be able to perform proper welds in the following positions: 1G-Flat, 2G-Horizontal and 3G-Vertical.
4. The student will gain knowledge of the OSHA standards for welding safety practices.
5. The student will attend a minimum of one Job/Career Fair and apply for two jobs in their field of study.

Electrical

1. The student will be able to lay out the electrical system in new residential and light commercial installations according to the National Electrical Code Guidelines.
2. The student will be able to identify the materials needed to complete a specific project.
3. The student will be able to complete the rough-in stage of residential wiring using romex cable, light commercial wiring and using conduit in accordance with the National Electrical Code Guidelines.
4. The student will be able to complete the trim out of new residential and light commercial projects including installing outlets, switches, light fixtures, smoke detectors, service panels and meters.
5. In the final semester of this program, the student will attend a minimum of one Job/Career Fair and apply for two jobs in their field of study.

CDL

1. The students will gain a working knowledge of a tractor-trailer and basic skill driving.
2. The students will gain a working knowledge of standard safety practices set by the Occupational Safety and Health Administration.
3. The students will understand an overview of all North Dakota Department of Transportation Regulations.
4. The student will attend a minimum of one Job/Career Fair and apply for two jobs in their field of study.

- Courses Offered:

OIL DRILLING

HPER 210	CPR/First Aid	2 credit hours
PEC 100	PEC Core Training	2 credit hours
OSHA 101	OSHA H2S Training	1 credit hour
OIL 101	Oil Drilling Operations	5 credit hours
HAZ 100	HAZWOPER Training	3 credit hours
SOC 099	Job Skills	2 credit hours
OSHA 100	OSHA 10 Training	1 credit hour
Total Credits		16 Credit Hours

CDL

CDL 100	CDL Permit	4 credit hours
CDL 105	Novice CDL Training	2 credit hours
CDL 107	Advanced CDL Training	3 credit hours
CDL 109	Driver Endorsements	3 credit hours
HPER 210	First Aid/CPR	2 credit hours
SOC 099	Job Skills	2 credit hours

Total Credits

16 Credit Hours

WELDING

WELD 100	Orientation & Safety	1 credit hour
WELD 101	OA Welding & Cutting	2 credit hours
WELD 103	GMA Welding	2 credit hours
WELD 104	SMA Welding	2 credit hours
OSHA 100	OSHA 10 Training	1 credit hour
WELD 153	Welding Practicum	4 credit hours
HPER 210	First Aid/CPR	2 credit hours
SOC 099	Job Skills	2 credit hours

Total Credits

16 Credit Hours

ELECTRICAL

ECAL 104	Trades Math	2 credit hours
ECAL 101	Electrical Fundamentals	3 credit hours
ECAL 103	Electrical Code Study	3 credit hours
ECAL 106	Electrical Practicum I	4 credit hours
HPER 210	First Aid/CPR/AED	2 credit hours
ECAL 102	Electrical Fundamentals	3 credit hours
ECAL 132	Commercial & Agricultural Wiring	3 credit hours
ECAL 133	Residential Wiring	2 credit hours

ECAL 206 Electrical Practicum II
SOC 099 Job Skills

4 credit hours
2 credit hours

Total Credits

28 Credit Hours

- Certificate: Oil Drilling Certificate, CDL Certificate, Welding Certificate and Electrical Certificate

