



2016

Nueta Hidatsa Sahnish College: Community Needs Assessment Report

Nueta Hidatsa Sahnish College commissioned a community needs assessment of the Fort Berthold Reservation communities. This report summarizes the results and analysis of the needs assessment survey that was conducted with recommendations.

Wiya & Associates, LLC, Fort Yates, ND

Table of Contents

Introduction	4
Background Information-Nueta Hidatsa Sahnish College	5
College Mission	6
Degrees and Certificates Offered	6
2015-2016 Student Enrollment	8
Age and Gender	8
2016 Student Marital Status	9
Enrollment in Degree program	9
Administrators, Faculty, and Staff	10
Background Information – Nueta, Hidatsa, and Sahnish Tribal Communities	11
Business and Industry	12
Tribal Enrollment	13
U.S. Census Population Reports by Local Counties	14
Table 1 – County and State Demographic Data	14
Purpose of the Survey	16
Survey Development	16
Survey Design	17
Data Collection Process	18
Survey Responenents Profile Data	21
Basic Profile Information	21
Gender	21
Ethnicity	21
Age Group	22
Education Status	23
Marital Status	24
Dependents	25
Employment Status	25
Annual Income	26
Residency	27
Make Up of Community Members/Employees/Students	28
Importance To Respondents	28

Opportunity to Attend College on the Fort Berthold Indian Reservation	29
Opportunity to Attend a College that Reflects the Nueta, Hidatsa, and Sahnish Cultures	32
Importance of Specific Services	33
Importance of a 2 Year and/or 4 Year Degree	35
Barriers or Challenges to College	39
Child Care	40
Transportation	40
Lack of Funding and the Cost of Attending NHSC	40
Lack of Family Student Housing and Dorms	42
Class Availability	42
Concerns About Instructors	43
Institutional Issues	43
Academic or Professional Goal	44
Jobs Needed Most Reported by Respondents	44
Academic Programs of Greatest Personal Interest	46
Recommendations for Strategic Planning	47
College Access	47
Academic Programming	48
Support Services	49
Limitations	50
Conclusion	50
References	51
Appendices	52
Attachment B: Ranking of All Job Titles in the NHSC Needs Assessment	57

NUETA HIDATSA SAHNISH COLLEGE COMMUNITY NEEDS ASSESSMENT

INTRODUCTION

Nueta Hidatsa Sahnish College contracted with Wiya & Associates, LLC to conduct a community needs assessment that would assist the institution in the development of a new five-year strategic plan. Wiya & Associates, LLC is an American Indian owned consulting firm with extensive experience working with tribal communities and, specifically, tribal colleges and universities. In this contract, these services were the development of a community survey with input from the college administration (a copy of the final survey is in Attachment A), collection, compilation, and analysis of the data, and presentation to the administration.

It was the goal that Wiya & Associates, LLC would endeavor to survey a target of:

- 100% of the Board of Directors
- 75% of NHSC Employees
- 75% of NHSC Students
- Representation of approximately 15% from:
 - Mandaree
 - New Town
 - Parshall
 - White Shield

****Estimated total was 4,511 with one half of this population under 18 years leaving a targeted number of 2,256 of which fifteen percent is 338. This goal to survey fifteen percent of the adult Fort Berthold residents was very ambitious and was not reached (total number surveyed was 323) although it was clear from the implementation report of the lead surveyor that the saturation point was reached within the communities.**

BACKGROUND INFORMATION-NUETA HIDATSA SAHNISH COLLEGE



While founded as the Fort Berthold College Center in 1973, the Nueta Hidatsa Sahnish College (NHSC) was chartered by the Three Affiliated Tribes of the Fort Berthold Reservation on May 2, 1974 with the responsibility for higher education on the Fort Berthold Reservation. A steering committee was appointed to oversee the initial operations of the College which was replaced by the selection of a Board of Directors in 1974. This higher education institution became known as the Fort Berthold Community College and in 2015 it changed its name to Nueta Hidatsa Sahnish College. Its main campus is located at 220 8th Avenue North in New Town, North Dakota. The College also has satellite facilities in the communities of White Shield, Parshall, Mandaree, and Twin Buttes. NHSC is tribally controlled by a seven-member Board of Directors.

The Three Affiliated Tribes endorsed the concept that a locally based higher education institution was needed to educate tribal members and to act as a positive influence in retaining the tribal cultures. The first classes offered at NHSC were on an extension basis with coordinating accredited institutions. The articulation agreements made in the beginning were with University of Mary, Bismarck, ND; Minot State College, Minot, ND; and the University of North Dakota, Williston Center, Williston, ND. Nueta Hidatsa

Sahnish College was granted candidacy status for accreditation from June 22, 1981 to February 11, 1988 and earned accreditation on February 12, 1988, through the North Central Association of Schools and Colleges (now called the Higher Learning Commission). On July 12, 2006, NHSC was granted continued 10-year accreditation through the Higher Learning Commission of Schools and Colleges (HLC) with its accreditation reaffirmed on February 25, 2016.

The college was one of thirty-two tribal colleges granted Land Grant Institution status in 1994. The Nueta Hidatsa Sahnish College is also a member of the American Indian Higher Education Consortium (AIHEC). On February 25, 2011, HLC's Institutional Actions Council (IAC) voted to extend the College's Accreditation to include Bachelor of Science Degrees in Elementary Education and Environmental Science, and the Bachelor of Arts in Native American Studies, making NHSC a four-year degree-granting higher education institution.

College Mission

The mission of NHSC is to “provide quality, cultural, academic, and vocational education and services for the Mandan, Hidatsa, and Arikara Nation.” Its vision is that the college will provide “a dynamic presence that preserves our past and prepares us for the future.”

Degrees and Certificates Offered

For over twenty-eight (28) years, NHSC has offered Associate degrees and certificates. It has also offered Bachelor of Science and Arts degrees for the past five years. It currently offers degrees in the following disciplines:

Bachelor of Science	Bachelor of Arts
<ul style="list-style-type: none"> • Environmental Science 	<ul style="list-style-type: none"> • Native American Studies
<ul style="list-style-type: none"> • Elementary Education 	
Associate of Arts	Associate of Science
<ul style="list-style-type: none"> • Addiction Studies 	<ul style="list-style-type: none"> • Environmental Science
<ul style="list-style-type: none"> • Business Administration/ Management 	<ul style="list-style-type: none"> • Mathematics
<ul style="list-style-type: none"> • Early Childhood Education 	<ul style="list-style-type: none"> • Pre-Engineering
<ul style="list-style-type: none"> • Elementary Education 	<ul style="list-style-type: none"> • Science
<ul style="list-style-type: none"> • Human Services 	<ul style="list-style-type: none"> • Agriculture Transfer
<ul style="list-style-type: none"> • Native American Studies 	
<ul style="list-style-type: none"> • Public/Tribal Administration 	
Associate of Applied Science	Vocational Certificates
<ul style="list-style-type: none"> • Construction Technology 	<ul style="list-style-type: none"> • Administrative Assistant
<ul style="list-style-type: none"> • Environmental Science 	<ul style="list-style-type: none"> • Construction Technology
<ul style="list-style-type: none"> • Information Management Specialist 	<ul style="list-style-type: none"> • Farm/Ranch Management
<ul style="list-style-type: none"> • Computer Information Specialist 	<ul style="list-style-type: none"> • Child Development Associate
<ul style="list-style-type: none"> • Medical Secretary 	<ul style="list-style-type: none"> • Welding
<ul style="list-style-type: none"> • Nursing 	<ul style="list-style-type: none"> • Commercial Driver Training (CDL) – Permit and Licensure
<ul style="list-style-type: none"> • Production Operations/Refinery Training 	

2015-2016 Student Enrollment

NHSC is considered a very small college by higher education standards. The Registrar reported that it has had a 2015 Fall semester enrollment of 217 students (head count) and a 2016 Spring semester enrollment of 210 students. 2016 Summer semester had an enrollment of 68 students with a ***duplicated***, *total headcount of 495 students*. An examination of Fall semester's student data indicated two-thirds (66%) of the students enrolled were females. Students were twice as likely to be full-time students (66%) with an average age for males and females reported as 28 years old for full-time students, 33 years old for part-time female students, and 31 years old for male students. A breakdown of enrollment by gender and age was provided as:

Age and Gender

The largest age group for both men and women was in the traditional college age category of 17-24 years old.

2015-2016 Duplicated Student Enrollment by Age and Gender

<i>Age Group</i>	<i>Female</i>	<i>Male</i>	<i>Grand Total</i>
<i>17-24</i>	129	70	199
<i>25-32</i>	95	50	145
<i>33-40</i>	54	31	85
<i>41-48</i>	16	10	26
<i>49-56</i>	23	7	30
<i>57-64</i>	6	1	7
<i>65-72</i>		1	1
<i>73-80</i>	2		2
<i>Grand Total</i>	325	170	495

2016 Student Marital Status

In addition, enrollment by marital status was also provided by the NHSC Registrar which shows the largest number of students are single with no children.

2015-2016 Duplicated Student Enrollment by Marital Status

Marital Status	Female	Male	Grand Total
<i>Divorced</i>	3	4	7
<i>Married with Dependent Children</i>	36	10	46
<i>Married with No Dependent Children</i>	12		12
<i>Single with Dependent Children</i>	78	28	106
Single with No Dependent Children	135	78	213
<i>Widowed</i>	2		2
<i>N/A</i>	59	50	109
Grand Total	325	170	495

Enrollment in Degree program

The enrollment by degree program for the 2015-2016 was reported as:

2015-2016 Duplicated Student Enrollment by Degree Code

Row Labels	Female			Female Total	Male			Male Total	Grand Total
	FA	SP	SU		FA	SP	SU		
AA	75	60	26	161	31	33	7	71	232
AAS	6	5		11	2	3		5	16
AS	14	13	6	33	8	7	3	18	51
BA	7	8	1	16	2	2		4	20
BS	13	13	7	33	5	2	2	9	42
CERT	14	11	4	29	17	21	3	41	70
DUAL	5	7	1	13	3	3		6	19
NDG	4	11		15	2	3		5	20
N/A	6	4	4	14	3	4	4	11	25
Grand Total	144	132	49	325	73	78	19	170	495

This data indicates that there were eight students (six females and two males) enrolled in the Associate of Applied Science degree program. It also shows that there were nine students in the bachelor of arts program (Native American Studies) and eighteen (18)

students in the two bachelor of science programs (Environmental Science and Elementary Education). Data provided by NHSC was for 2015-2016 only; thus, it cannot be determined if this is consistent enrollment over time or if this is an anomaly. Generally, student enrollment is reported as “unduplicated” head count or “full-time equivalent” to enable consistent numbers for comparison.

Administrators, Faculty, and Staff

The employee directory on the college’s website (<http://nhsc.edu/wp-content/uploads/2015/08/RevisedEmployeeExtensionList-6-2-2015.pdf>) lists ten (10) administrative positions (18%); sixteen (16) faculty members (28.5%), thirty (30) staff members (53.5%) for a total number of employees of fifty-six (56). The vast majority of the faculty have been in their positions for five years or less. (Source: Unpublished 2013-2014 annual report).

BACKGROUND INFORMATION – NUETA, HIDATSA, AND SAHNISH TRIBAL COMMUNITIES

The Fort Berthold Reservation is situated in western North Dakota, the reservation occupies sections of six counties: Mountrail, McLean, Dunn, McKenzie, Mercer and Ward. The total area within the boundaries of the reservation is approximately one million acres, of which about one-half is trust land. Lake Sakakawea, covers 152,360 acres of reservation land and about 600 miles of reservation shoreline.