2. Describe the current Staff of the Programs.

- Name/Title/Position/Classification
 - a. Maritime Drilling School, Contract instructor for OIL 101
 - b. Mitch Kersten, Contract instructor for PEC 100 and OSHA 100
 - c. Prairie Plains Safety Service, Contract instructor for OSHA 101, OSHA 100, HPER 210 (before Les) and HAZ 100.
 - d. North Dakota Fire. Dept., Contract instructor for FIRE 101.
 - e. Fort Yates Fire Dept., Contract instructor for FIRE 100.
 - f. Les Siewert, adjunct instructor for HPER 210
 - g. Bridget Eagle, adjunct instructor for SOC 099
 - h. Ralph VanderVorste, adjunct instructor for CDL 100, 105, 107 and 109.
 - i. Rob Romans, adjunct instructor for CDL 100, 105, 107 and 109.
 - j. Dave Mozingo, Contract instructor for WELD 100, 101, 103 and 104.
 - k. Dennis Howard, Full time instructor for WELD 100, 101, 103, 104 and 153.
 - l. Joe McMullen, Full time instructor for WELD 100, 101, 103, 104 and 153.
 - m. Russ Sayler, Full time instructor for ECAL 101, 102, 103, 104, 106, 132, 133 and 206.
 - n. Bruce Greig, Full time instructor for ECAL 101, 102, 103, 104, 106, 132, 133 and 206.
 - o. Valerie Minery, Full time TREND Project Director
 - p. Harriet Blackhoop, Full time TREND Recruiter
 - q. Bridget Eagle, Full time Career Navigator (but only half of her salary is paid out of TREND)
- Number of credits taught each semester by each adjunct instructor
 - a. Les Siewert, 2 credits.
 - b. Bridget Eagle, 2 credits.
 - c. Rob Romans or Ralph VanderVorste, 12 credits.
 - d. Oil Drilling instructors were under contract, not paid as adjuncts.
- Summarize Changes in Staffing (Past 5 years)

The ND Fire Dept. and Fort Yates BIA Fire Dept. initially taught under the Oil Drilling Certificate, but we eliminated the Fireman Courses after running them twice. All the safety courses switch between PPSS and Mitch Kersten depending on availability. We eliminated Maritime Drilling School because the expense was too much for the amount of students. He charged us for twenty students every time no matter how many we actually had. We have a new school, Murchison Drilling Ltd. lined up to teach our students if we end up running this program again. They only charge for a minimum of ten students and they bring simulators with them, so their curriculum is more hands on than Maritime.

We started with Russ Sayler as the full time Electrical instructor, but we currently have Bruce Greig in this position.

We hired Dave Mozingo from BSC to teach two summer welding courses here; one at the beginning of the grant and one after Dennis Howard left the program. Dennis Howard was here for part of one semester (but no students because he came on too late) and he completed only one semester of teaching. Joe McMullen is now the full time welding instructor.

Ralph Vander Vorste started as our CDL instructor and taught for 3 semesters before we hired Rob Romans to take over the position. Rob taught 4 semesters (one summer) before he had to take a break. Ralph came back and completed one more semester, but Rob Romans will be returning Spring 2017.

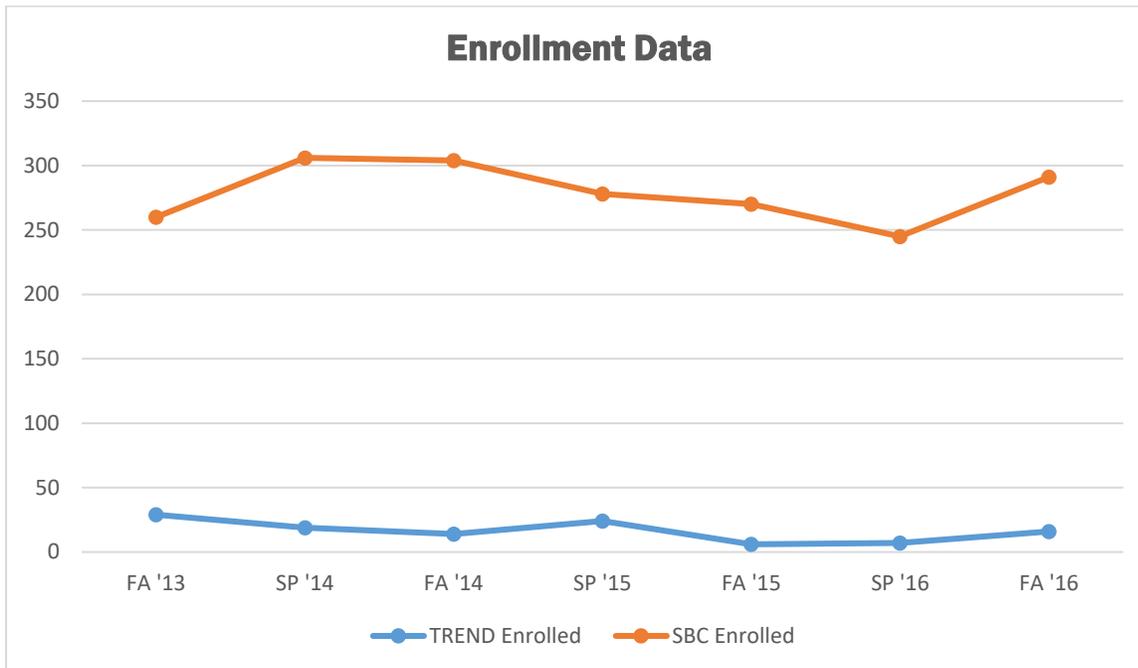
3. Program Productivity Summary.

OIL DRILLING	SU '13	FA '13	SU '14	SP '15
Enrolled	72	9	22	7
Completed	70	3	22	4

ELECTRICAL	FA '13	SP '14	FA '14	FA '16
Enrolled	12	7	7	3
Completed	0	5	4	0

CDL	FA '13	SP '14	FA '14	SP '15	SU '15	FA '15	SP '16	SU '16	FA '16
Enrolled	8	5	7	10	4	6	7	2	7
Completed	1	0	0	1	4	0	0	0	4

WELDING	SU '14	SP '15	SU '15	FA '16
Enrolled	7	7	5	6
Completed	3	5	1	4



Currently our TREND Recruiter/Retention position tracks our students both during their studies here at the college and after they leave SBC. Most of our students move around from home to home and change their temporary cell numbers often. This makes it difficult for us to follow up with them as is required by our grant. We track as diligently as possible gathering information from anecdotal observations and “word around the street” sources.

Our CDL graduates are the most successful as far as working within their field. One went to work for Standing Rock Propane; one went to SR Ambulance/EMT. The four that graduated from the bus-driving course were all employed at local schools and received extra contracts for driving bus when drivers were unavailable.

None of our Welding or Electrical graduates went to work in their fields. Two of the Welding graduates went to work for construction companies and two Electrical graduates went on to continue their education in non-related fields. Out of the first Oil Drilling program 2 graduates went to the oil fields to work,

but did not last very long and were not employed after that as far as we know. The second round of Oil Drilling was when the oil fields were laying off workers so there were not jobs to place them in at the time of graduation. One of those graduates went to work for construction while waiting for business to pick up.

4. Program Revenue

This table summarizes the revenue data for the following TREND programs: CDL, Welding, Oil Drilling and Electrical. Just as a side bar—these numbers are not 100% accurate because it does not seem to include summer courses or concrete (which was run once and did produce tuition and revenue). This information was taken from the SBC shared data file, which did not include college totals for the last two scholastic years, hence why the percentages are missing.

Scholastic Year	Tuition	ISC Revenue	Total	% of SBC Total
2013-2014	\$67,075.00	\$75,923.25	\$142,998.25	6%
2014-2015	\$81,865.94	\$186,995.87	\$268,861.81	?
2015-2016	\$22,695	\$51,224.75	\$73,919.75	?

5. Program Budget

Our budget is all grant funded through the TREND TAAACCT grant through the DOL. We were funded twice and had two separate grants that ran concurrently for two years. We are now in the last two years of our final grant.