The tribes believe their presence in North America is from the beginning of time. The Mandan call themselves "the People of the first Man." The Hidatsa were known as Minnetaree, or Gros Ventre. Hidatsa was formerly the name of a village occupied by these tribes, which has been said to mean "willows." The name Minnetaree, spelled in various ways, means "to cross the water." Oral historians say the names "Arikara, Arickara, Ricarees, and Rees" were given to them by the Pawnee and other informants to describe the way they wore their hair. It is important to be mindful that the people call themselves Sahnish, which means, "the original people from whom all other tribes sprang." Although sharing cultures and histories for so long, the people keep a distinct sense of tribal relationships. (Source: <http://www.mhanation.com/main2/history.html>)

Business and Industry

According to R. Cross (North Dakota Law Review 87:535 - 2011), the Fort Berthold Indian Reservation sits directly on top of some three hundred billion barrels of oil. This oil industry has had a significant impact on the Fort Berthold Indian Reservation. While it has drastically declined in recent months, its impact continues to be addressed in the reservation communities on the economic and social levels.

The Four Bears Casino and Lodge, was opened to the general public on July 16, 1993. Located in the Four Bears community, four miles west of New Town, ND. This facility offers a full service restaurant, a gift shop, and a state-of-the-art gaming facility. The Lodge offers 220 motel rooms. The Three Affiliated Tribes also expanded its RV Park to 115 hook up sites. In July 2016, a 4000 seat capacity events center is scheduled to open. The Four Bears Convenience Store and Gas Station is a 24-hour convenience store and gas station was opened in 1993. Located adjacent to the Casino and Lodge. The casino, lodge, and services is a major employer in this area.

Northrop Manufacturing is located on the eastern edge of the city of New Town. The facility manufactures and develops air frames, missiles, and electronic systems for the Department of Defense, National Aeronautics and Space Administration (NASA), and commercial aviation companies. The plant currently employs 95 people. Tribal enrollees comprise approximately 24 percent of the company's employees.

Mandaree Electronics Corp. is a tribally chartered corporation which was established in the Mandaree Community. MEC trains tribal members to produce or assemble MILSPEC certified items such as circuit boards, wire harnesses, etc. Initial technical training and equipment assistance is obtained from the Northrop Corporation and the Killdeer Manufacturing of North Dakota Corporation.

The Three Affiliated Tribes Lumber Construction Manufacturing Corporation (LCM) is also a tribally chartered corporation. The LCM Corporation features a retail sales

lumberyard, a construction supply lumberyard, and employs a construction contractor to assist in the corporation's efforts. The Corporation also manufactures components for homes.

Uniband_created was in 1996, the Three Affiliated Tribes entered into a joint- inter-tribal business venture, the first of its kind in North Dakota, with the Turtle Mountain Band of Chippewa. The business founded at Turtle Mountain, is an on-site data processing firm. The Community of White Shield became a satellite work site of UNIBAND, located at Belcourt, ND. Hailed as the beginning of an effort to help one another develop economic opportunities, the site employs 60 members of the White Shield community.

Source: <http://lib.fortbertholdcc.edu/FortBerthold/TATDemo.asp>

Tribal Enrollment

The Three Affiliated Tribes of North Dakota is recognized by the U.S. Government and organized under the 1934 Indian Reorganization Act. According to the Bureau of Indian Affairs, the Three Affiliated Tribes has a tribal enrollment of 10,249 people with a total of 4,053 members residing on the reservation. The BIA also reports a total of 980,000 acres of land base. (Source: www.bia.gov/whoweare/regionaloffices/greatplains/weare/agencies/FortBerthold/index.htm).

U.S. Census Population Reports by Local Counties

The U.S. Bureau of Census reports a total population of the six counties that are part of the Fort Berthold Reservation as follows:

Table 1 – County and State Demographic Data

Category	Dunn County	McClean County	McKenzie County	Mercer County	Mountrail County	Ward County	ND
Population	4,646	9,744	12,826	8,853	10,331	71,275	756,927
American Indian Population	9.7% (450)	7.2% (701)	14.1% (1,808)	2.4% (212)	27.2% (2,810)	2.5% (1,781)	5.4%
High School Graduate*	91.3%%	90.1%	90.2%	89.7%	90.4%	93.3%	91.3%
Bachelor's Degree Plus *	19.3%	17.6%	21.1%	19.8%	18.6%	25.3%	27.3%
Median HH Income	\$69,063	\$53,788	\$67,578	\$66,712	\$66,250	\$59,301	\$55,579
Per Capita Income	\$38,216	\$31,187	\$34,688	\$31,584	\$33,839	\$29,564	\$30,894
% Of Persons in Poverty	9.5%	10.1%	8.6%	7.3%	9.3%	8.5%	11.5%
Note that data estimates as of July 1, 2015. *Data for these two categories are for those 25 years and older. Source: http://www.census.gov/quickfacts/table ... (July 1, 2015 population estimates)							

This data indicates a lower level of poverty on the Fort Berthold Indian reservation than for the State of North Dakota and even less than reported for the United States (14%). High school graduates were also higher than the average (except for Mercer County) of those who were 25 years and older as compared to the North Dakota population (91.3%) and higher than the national rate of 88.3%. The bachelor's degree graduates were much lower (17.6% to 25.3%) as compared to the North Dakota population (27.3%) and the overall U.S. population of 29.3%. Median head of household income and per capita income for the residents of these counties was also higher than that reported by the State of North Dakota and the U.S. population as well as a lower rate of persons in poverty.

Mountrail County, ND is the location of the main college campus, tribal headquarters and major service providers such as the Indian Health Service hospital, Head Start Programs, and a number of tribally owned businesses as cited earlier. Ward County, ND has the community of Minot, ND with a number of American Indians residing in this city. These individuals were not targeted for this survey as the focus was on those residents of the Fort Berthold Indian reservation.

PURPOSE OF THE SURVEY

NHSC's last strategic plan (2014-2019) was completed in 2013 and the college wanted additional input into the direction of the college and the needs of community. The accrediting body, the Higher Learning Commission, is scheduled to conduct a comprehensive evaluation in the 2017-2018 academic year at which time it will review the college's accreditation compliance. Strategic planning is a core component of the accreditation criteria. Specifically, HLC requires colleges to engage in "systematic and integrated planning" and furthermore, it needs to take into consideration internal and external constituents (HLC Criteria for Accreditation, Policy CRRT.B.10.010, page 6. 5.C. and 6.5.C.3.).

The data generated from the community needs assessment is anticipated to provide input with regard to the direction of the college over the next five years as it refines its 2014-2019 strategic plan.

Survey Development

While the initial goal for data collection, as reported previously, was

- 100% of the Board of Directors
- 75% of NHSC Employees
- 75% of NHSC Students
- Representation of approximately 15% from:
 - Mandaree (Est. 596 total population)
 - New Town (Est. 2,363 total population)
 - Parshall (Est. 1,216 total population)
 - Twin Buttes (Est. 315 total population)
 - White Shield (Est. 336 total population)

- The targeted goal was to survey fifteen percent of the adult Fort Berthold Indian Reservation adult residents. (Community populations total 4,826 divided by 2 (less than 18 years) equals 2,413 of which 15% equals 362.
- It was also estimated that at least 50% of the population was under the age of 18 years old.

An overall total of 323 people responded to this survey which is a meaningful representation of this community and was 89% of the target number.

Survey Design

Survey questions were developed by the consultants and reviewed with key NHSC administrators. A number of potential academic disciplines and job titles were added or removed to the initial list through this process. These suggestions were incorporated into the final document.

The survey gathered information about:

- the importance of attending college on the Fort Berthold reservation and in specific communities/districts;
- specific services for student success;
- challenges to student success;
- perceived importance and need for specific jobs on the reservation;
- personal interest in attending specific academic programs at NHSC;
- demographic information.

Four hundred fifty (450) hard copies of the survey were printed for completion by reservation residents and two hundred fifty (250) hard copies sent to the college for completion. Information about the survey was sent to the local radio station and BHG, Inc. to be included in the local newspaper which is printed on a weekly basis. The news releases were to inform the community that this needs assessment was taking place from February 16th to February 28, 2016 and that the college would provide incentives (i.e., 20 Walmart gift cards of \$50/each and two IPADs) for their participation.

Data Collection Process

Wiya & Associates, LLC hired two individuals who were familiar with the communities on the Fort Berthold Reservation to disseminate the surveys locally and collect them. This process of data collection was reported in detail as follows.

Paper surveys were administered to adults in each of the six segments across the Fort Berthold Reservation. Survey administrators followed a written protocol, which included verbally explaining the survey's purpose, anonymity, voluntary nature and instructions for completion to participants. While approximately 90% of surveys were completed in the presence of the administrator, the remainder took the surveys and returned them to administrators upon completion. As an incentive for survey completion, participants were entered into a drawing for one of two prizes; an I-pad or a \$100 Walmart gift certificate.

Data collection took place over an eight-week period, between February 15, 2016 and May 10, 2016. Two community data collection coordinators were hired, who in turn recruited and paid several additional community members to assist. Because the data collection coordinators lived in the Twin Buttes Segment, they were able to administer surveys in this segment. In Twin Buttes, surveys were administered during community events, including public community board meeting, a lunch sale, and community volleyball nights. In addition, coordinators recruited participants during regular interactions with community members such as school events or work interactions, and followed up by going to individuals' homes to administer surveys. This process was continued until a saturation point was reached, with further requests leading to reports of individuals having already completed the survey or declining participation.

For the Parshall, or Northeast segment, the lead administrative assistant for the segment office was recruited to assist with survey administration. She began by administering surveys to all segment staff. In addition, she utilized her position as

coordinator of the community Easter event to reach as many families as possible in this segment. Because the segment's Easter event is typically highly publicized and well attended, she was able to reach a large number of families in this way. Additionally, she recruited participants through routine services provided to community members by the segment office.

For the Mandaree segment, an active elder community member assisted with survey administration. Through her extended network of colleagues and families, she was well aware of survey administration opportunities. She attended a variety of community meetings, sales, and dinners, to recruit participants. Additionally, she went "door to door" to administer further surveys.

In White Shield, a community member with extended networking relationships was recruited to assist with survey administrations.

Because Four Bears and New Town are adjacent communities, they were reached through the same resources. The primary tribal administration buildings are housed in the area just between Four Bears and New Town, and tribal staff were very helpful in survey recruitment. One of the administrative assistants for the Chairman's office agreed to help coordinate survey administration for the main Tribal Administration Building. One of the primary data collection coordinators went "door to door" within the tribal building, which houses a wide variety of service offices. Employees who were able to complete the survey at the time of the coordinator visits did so. Those who agreed to complete it but were busy at the moment completed the surveys when they could and returned them to the Chairman's assistant who forwarded them to the collection coordinator. A similar process was followed with the TERO building. This new office building houses a variety of tribal service offices, including TERO, Housing, and 477 Programs. The 477 Director agreed to administer surveys to employees within the building as well as clients/community members who came to the offices. Finally, the Child and Family Services specialist additionally administered surveys to staff and clients. These two assistants subsequently returned the completed surveys to the Collection Coordinator. For additional participant recruitment in Four Bears and New

Town, a community member was recruited to attend community events basketball games and a local powwow.

There were minimal challenges experienced during the survey administration process, primarily to do with the completion directions. When first glancing at the survey, participants often seemed overwhelmed by the long list of possible responses on the second and third pages (which list possible academic focus areas). This was easily helped by administrators explaining that they need not have a response for all of them, only their top ten choices. Additionally, respondents were often confused by the ranking instructions in this section, so repeated explanation of instructions were sometimes needed. Finally, there were a number of eligible respondents who declined participation. Future community surveys may consider using an immediate incentive to increase participation.

Two hundred fifty paper copies of the survey were also sent to the College for dissemination, completion, and return. There was some confusion with regard to who was responsible for this task as one of the two lead surveyors was also employed by the College. The College returned very few surveys directly to Wiya & Associates, LLC. The overall outcome of this process was that 323 surveys were completed and it should be noted that community members always have the option of refusing to complete any survey.