TREND Round II	2013-2014	2014-2015	2015-2016
Salary	\$ 27,022.66	\$ 277,307.43	\$ 79,524.18
Fringe	\$ 1,310.04	\$ 61,358.31	\$ 20,904.24
Travel	\$ 1,552.46	\$ 12,497.79	\$ 542.25
Supplies	\$ 47,192.61	\$ 52,657.52	\$ 25,864.82
Equipment	\$ 173,766.51	\$ 0	\$ 0
Contracts	\$ 0	\$ 61,411.50	\$ 0
Other	\$ 979.49	\$ 15,924.05	\$ 880.00
Indirect	\$ 65,395.40	\$ 13,756.84	\$ 22,780.55
TOTAL	\$ 378,389.62	\$ 608,935.11	\$ 175,735.04

TREND Round IV	2014-2015	2015-2016
Salary	\$ 43,754.12	\$ 108,776.47
Fringe	\$ 9,873.49	\$ 25,614.78
Travel	\$ 0	\$ 5,755.55
Supplies	\$ 0	\$ 26,580.00
Equipment	\$ 0	\$ 266,244.50
Contracts	\$ 0	\$ 59,100.00
Other	\$ 16,583.10	\$ 1,384.44
Indirect	\$ 9,511.06	\$ 55,953.68
TOTAL	\$ 117,621.77	\$ 610,807.70

6. Program Advisory Committee

Yes, TREND has an advisory committee. We hold our meetings with the Building Trades and Energy Tech together. We currently have members in the Welding, Electrical and CDL program. We do not have a representative for oil drilling. I am attaching the CTE Form for the 2015-2016 School Year to show the information on our advisory members.

A typical meeting will ask for updates from each program. These updates will include what is going on in the program, what the program needs and what does the future hold for this program. If there are any issues that need to be resolved then this is a good forum to bring them up to see how we can solve the problem together. We also discuss budgets to see if there is something we can provide via the TREND grant.

We hold two meetings a year, one in November/December and the other one in April/May. These meetings fluctuate in helpfulness. When we have the staff and faculty present then it is highly successful and the discussions help us to improve on the programs and change curriculum if necessary. They are difficult when the attendance is small due to faculty issues. We have recently hired a full time welding instructor and electrical instructor so our last meeting was very successful and helped the staff understand the programs and how we can make changes that will make them more successful and running more smoothly. TREND is now fully staffed allowing these meetings to be much more helpful than in the past. It is so important that we refine these programs and provide them with the supplies needed before this grant runs out.

Part II: Program Self-Evaluation

A. Faculty

1. The program's ability to communicate and collaborate among all program faculty is limited. If these faculty and staff members attend the advisory council meetings then they have a great opportunity to add input to the curriculum design and review. However, it is very difficult to get the adjunct faculty to attend these meetings due to their working schedules (usually full time somewhere else). Emails are often sent and no replies received. This makes it hard to know what information they are receiving and understanding. The full time faculty is good about keeping in touch and replying to emails as needed. If they do not, there is always the ability to go visit them in their offices; unfortunately, we do not have that same ability with adjunct faculty. When we received the second TREND grant, the goal was to improve professional development. Some faculty utilize this opportunity often and attend trainings and conferences while others do not. Since the new faculty have come on board, this area has been improving significantly. They are good communicators and taking advantage of trainings in their areas of expertise. I am hoping that this upcoming year will show some additional improvements in this area. I received two faculty satisfaction surveys back. Overall, they indicate that they agree with most of the statements with several neutrals. I think this mostly shows that we have areas for improvements because I would like our faculty to answer with "strongly agree" on most of these surveys.
2. Evaluation of the faculty is through the process of individual course evaluations administered by the college. The students enrolled in the course of the respective faculty member complete these evaluations. In addition, anecdotal information is obtained through informal contacts with students. Since the college hired a Dean of Academics there has been more class observations done on our full time faculty. There is need for improvement with observing adjunct faculty and ensuring that the students are getting the proper education needed for each program. The difficulty being that most adjuncts hold their classes in the evenings. Our class sizes tend to be small so there is sufficient staffing to provide effect instruction. There is also lots of opportunity for the student to have one-on-one with the instructor.

B. Student Relations

1. Students can access the full time faculty via email, telephone and in person during posted office hours. These faculty members provide eight hours of scheduled office hours per week and are available for

meetings outside of office hours. Our adjunct faculty come in early or stay late to meet with the students as needed and are available through email and phone calls. Our class schedule is designed to be available for working students (evening hours for several programs) and full time students have a schedule that imitates a regular work schedule. This allows the students to improve their education in the evenings if they work and to help them get used to working full time when they graduate.

2. Our programs include many hands on activities for our technical students. The faculty also take them out into the field to show them what daily work situations will be like. These programs bring in local businesses to speak to the students about available job opportunities. They speak about what the job entails and the requirements necessary to be hired for one of these positions. Our students are brought to local businesses to see all different facilities available for them to work at. Twice a year students attend Job/Career fairs to get used to speaking with Human Resources about specific jobs and the benefits of each job so they can make a more informed decision when choosing a workplace. The courses also include lectures, presentations, discussions and group activities. Due to the low student count, faculty are able to spend one-on-one time with their students. This is especially helpful when students struggle with the reading or math content in a specific course.
3. Our courses and our curriculum as a whole has been assessed by industry councils and by the experts that come in to teach our programs. They have plenty of opportunities to give us input and say what can be changed in order to make our programs better. These inputs usually come at our advisory meetings and then the suggestions get brought to the curriculum meetings. We also bring in actual industry members to help us figure out if these courses meet their needs also. They usually give us great feedback and then we either change the curriculum or we add things to it that will make it stronger.

C. Curriculum Content, Design, Deliver

1. There are two advisory meetings held each year, one in Nov/Dec and one in April/May. We also hold two Industry Council meetings in Bismarck during those times as well. Both of these meetings provide feedback regarding our programs/courses and how it will help our students out in the field. Since TREND is still new, it has been in and

out of curriculum several times in the last 3 years as well as assessment.

2. Our CDL program uses the JJ Keller books to guide their coursework. It is a great program that involves in class lectures, group discussions, simulator practice, online video streaming with questions that resemble their permit testing, and hands on driving and inspecting the truck. Welding utilizes the Modern Welding guide with in class lecture on theory and hands on practice in the welding lab or on the simulators. Electrical program uses the NCCER format similar to our Building Trades along with the most up to date rules and information on the National Codes and ND Standards. The Oil Drilling program utilizes the curriculum set up by the National Standards, so when our students take OSHA 10 and they pass, they receive the Industry Recognized Certificate for OSHA 10. We trust that this curriculum has been tested and assured for success.

3. Our students are tested throughout the entire semester. These include traditional testing and non-traditional testing (hands on projects.) All of these programs have gone through Assessment Committee except for Oil Drilling. CDL is usually represented by the Project Director. Electrical was brought through by Russ Saylor and Welding was somewhat presented by Dennis Howard. The problem with those meetings was that both of those instructors left. So the things that were determined to need changing or improvements for student learning outcome were not passed on to the next instructors. Therefore, the new instructors are feeling out their own way amidst the curriculum, but this could actually work to benefit our students because I do not think that these new instructors will have the same issues as the last ones. I think we will see a completely different assessment report this year and then changes can be made accordingly because I think they are in this for the long haul.

4. These courses cover the Native American cultural issues throughout its content, design and delivery by discussing the issues on the reservation with its students. If you are a welder or an electrician or a CDL driver you will need to interview for your jobs. How should you dress for an interview? How should you behave at an interview? Also, you will need to meet other native families when you go out and work in our outside of their house. How should you act with them? How can you show respect for the elder of the house and get your job done? These are the issues that come up with these programs and

are discussed throughout the curriculum in several different manners in order to help our students live in both worlds.