SURVEY RESPONENTS PROFILE DATA

Basic Profile Information

A total of 323 responses to this survey were completed wholly or in part. These respondents were:

Gender

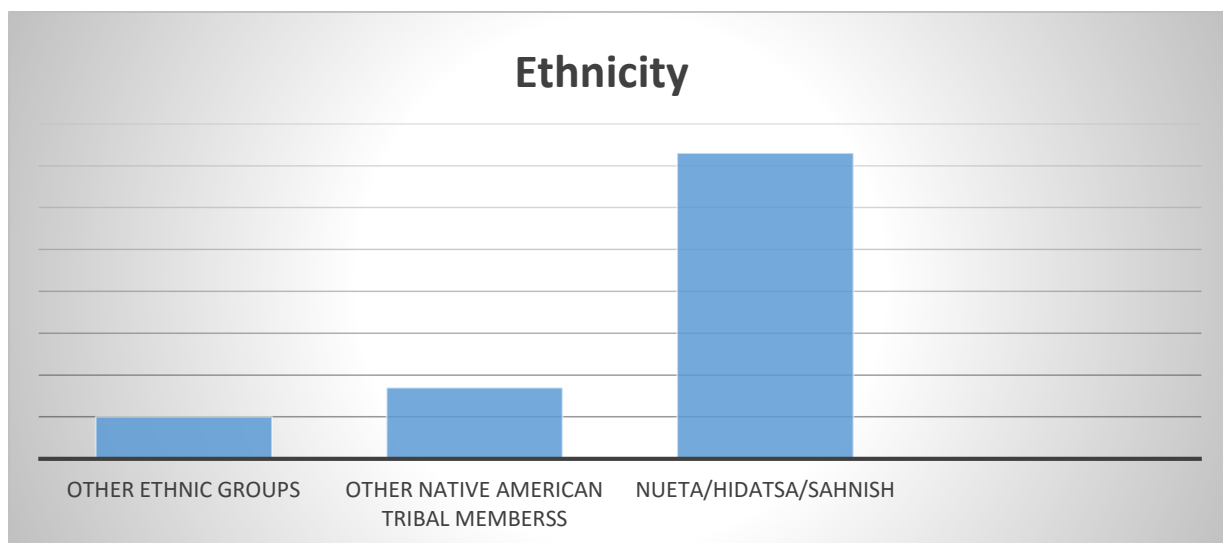
- 65% Female
- 35% Male

This gender ratio at NHSC is relatively consistent that found at other tribal colleges and universities.

Ethnicity

The respondents to this survey was primarily Nueta/Hidatsa/Sahnish tribal people.

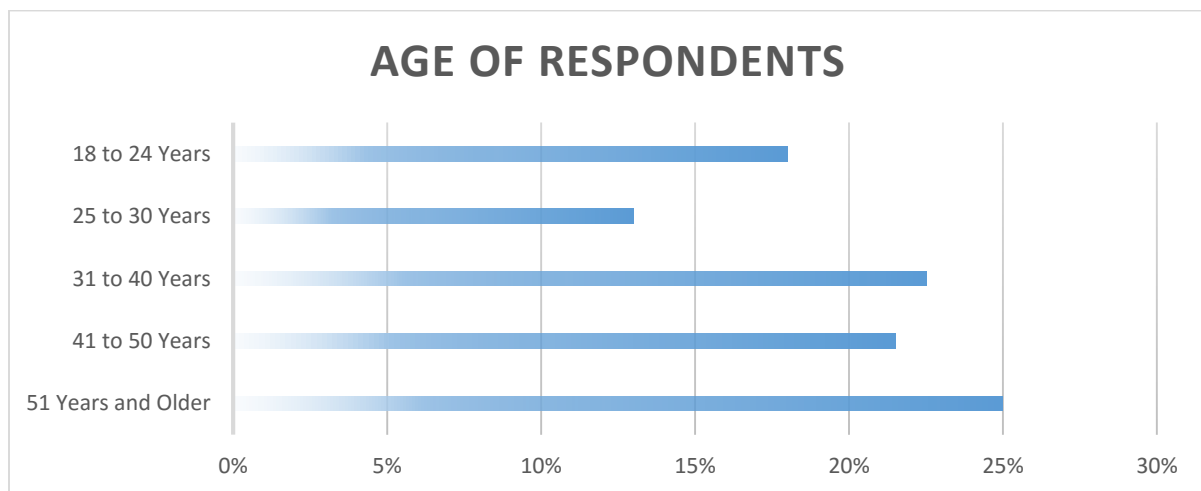
There were very few numbers in specific “other” ethnic groups, thus, these respondents were grouped together.



- 73% Nueta/Hidatsa/Sahnish
- 17% Other Native American Tribal Affiliation
- 10% Other Ethnicity e.g., Euro-American, African American, Hispanic, or Asian

Age Group

There was an excellent representation of the survey respondents from each of the five age categories as reflected in this chart with a higher than expected number of 51 years and older. This older group would not necessarily be interested in attending college (although some may be interested). But, their insight into the needs of the community are valuable and this age group would likely be interested especially for children and grandchildren who would be of college age. In fact, one respondent wrote in the areas of academic interest that his/her children would be interested in when responding to the questionnaire

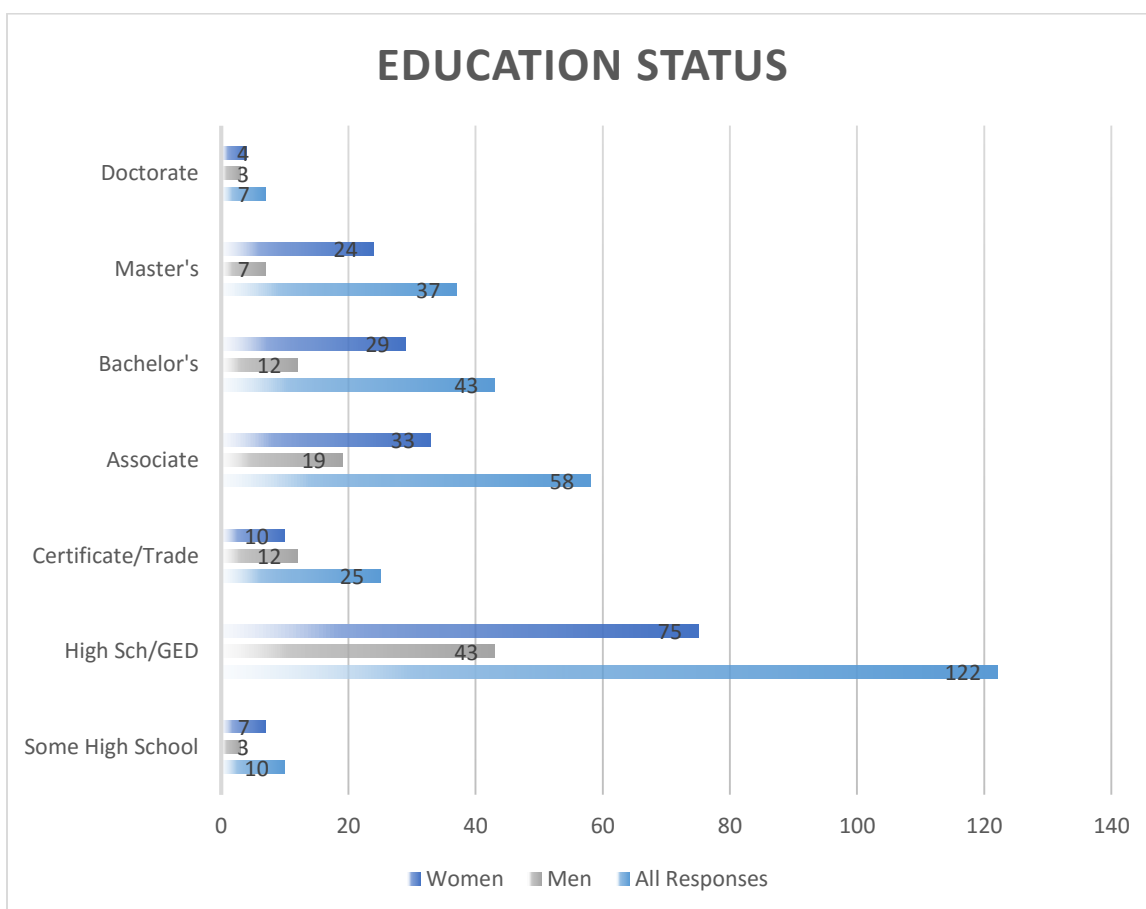


- 18% 18 to 24 Years
- 13% 25 to 30 Years
- 22.5% 31 to 40 years
- 21.5% 41 to 50 years
- 25% 51 Years and older

Education Status

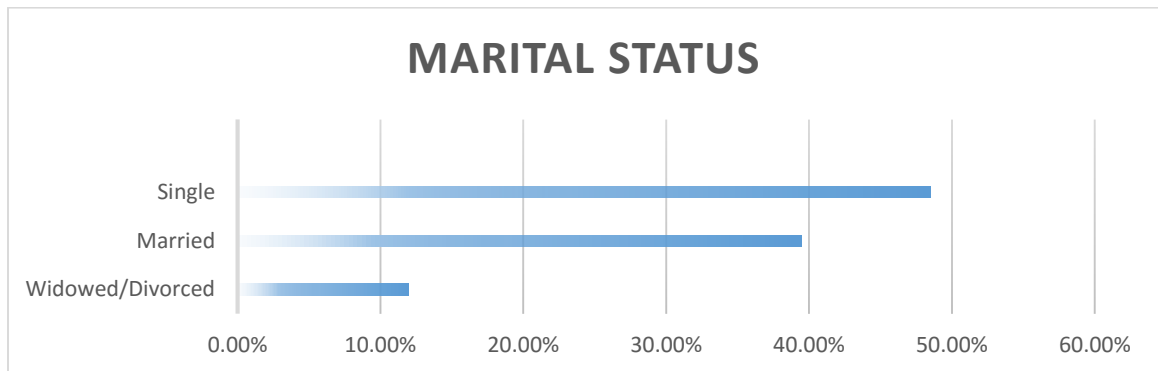
Close to half (44%) of those who responded to this question, did NOT have any college education. This is emphasized as this category would be of great interest for NHSC.

Women who provided information about their education, have more education than men in bachelor's and master's degrees (16% vs. 12% and 13% vs 7% respectively). Men more frequently reported high school/GED completion (43% vs. 41%); Certificate/Trade School (12% vs 5%); and Associate degrees (19% vs. 18%).



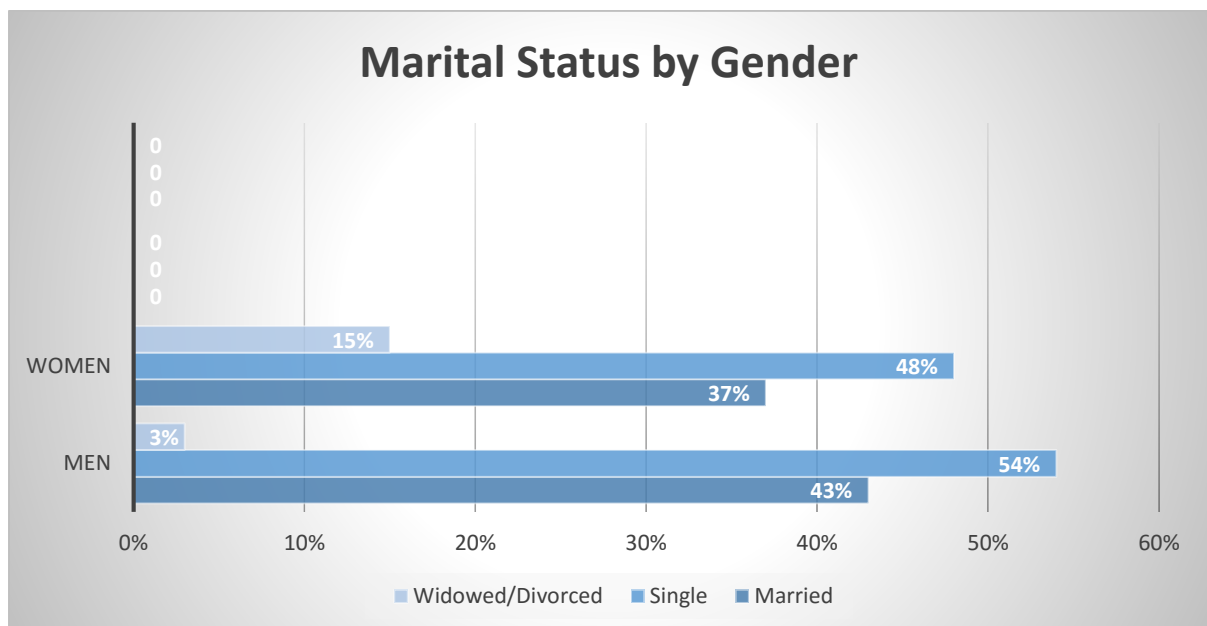
- 21 Respondents choose not to answer this question.

Marital Status



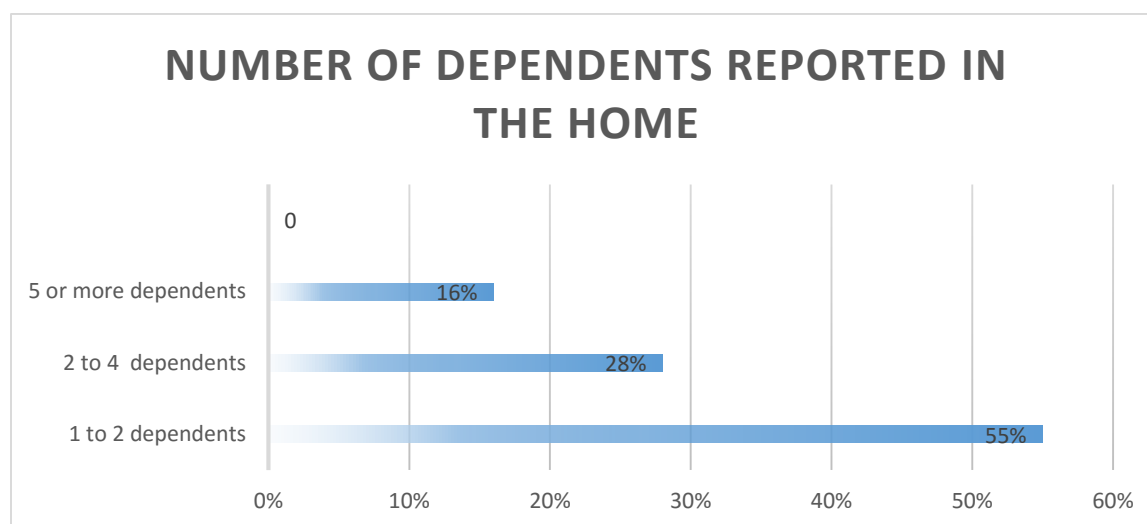
- 48.5% Single
- 39.5% Married
- 12% Widowed or Divorced

Forty-three percent (43%) of the men reported that they were married as compared to 37% of the women. Men were also more likely to report being single (54%) while women were more likely to report being divorced or widowed (15%).



Dependents

While 44% of those surveyed skipped this question, over half (55%), of those who did respond, reported two to four dependents in their homes which was followed by 28% reporting one to two dependents and 16% indicating five or more dependents. There was no distinction between children as dependents or elders as dependents. Note that the survey design did not provide for those with no dependents to check a box indicating this situation which would result in a higher number of non-responses to this question.

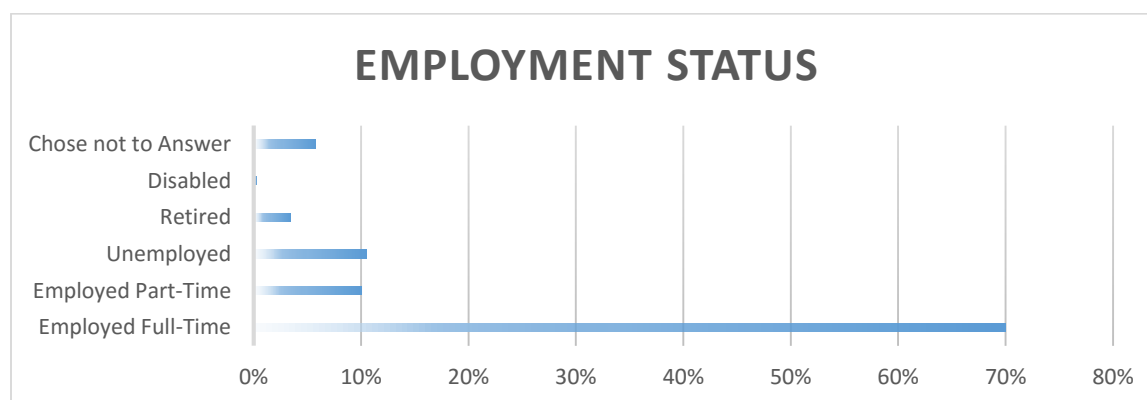


Employment Status

Employment status of the adults on the Fort Berthold Indian Reservation is a challenge to verify especially given the oil and gas activity of recent years which has had a major impact on the economy. This activity is known for its “boom or bust” cycle. Steve Russell (January 2, 2015) reported unemployment in North Dakota as under five percent (5%) but the counties making up at least part of the Fort Berthold reservation was between 10% and 17%.

The Bureau of Indian Affairs 2013 American Indian Population and Labor Force Report estimated that those American Indians 16 years and older who were available for work but not working within the North Dakota Indian reservations was 22%. This report also indicated that it found, on average, about 49-50 percent of all Native Americans in or near the tribal areas of federally recognized tribes, who are 16 years or older, are

employed either full or part time in civilian jobs. The Economic Policy Institute (December 17, 2013) found that the unemployment ratio of American Indians to white unemployment rates was 3.3 to 1 in the Northern Plains specifically, 15% unemployment for American Indians to 4.6% for “whites.” While unemployment may not be as bad on the Fort Berthold Indian Reservation in comparison to other reservations, it is still a concern. Respondents to this survey have a very high employment rate as indicated in the following table.

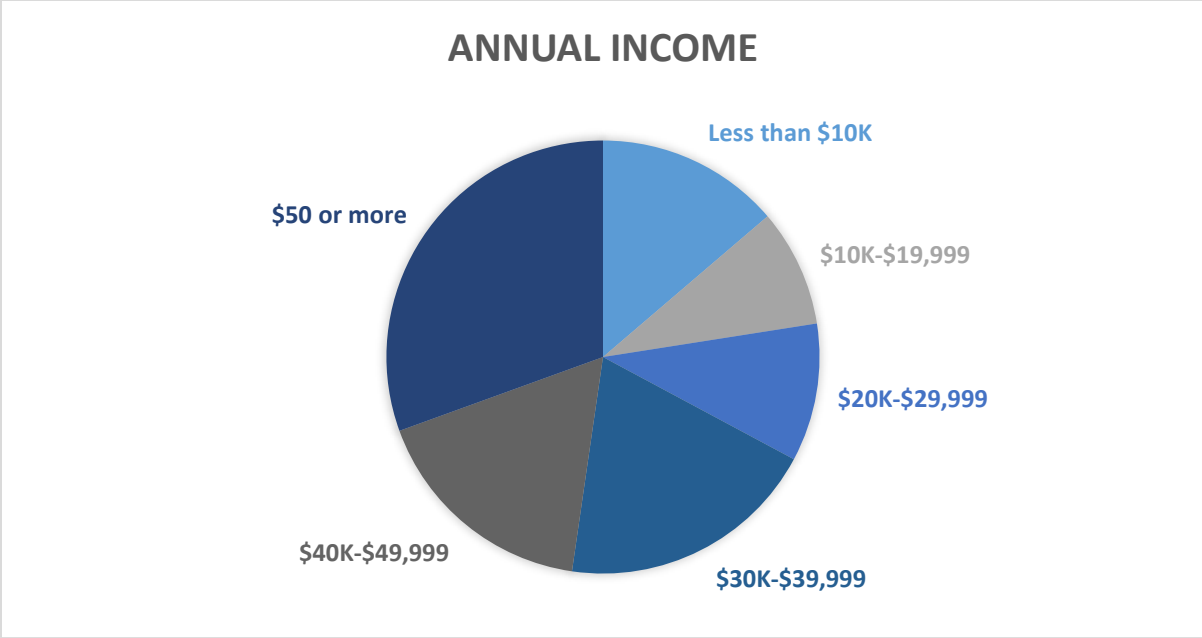


- 70% Employed Full-Time * .3% Disabled
- 10% Employed Part-Time * 5.8% Chose Not to Answer
- 10.5% Unemployed
- 3.4% Retired

Annual Income

Nearly one fourth (23%) chose not to answer the question about his/her annual income.

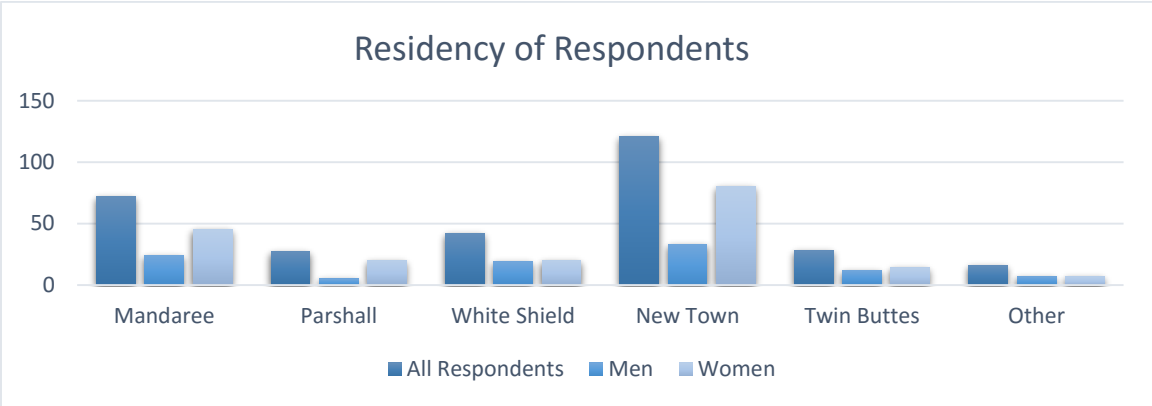
- Nearly a third (31%) of those who did answer this question earned \$50,000 or more.
- Seventeen percent (17%) earned between \$40,000 and \$49,999
- Nearly 1/5th (19%) of those who responded, earned between \$30,000 and \$39,999.
- The remaining third of the respondents earned \$29,000 or less annually.



These figures can be compared to the North Dakota median household income of \$55,579 or the State's per capita income of \$30,894.

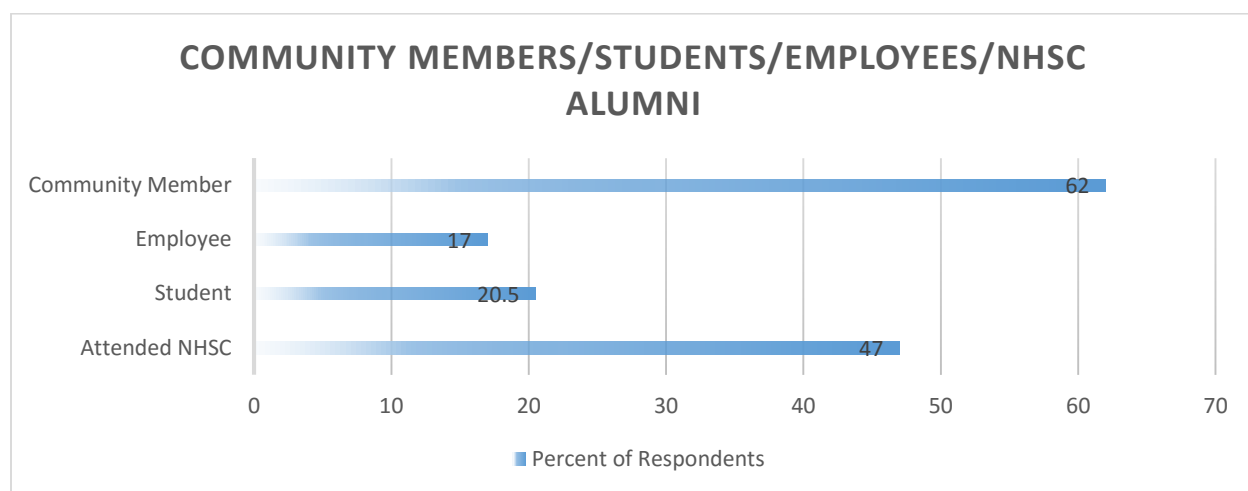
Residency

The greatest number of those responding to this survey reported their residency in the community of New Town (39.55%) which was followed by Mandaree (23%); and then by White Shield (14%); Twin Buttes (9%); and Parshall (9%); with the remaining from “other” places.