D. Institutional Support

1. If you ask the faculty they would say the facilities are not adequate and they need another building trades building or we need to expand the original one. As an outsider looking in there seems to be adequate space for the current programs. I do not think there is much room to add anything new, but I think what they have now is sufficient for what they need and for what the future is with these programs. There is equipment and technology provided for all four courses to maintain their effectiveness. However, these are technical trades and therefore will eventually need updated equipment and technology at some point in the future.
2. SBC has one of the best student support systems I have ever witnessed at a college. No matter what problem the student may have, there is a position that is there to help these students. They have everything from library services (that are extended when needed) to student tutoring for most subjects to personal counselling when a student is just having a hard time. All of these services are available to our TREND students. They are not treated as if they are anything other than students at SBC. New students are also instructed to attend Orientation where they are filled in about all of these services that they can take advantage of if needed in the future. These are utilized by students and make our program effective because they help our students with their financial aid and registration issues. This makes running the class much smoother because we do not have to worry about who has a computer at home (we can have them go to one of the computer labs). We also can make recommendations for counselling if there is an issue with one of the students in these courses.
3. Yes, we have plenty of funds in our grant to support professional development for our staff and faculty. We have sent several faculty to conferences in their specific fields. We have also sent faculty to specific trainings that will make them more proficient in their area of expertise. We continue to encourage all staff and faculty to look for trainings and conferences that they can attend that will help them upgrade their knowledge and skills.

E. Obstacles/Previous Findings

1. This is the first program review so we do not have anything previously found in our programs. All the other issues that I believe this program has, I have mentioned in different parts of this report being:
 - a. Communication between project director and instructors.
 - b. Communication between recruiter, career navigator and SBC recruiter.
 - c. Communication between project director and adjuncts.

2. These can all be improved if people just make some effort to return emails, be aware of what everyone else is doing, and including people in the various meetings that are held and should include TREND. Once this grant is over, this probably will not need to be addressed, but while we still have the grant, it would be nice to be included.

F. Other

1. This grant helped to create a Job Skills class that is currently used for TREND students, but could be adapted to the general education courses in the future. I cannot think of any way that TREND has helped in lieu of course offerings, but if you look at the data I think you will see that we have added to SBC's overall numbers and profits.
2. Almost every semester that we had these courses running there were students who were on the honor roll list and those that received special awards from their instructors.
3. Our faculty and students attend many student events as well as events that are held during off duty hours. The faculty also volunteer to help set up the building trades area as needed for events. The electrical students have attended the CTE in Memorial Hall twice. I think as these programs run longer, there will be more to add in this area. This area is highly dependent on faculty and their students and our faculty has been significantly unreliable these past few years.

PART III. Program Planning

A. Important Trends:

- No changes within the discipline of the program.
- No significant change within the student population served by the program. This number just needs to be increased. We are currently looking at how we can improve recruitment and become more current in our social media outlet.
- The only change within the economic sector served by the program is just the oil-drilling program. We are not bringing in any students currently, mostly due to the DAPL protest. Even though our program is not supporting the pipeline, it is supporting the oil fields. We believe potential students are being discouraged to attend.
- No changes within the organizational structure and direction of the institution.
- No changes within the tribal colleges.
- No changes within the federal, state, or tribal laws and HLC that have an effect on program functions.

B. No Articulation issues.

- C. TREND has only been a functioning program for a short period. This made it difficult for me to determine what is a complete success or failure. It is tough when you only have a few years of data to examine

and determine if there are any patterns especially considering that our faculty has not been consistent. I think all these programs (with the exception of oil drilling) need more time to find their rhythm especially with such new faculty as well. It did help me to identify the need for better communication between staff and faculty as well as staff with other non-TREND college staff. Our curriculum is strong, but it could still use some small changes that will make the program and courses even more successful. I also think we can continue to improve some of our recruitment tactics and start bringing in more students now that we have some great new instructors here. These new instructors also give us a chance to improve our assessment plans. Previously, suggestions would be made, but nothing changed because the instructor left and the new one was not made aware. Alternatively, the position remained open for so much time that it needed to be re-evaluated with new eyes. I am looking forward to seeing what we can accomplish over the next couple of years with consistent instructors who are excited to help expand and enhance these programs.

D. Everything needed is currently provided by this grant.