Make Up of Community Members/Employees/Students

There were 62% of the respondents who identified as community members with 20.5% identified as current students. Seventeen percent (17%) identified as NHSC employees with less than 1% of respondents identified as board members of the College. Nearly half (47%) of all respondents indicated that they had attended NHSC in the past (this percentage includes those who graduated). Of the 323 surveyed, fifteen percent (15%) reported that they had graduated from NHSC.

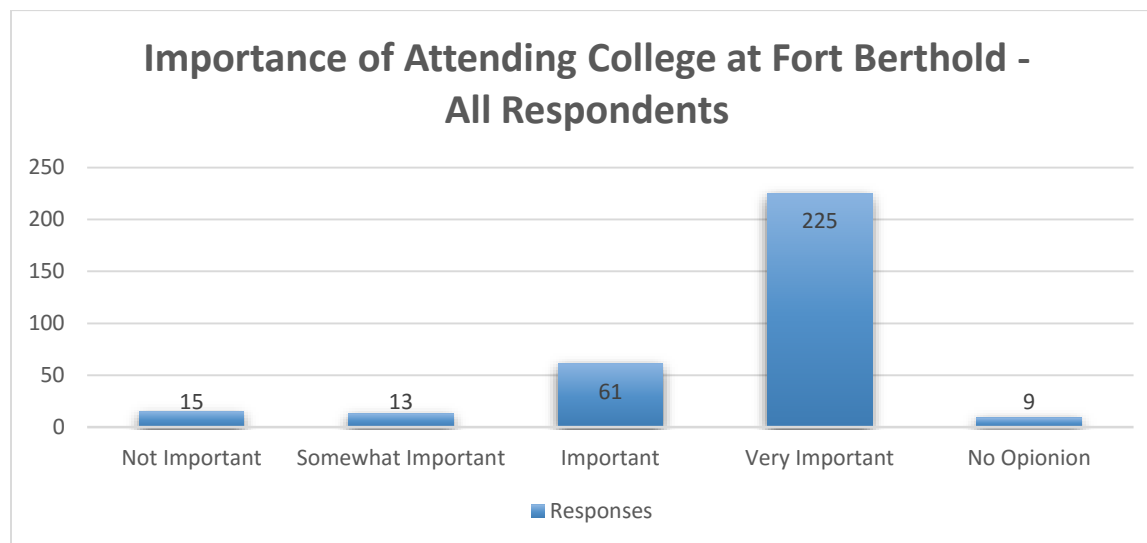


IMPORTANCE TO RESPONDENTS

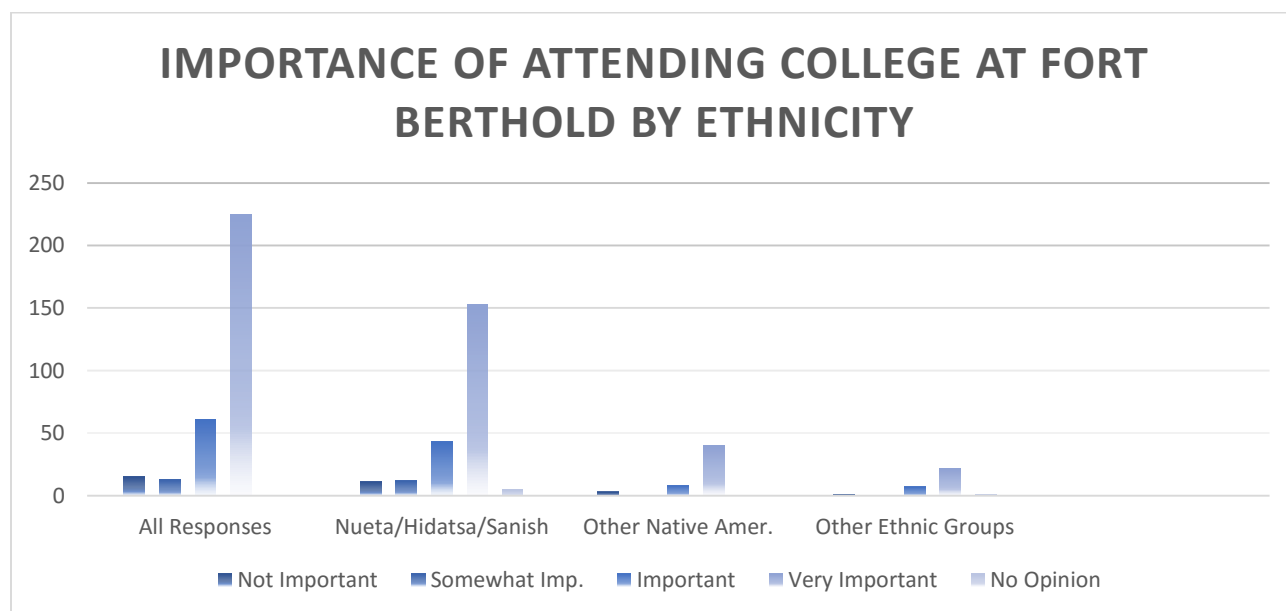
Respondents were asked a series of questions regarding the importance of specific opportunities, services, or programs. A four-point, Likert-type scale was used to record responses with an option of “no opinion.” All of these items scored high in the level of importance and exceptionally high when the responses of “important and very important” were combined. While there can be several explanations for respondents rating all questions very high, the researchers have chosen to attribute this to the high level of concern for the needs of the community and support for the college.

Opportunity to Attend College on the Fort Berthold Indian Reservation

The first survey question asked how important was it for the opportunity to attend college at Fort Berthold. Overall, 88.5% of those responding indicate that it is important to very important to have the opportunity to attend college on the Fort Berthold Indian Reservation.

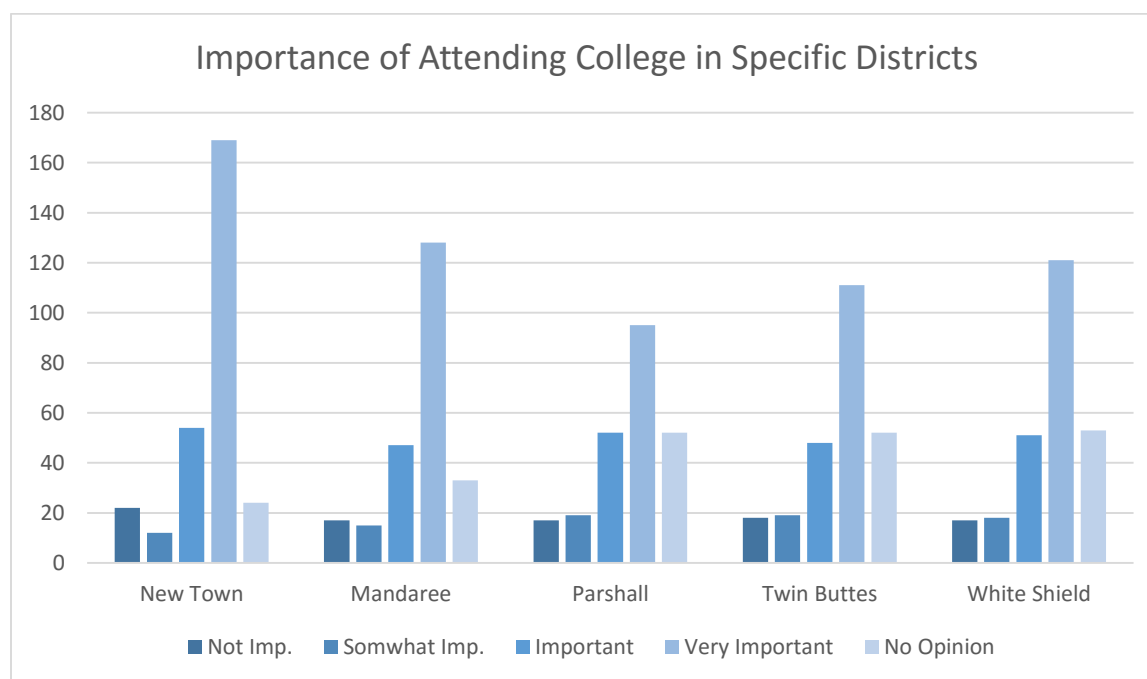


Examining the question of importance of attending college at Fort Berthold by ethnicity reveals the following outcome:

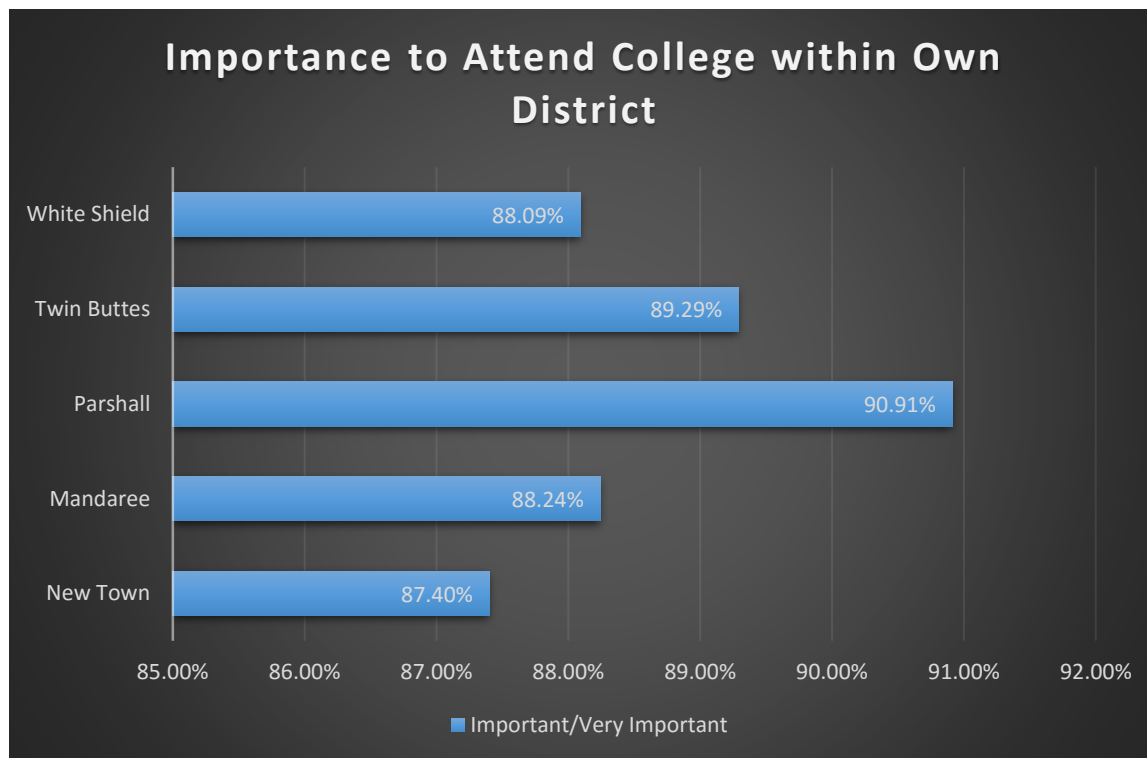


This information is provided as the overall data indicated 11.5% of those responding reported that attending college at Fort Berthold as “not or somewhat important” or having “no opinion”. It would seem that all tribal members would view this question as important or very important but that is not the case. With regard to implications for NHSC, this may indicate a need for greater publicity about the educational quality and standards of the college including the opportunity to earn a degree from a tribal cultural perspective.

Respondents were also asked how important it was to attend college in one of the five communities on the Fort Berthold Indian Reservation. The responses follow in this chart. Respondents were able to indicate the level of importance to attend college in each of the communities and not limited to one answer so a respondent could indicate that it was “very important to attend college in White Shield and “not important” in the other communities and vice versa. Those who reported “no opinion” were not included in this chart.

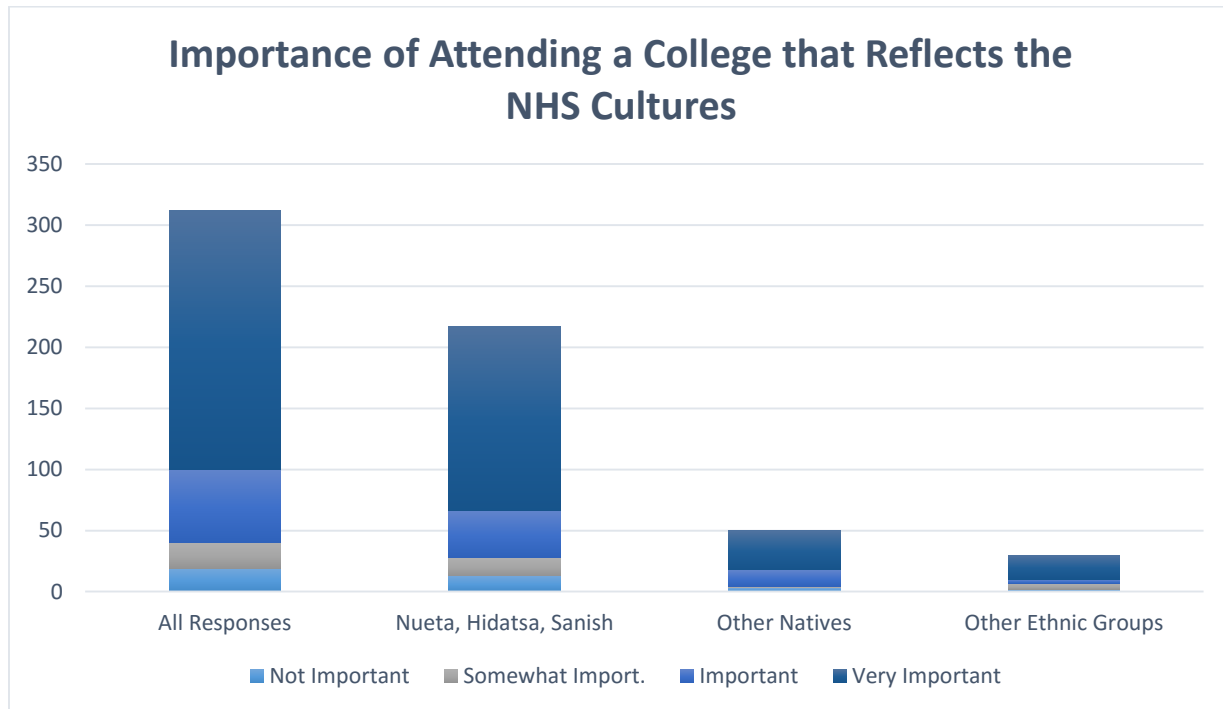


Examining the responses of those who lived in specific districts and reported that it was important or very important for them to have access to college in their own districts revealed a very strong sense of importance with each of the communities as reflected in the following chart.



Opportunity to Attend a College that Reflects the Nueta, Hidatsa, and Sahnish Cultures

The vast majority of those surveyed indicated that it was very important (67.3%) to important (19.05%) resulting in over 86% indicating that it was important or very important for the College to reflect the tribal cultures of the Nueta, Hidatsa, and Sahnish people. This data by ethnicity is reported as follows:



Importance of Specific Services

There were a number of services identified by the College that could determine the priority of these services as to what is offered and when. The responses are reported by community members, students, and employees as each group would have a specific interest such as community members may see specific services as important for themselves or family members to attend college or employees see the importance to students as a result of concerns expressed by their students.

Important or Very Important Responses

	Community	Students	Employees	Comment
Child Care	91%	87%	84%	<ul style="list-style-type: none"> Level of opportunity combines the percent of responses of “important” and “very important”
Student Family Housing	87.5%	86.5%	91%	
Single Student Dorms	82%	93%	88%	
Workshops to Enhance Personal or Job-Related Skills	88%	87%	93%	
Work on Campus	86%	87%	91%	
Short-Term Vocational Training	87.5%	83%	95%	
Student Internships	85%	81%	86%	
Participation in Athletics	75%	77%	77%	
Weekend Classes	68.5%	52%	40%	

Child care is such a major concern that NHSC is encouraged to explore the possibility of providing childcare services for its students. It is recommended that NHSC immediately address this issue by identifying existing childcare resources such as a list of certified childcare providers and programs that provide financial support for this service. Student Services could also work with students to develop strategies to provide services such as taking care of each other’s children during classes.

With regard to strategic planning to address the needs of its students and potential students, it is recommended that NHSC explore possible options of developing and implementing a child care program. This program could be facilitated through its Early Childhood Education Program and used as a learning laboratory for these students as

well as Education students in general. Other colleges have established childcare programs for their students which is also a possible reference or source of information for NHSC.

Student housing, had strong support with stronger concern for family housing expressed by the community and NHSC employees while students have a stronger response to the importance of dorms, i.e., single student units. It is recommended that student housing, both dorms and family units, have great priority in the next strategic plan.

Work on campus and short-term vocational training was very strongly supported by NHSC employees in addition to support by community and students. Workshops to enhance personal or job-related skills were also rated high. In comparing this information with the perceived need for specific jobs, there are two short-term vocational trainings there were identified: Nurse's Aides (CNAs) and EMT/EMS. When including those academic programs that respondents reportedly were interested in, this list would include Home Health Aides. All three of these short-term training programs would fall under the umbrella of "Health Care." This data also indicates a great importance for work opportunities on campus including internships. With regard to long-term planning, this data suggests expanding the Federal Work Study Program as well as emphasizing internship opportunities within academic programs as well as any newly developed grant applications.

Workshops to enhance personal and job-related skills could include a myriad of possible topics such as resume writing, effective interviewing skills, Microsoft Office, database management and so forth. This could be developed into an Office of Continuing Education in which the program director would work closely with area employers to offer job enhancement skills training

Of these responses, there is a mild interest in weekend classes by current student and even less by NHSC employees although somewhat stronger sense of importance by community members. The second lowest level of importance was to in reference to participation in athletics with 75% of the community indicating that this was important or

very important and only 77% rating by students and employees. Three-fourth of the community member responses still demonstrates relatively strong support for athletics.

Importance of a 2 Year and/or 4 Year Degree

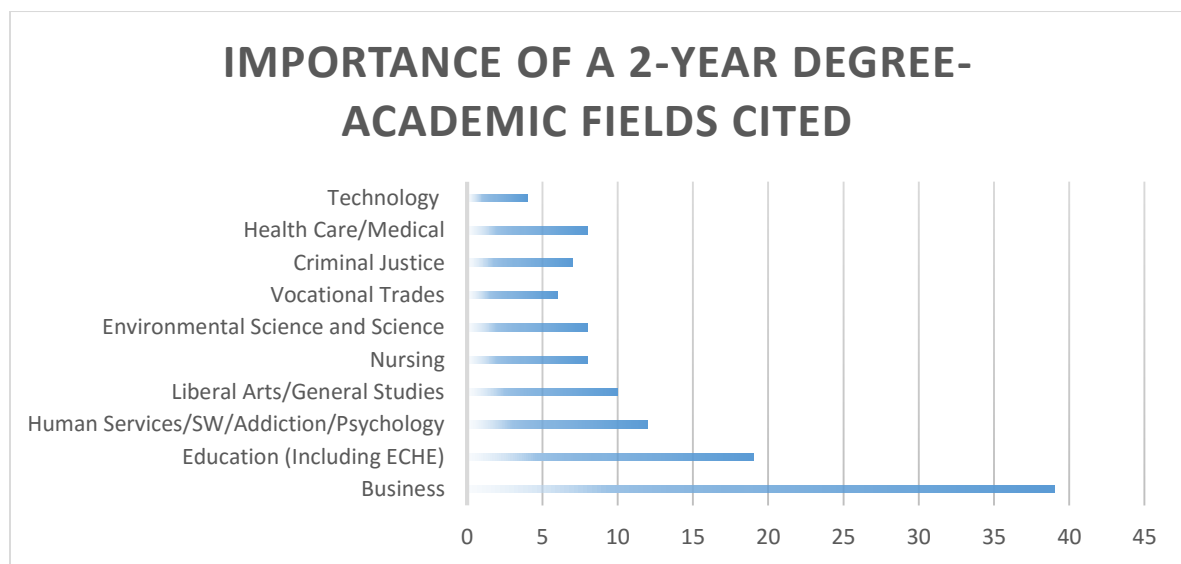
The survey asked two questions regarding the importance of a degree at the two-year level and the four-year level. There was a problem with the survey as it asked how important was the opportunity to complete a 2-year degree but did not allow for a rating of 1 to 4 or no response. This question was followed up asking the respondent to indicate the field of the degree. This question was then followed by the same question and follow up request for a field designation. If the respondent wrote in his/her rating, this was entered. If the respondent entered a field of interest and then rated the question about the importance of a 4-year degree, this rating was assumed to be true for the 2-year degree and entered as such. In spite of this glitch, 290 responses were entered.

Importance of a 2-Year Degree					
	Not Important	Somewhat Important	Important	Very Important	No Opinion
Overall Responses	5.5%	2.5%	12.75%	75.5%	3.75%
Men	5.81%	4.65%	18.60%	68.77%	1.16%
Women	4.47%	.56%	11.17%	78.77%	5.03%

Whereas, women indicated stronger importance than men, there was no significant difference when combining “important” and “very important” responses for each gender (women = 89.28% and men = 88.37%).

The follow up question requested the respondent to indicate a specific field of interest. There were 144 responses to this question. The ten most frequently cited academic fields were:

- Business (39 responses)
- Education including Early Childhood (19)
- Human Services including social work, addiction, psychology (12)
- Liberal Arts/General Studies (10)
- Nursing (8)
- Environmental Science and Science (8)
- Vocational Trades including plumbing, welding, auto repair, agriculture (6)
- Criminal Justice (5)
- Health Care/Medical (5)
- Technology (4)



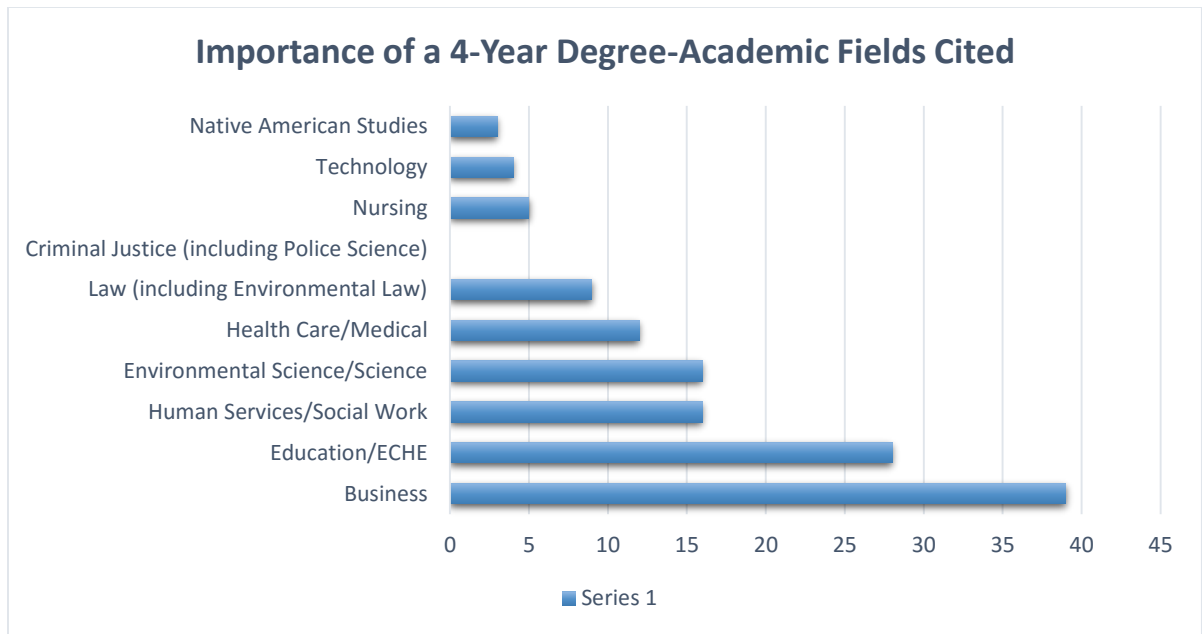
All of these academic programs are offered by NHSC at the Associate of Arts, Associate of Science, Associate of Applied Science level as well as Vocational Certificates in the trades except for plumbing and automotive repair.

Importance of a 4-Year Degree					
	Not Important	Somewhat Important	Important	Very Important	No Opinion
Overall Responses	6%	2%	11%	74%	7%
Men	6.10%	3.66%	15.85%	69.51%	4.88%
Women	3.53%	.59%	10.00%	77.06%	8.82%

Similar to the previous question regarding the importance of a 2-year degree, the follow up question requested the respondent to indicate a specific field of interest. There were 141 responses to this question. Women were more likely to express “no opinion” with regard to this question than men.

The ten most frequently cited academic fields were:

- Business including Finance, Accounting, Management, Marketing, Entrepreneurship (39 responses)
- Education including Early Childhood (28)
- Human Services including social work, addiction, psychology (16)
- Environmental Science and Science (12)
- Health Care/Medical (12)
- Law including Environmental Law (9)
- Criminal Justice including Police Science (8)
- Nursing (5)
- Technology (4)
- Native American Studies (3)

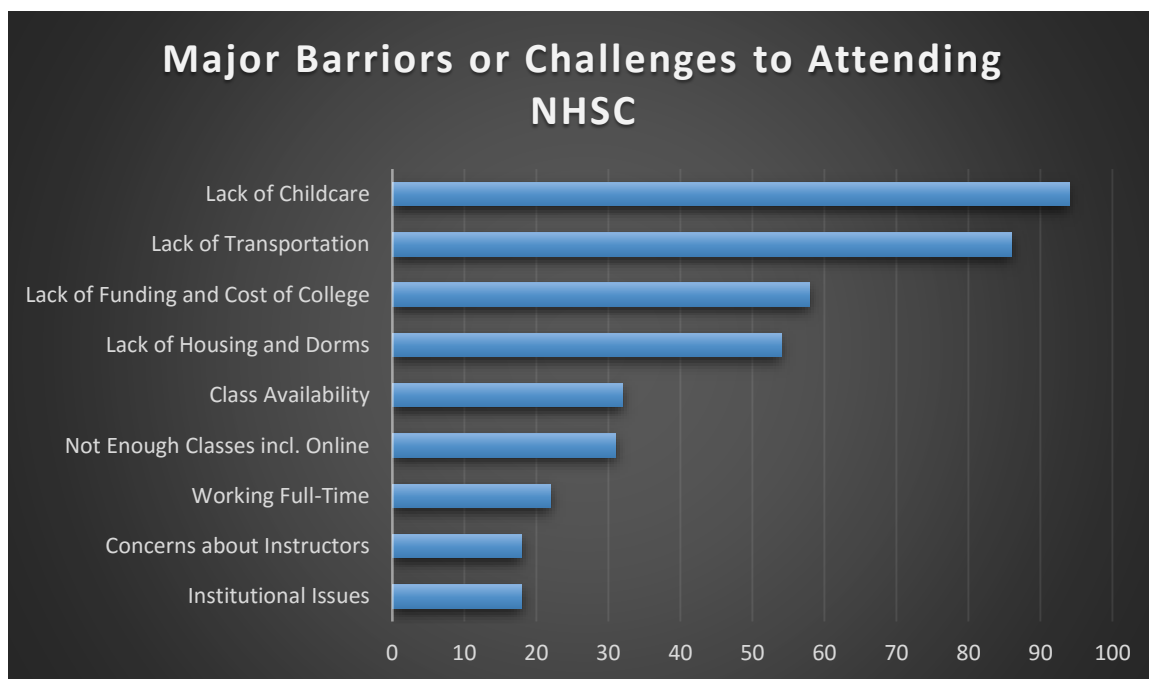


The responses are similar to the 2-Year degree programs except that the vocational trades and the Liberal Arts/General Studies programs were replaced by Law and Native American Studies. This former two disciplines would clearly be at the 2-Year level while the latter two disciplines more fitting to the 4-Year level with law being a “pre-law” program.

Barriers or Challenges to College

Respondents were asked to identify some major challenges or barriers to attending NHSC. Three blank cells were available to be filled in with one or more challenge in each cell. There was no ranking of the identified barriers; thus, the responses were compiled by frequency. Four hundred seventy-one duplicated responses were entered. The five more frequent challenges were:

1. Lack of Childcare (94)
2. Lack of Transportation (86)
3. Lack of Funding and Cost of College (58)
4. Lack of Housing and Dorms (54)
5. Location of the College and not enough presence in the specific communities (i.e., segments) (42)
6. Class availability including no evening classes, conflicting schedules, length of the class (32)
7. Not enough classes or programs including online classes (31)
8. Working Full-Time (22)
9. Concerns about instructors, e.g., having other jobs, late for class, canceling class, problems communicating (18)
10. A number of concerns raised were categorized as institutional issues, e.g., need for higher standards for students, unorganized, technology infrastructure issues (system losing information, Jenzabar), limited amenities/services, lack of student clubs and student involvement, and a lack of follow up with interested students. (18).



Child Care

Child care is a major issue faced by tribal colleges. Of the 229 respondents to the question pertaining to the number of dependents in his/her household, 28% reported one to two dependents; 55% reported two to four dependents; and 16% reported five or more dependents. Effectively addressing child care needs to become a strategic priority for NHSC.

Transportation

The lack of transportation is also a major challenge to attending college. Currently, there is no regular public transportation offered through the College other than special occasions such as registration or some student activities. A short-term response to this concern, could be developing a ride-share program where students could post a request online and/or a specific site on campus.

A more strategic long-term goal for NHSC would be to coordinate with the Three Affiliated Tribes to establish a reliable transit program that would serve all of the districts in coordination with the academic class schedules and student activities to alleviate this problem.

Lack of Funding and the Cost of Attending NHSC

Lack of funding for potential students can mean several things such as: 1) not applying for PELL in a timely manner including not completing the application documentation process; 2) not being eligible for PELL; 3) poor academic standing or 4) the individual has an outstanding financial obligation to NHSC. Examining each of these four scenarios suggest specific actions and goal setting.

PELL applications are due by March 1st of each year. NHSC should set a clear goal as to the number of “PELL Awareness and Application Events” throughout each district that are heavily advertised. There should also be a targeted number of applications set for each district. NHSC should also not restrict these events to only their district sites but hold a “seniors” night at the high schools and invite parents and other family members. Holding an event at the district community centers and in

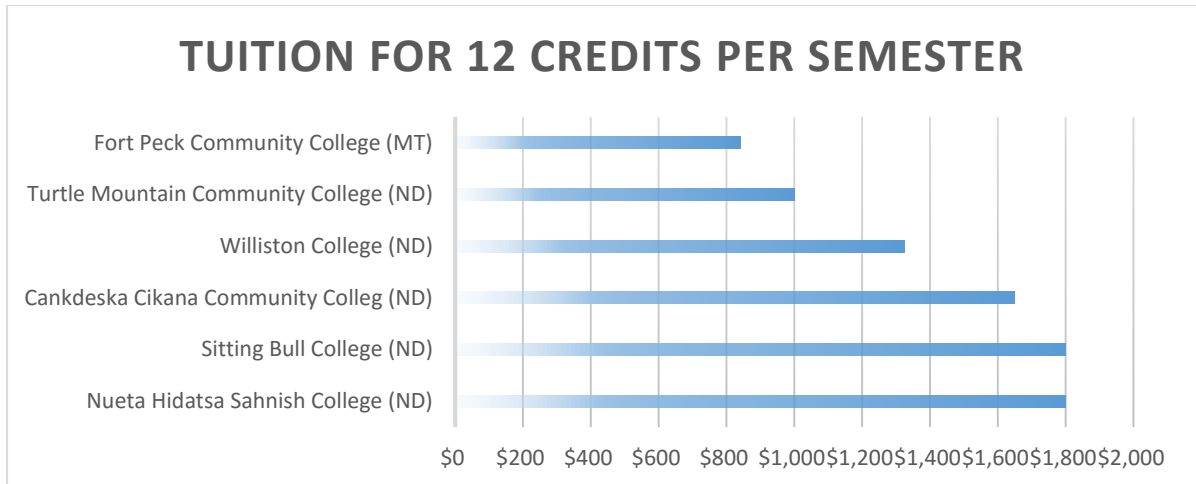
conjunction with other community events known for significant numbers of participants (e.g., pow wows, winter dances, sporting events, etc.)

A potential student may be ineligible for PELL funding if he/she has worked full-time in the past year resulting in a relatively high income but no longer working. NHSC should review its financial aid files and inquiries to determine how frequently this happens. The Department of Education's Title IV Program allows some leeway in terms of professional determination of need but it also must exercise this with extreme care so as not to jeopardize this program for the college.

Poor academic standing in which a person was student at NHSC or other higher education institution failed to live up to minimum academic standards will also prevent students from qualifying for PELL and other financial aid. NHSC could consider a "forgiveness" program in which grades are dropped from the individual's grade point average after a specific time period. Pass/Fail options for classes can also be implemented to encourage students to take challenging courses without significantly impacting their grades (P/F would not be counted in the g.p.a.).

With regard to outstanding bills at the College, again, NHSC could consider a window of financial forgiveness for a specific time period or other conditions. The College could aggressively work with those who have outstanding financial obligations to develop a pay-back plan as well.

It currently costs an estimated \$19,010 per academic year (2 semesters) for an independent student to attend NHSC and \$13,970 for a dependent student. Tuition is \$1,800 per semester. There is great variance in the cost of books, institution fees, housing, and transportation making it difficult to compare one college to another on all these factors. In comparing the tuition costs of NHSC with other tribal colleges in the area, NHSC was at the higher end of the spectrum as indicated in the following chart.



While the tuition is a bit higher than comparison college, the cost of housing because of the oil and gas impact and a general housing shortage, makes attending NHSC a significant cost but one that is necessary whether attending college or working.

Lack of Family Student Housing and Dorms

NHSC has included student dorms and family housing in its past strategic plan. It has been reported (email correspondence with S. Mortensen, July 5, 2016) that NHSC has six dorms units that can house 12 students for women on campus. It also has rented dorm facilities for men but discontinued this practice due to the high cost. There has been a priority to provide dorm units for the student athletes. The great need for student family housing and single student dorm units indicates that housing needs to be a high priority for NHSC's long term strategic plan.

Class Availability

Class availability challenges due to schedule conflicts and/or the lack of classes to complete degree programs also needs to be addressed. Every student should be able to graduate in an Associate or Applied Associate Degree program in two years or four-semesters. Every student enrolled in a baccalaureate degree program should be able to have all of the courses offered to allow for graduation in four years or eight-semesters. This is required as part of the institutional integrity standard of accreditation. This means that all classes for the degree programs need to be

offered on a regular basis. (There needs to be verification that all essential classes are offered on a regular basis to allow graduation within the 2 or 4 year timeframes.)

NHSC currently offers a few face-to-face classes in at least some of the districts and some courses over its interactive video system (CLAN). Although some classes are accessible at the district level, there is obvious distress with regard to class schedule conflicts. Goals need to be established with regard to the level of services that need to be accessible at the district level. This is especially important when the desire for district level services is expressed so strongly. (See page 31 for chart.)

The challenges of working full-time and time conflicts is a more difficult barrier to attending NHSC when the respondents to this survey also indicated minimal interest in attending classes in the evenings or on weekends. NHSC could consider developing block scheduling where classes would meet in one or two evenings (e.g., 5 p.m. to 8 p.m.) for five to six weeks. This would be designed for those community members who are working full-time and end their work day at 4:30 p.m. so that they could attend class from 5 p.m. until 8 p.m. once a week. Again, greater services at the district level could alleviate some of these conflicts if classes were offered closer to the students' homes in the outlying districts.

Concerns About Instructors

NHSC needs to assess the validity of the concerns regarding instructors cancelling classes or arriving late for class. It also needs to review its policy on allowing instructors to hold second jobs in addition to teaching at the College to determine if there is a real or perceived conflict of interest or priorities. This also may be a community perception issue that needs to be address in support of the faculty members.

Institutional Issues

A number of concerns raised were categorized as institutional issues, e.g., need for higher standards for students, a sense that the College was unorganized, technology infrastructure issues (system losing information, Jenzabar, technical problems with CLAN), limited amenities/services, lack of student clubs and student involvement, and a lack of follow up with interested students

It is recommended that NHSC facilitate a supportive environment on campus that includes helping students with time management skills in addition to study labs and tutoring services.

Academic or Professional Goal

There is a strong focus on bachelors, masters, and professional degrees, i.e., doctorates or law. A significant number of the responses indicated a specific type of job (e.g., coach or teacher), location of employment (e.g., Washington, D.C.), or field of interest (e.g., anthropology, health care).

<i>Degree Types Cited</i>	<i>Community</i>	<i>Students</i>	<i>Employees</i>
<i>Certificate</i>	2%	0%	0%
<i>Bachelor's Degree</i>	40%	21%	10%
<i>Master's Degree</i>	17%	6 %	0%
<i>Doctorate or Professional Degree</i>	2%	22%	20%
<i>Business Owner/Entrepreneur</i>	17%	18%	40%
<i>Other Professional Goal</i>	22%	33%	30%

Jobs Needed Most Reported by Respondents

The community needs survey asked respondents to identify the top ten jobs areas or professional fields that were of greatest need on the Fort Berthold Reservation. Thirty-seven positions were listed with an opportunity to add a job category if the respondent chose to do so. These 37 jobs items took two pages with respondents doing one of the following: a) indicating job fields one through ten; b) entered job fields one through ten on the first page and again on the second page; c) rated every job listed between one and ten; d) rated each job from one to 37; or e) checked those fields of importance without numbering them. If the job category was rated ten or greater or if there was no number (just checked), this was entered into the database as a ten. In trying to address this anomaly, the results were skewed in terms of averages. The percentages of responses that rated the job item as a one or two were used to determine the level of importance in the following chart. It also needs to be noted that the number (N)

responding to each job category varies considerably (range 97 to 192) so the number of responses to each item is listed under the “N” column.

Perceived Need for Specific Jobs

	Position	N*	Percent of those who indicated high Importance
1	Accountant	114	28.38%
2	Elementary Teachers	187	24.60%
3	Mental Health Counselors	192	22.40%
4	Human Service Workers	178	21.91%
5	Early Childhood Educators	181	19.88%
6	Business Admin./Management	172	19.77%
7	Social Workers	190	19.48%
8	Nurse’s Aides (CNAs)	171	19.30%
9	License Practical Nurses	175	18.85%
10	EMT/EMS	166	18.68%
11	Addiction Counselors	189	18.52%
12	Pre-Med	169	18.34%
13	Alternative Energy Workers	153	18.30%
14	Legal Studies	176	18.18%

*N = total number of respondents to this job category

There were 32 jobs written in under the open-ended question of “other. All of these job titles were included in the list for response with the exception of: 1) A horse degree program; 2) Secondary Education; 3) Communications; 4) Athletic Trainer; 5) Anthropology; and 6) specific vocational programs e.g., auto mechanics, electrical, plumbing, heavy equipment operators. There was also doctor and pharmacy listed which are professional programs beyond the bachelor degree programs.

Academic Programs of Greatest Personal Interest

It was recognized that respondents could indicate great need in specific fields but would not be interested in pursuing those academic disciplines personally. With this in mind, respondents were asked which programs of study would they be interested in pursuing. One hundred twenty-three people responded to this question with the most frequent academic programs identified in the chart below. There was some variance in the fields that respondents perceived as important and those disciplines in which they would be willing to pursue.

Rank	Job Title	Percent of Responses	Ranking on Identified Needed Jobs*
1	Business Management/Administration	43%	6
2	Criminal Justice	32%	25
3	Native American Studies	29%	20
4	Accounting	27%	1
5	Health Care Manager	25%	30
7	Computer Science	24%	16
7	EMT/EMS	24%	10
9	Entrepreneurship (Owning a Business)	23%	29
9	Tribal Management	23%	35
10	Legal Studies	22%	14
11	Wellness and Fitness	22%	32
12	Home Health Aide	21%	26

*See appendix

It is interesting that only Business Management/Administration (6th), Accounting (1), EMT/EMS (10th), and Legal Studies are in the top 14 jobs that are perceived as needed. Although these jobs are necessary for the community, the respondents are not necessarily interested in pursuing these career fields on a personal level.

RECOMMENDATIONS FOR STRATEGIC PLANNING

This Community Needs Assessment revealed several significant findings as it pertains to the future planning for the College and the community. Three areas will be discussed for consideration by the College administration and the Board of Directors.

College Access

The community clearly wants to have greater access to higher education at the district level. The College has several options which include develop a “site-based” model of higher education that would greatly expand the opportunities for students to remain in their districts to access college. This dispersed education model is used by at least two tribal colleges, Oglala Lakota College and Dine College. Depending on the academic program, instructors could offer hybrid classes using the CLAN interactive video system, the Internet (e.g., Moodle or Blackboard), as well as alternating on-site instruction so that all students receive some face-to-face instruction. Another way of providing consistent access is to have instructors rotate from site to site offering classes.

The alternative to providing greater access at the district level would be to develop a highly reliable transit system to assure that students will be able to get to the main campus for classes. It may be possible to seek a partnership with the Three Affiliated Tribes to establish a transit system that would serve specifically, NHSC students. Sitting Bull College (SBC) currently coordinates the Standing Rock Sioux Tribe’s transit system although it does not cater specifically to SBC students.

There is also a clear demand for family housing as well as single student dormitories. If the College chooses to prioritize this for its students, this would imply a more centralized campus model as enhancing services at the district level would be to allow students to remain in their homes and home communities.

Academic Programming

NHSC has initiated baccalaureate degree academic programs with its Environmental Science, Elementary Education, and Native American Studies programs. There is support from the community for the continued expansion to the 4-year degree level from this report as well as other data such as a report by the Bismarck Tribune which cited the Achieve report, which indicated 34% of jobs in North Dakota require a bachelor's degree while only 18% of adults 25 years and older have a bachelor's degree. ***There are several areas that NHSC currently offers programs at the Associate Degree level that could be expanded to a baccalaureate degree.***

1. Business Administration/Management expanded to a Bachelor's Degree with emphasis in:
 - a. Finance
 - b. Management
 - c. Administration – Including Tribal Administration
 - d. Accounting
 - e. Entrepreneurship
2. Addiction Studies and Human Services expanded to a Bachelor's Degree in Social Work with emphasis in Addiction Studies. This degree is much more prescribed than a more general Human Services Degree and it is also more recognized by Federal and State agencies.
3. Health Care Management expansion to a Bachelor's Degree would build upon the Nursing and Medical Secretary A.A.S. programs. It could also be a collaborative degree program with Business Management in which it would include some of the management classes.
4. Computer Science/Information Systems would expand the current Computer Information Specialist A.A.S. Degree to a Bachelor's Degree program. This field should be explored given that there are three major employers that emphasize this field: Northrop Manufacturing, Mandaree Electronics Corporation, and Uniband.

It is recognized that enrollment in the current baccalaureate degree programs is very low with nine and eighteen students respectively. Expansion into additional bachelor degree programs will require a goal for enrollment in these programs and resources to advertise and promote these programs.

Development of new an Associate Degree Program is also recommended in the field of Criminal Justice/Pre-Law.

Development of a new vocational certification program is recommended in Health Care with emphasis in:

- a. Certified Nursing Aides
- b. EMT/EMS
- c. Home Health Aides

Another area that needs to be considered is that of a ***Continuing Education Office/Program*** which would develop a strong community education program to address personal and job skill enhancement workshops. This would add to the “continuing education units (CEUs) that would provide additional revenue through the Tribal College and University funding legislation.

Support Services

The lack of childcare services was a major area of concern for those participating in this needs assessment survey. NHSC needs to address this issue immediately by working with students to identify options e.g., exchanging childcare services, providing lists of certified childcare providers, etc. In terms of strategic planning, NHSC needs to consider establishing a childcare center that could serve as a laboratory for the Elementary Education and Early Childhood Education academic programs in addition to providing practical services for students.

Transportation and student housing could also fall under this category and they have been discussed elsewhere in this document.

LIMITATIONS

There are some limitations to this assessment including the difficulty determining the population of the Fort Berthold Indian Reservation as well as accurate employment rates due to the volatile oil and gas industry that is currently quasi-active. The other challenge encountered was the lack of readily available college demographics. The online college profile information was very limited and dated e.g., 2006 self-study. The enrollment data provided was that of a duplicated head count data.

CONCLUSION

This community needs assessment provides some clear direction for the addressing the needs of the Fort Berthold Indian Reservation. It also highlights a need for NHSC to increase student access to college either through a dispersed campus system with services in each district or a transportation system developed to bring students to the main campus. It provided direction for the development of additional baccalaureate degree programs which would require a larger student enrollment, additional faculty, and a strong financial base to support these programs. In addition, several areas of support services for students were also identified with major concerns found in the lack of childcare, transportation, funding for college, and student family housing and dormitories.

REFERENCES

Austin, A. (December 17, 2013). *High Unemployment Means Native Americans are Still Waiting for an Economic Recovery, Issue Brief, No. 372*. Published by Economic Policy Institute, 1333 H Street, NW, Suite 300, East Tower, Washington, D.C. 20005.

Bureau of Indian Affairs (January 16, 2014). *2013 American Indian Population and Labor Force Report*. Published by the U.S. Department of Interior, Office of the Secretary, Office of the Assistant Secretary – Indian Affairs.

Cross, R. (2011). Development's Victim or Its Beneficiary?: The Impact of Oil and Gas Development on the Fort Berthold Indian Reservation, 87 N.D. L. Rev. 535, Available at: http://scholarship.law.umt.edu/faculty_lawreviews/76

Johnson, J. (April 7, 2016). Report: Employers face education gap in workforce. *Bismarck Tribune*.

Nueta Hidatsa Sahnish College. (2015). Unpublished 2013-2014 annual report.

Russell, S. (January 2, 2015) The Insidious Tradition of Unemployment. *Indian Country Today*. Source:
[URL:http://indiancountrytodaymedianetwork.com/2015/01/02/insidious-tradition-unemployment](http://indiancountrytodaymedianetwork.com/2015/01/02/insidious-tradition-unemployment)

U. S. Department of Interior (downloaded June 2016). Fort Berthold Agency. (Source: www.bia.gov/whoweare/regionaloffices/greatplains/weare/agencies/FortBerthold/index.htm).

U. S. Department of Census (downloaded June 2016). *July 1, 2015 population estimates* at <http://www.census.gov/quickfacts/table>

APPENDICES

A – Survey Questions

B – Ranking of Jobs Perceived to be Needed on the Fort Berthold Indian Reservation

Attachment A: Survey Questions

Attachment B: Ranking of All Job Titles in the NHSC Needs Assessment