
PROGRAM REVIEW

Cankdeska Cikana Community College



**CANKDESKA CIKANA
COMMUNITY COLLEGE**

Spirit Lake Dakota Nation

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EXISTING PROGRAM REVIEW REPORT

The program Review Report includes two components: an executive summary which highlights the major aspects of the program’s review, and a more comprehensive analysis which includes the individual members involved in the completion of the Program Review Report.

ABSTRACT (EXECUTIVE SUMMARY)

Part I: Program Description Summary

The Cankdeska Cikana Community College Science Program's mission is to provide academic and professional expertise that fosters personal growth, social well-being, and scientifically sound practices and procedures in the study of biology and chemistry. The Science Program is designed to provide the students with hands on learning experience in a laboratory setting and to develop critical thinking skills in order to graduate with a well-rounded background in the subjects of biology and chemistry. The primary aim of this program is to prepare the students to work as a laboratory technician after the completion of the Associates Degree and to be able to further their career choices at a four-year institution. The Science Program includes 35 credits of general education classes covering topics in cellular biology, molecular biology, genetics, biochemistry, organic chemistry, and general chemistry. The essential study requirements in the Science Program totals 35 credits. An Associate of Science degree in can be completed in two years with a total of 57 to 59 credits. The Science Program consists of one permanent full time staff member. A grant funding this program was received in May of 2013 and the faculty member was hired in August of 2014 making this a relatively young program at CCCC. Currently there are no students enrolled in the science program nor have any graduated. Many of the courses offered in this degree program are required for other degrees such as Pre-Nursing and Liberal Arts.

Contributors:

Brent Voels Ph.D., Science Instructor

Part II. Program Summary

The Science Program faculty posts their schedules are posted for students to view. Appropriate textbooks are generally chosen from the Cengage, Wiley, or Pearson Learning websites with a strong regard to the most current and relevant academic material available to the student. The Dean of Academics, Teresa Harding, evaluates on a regular basis the quality of instruction delivered to the student body. Dean Harding also maintains current updates of the course syllabi. The Cankdeska Cikana Community College Science Program conforms in content, textbooks, and instructional methods to state of the art disciplinary standards. Currently the community college is utilizing a new learning outcome assessment procedure. The Science Program has more than adequate technological facilities to maintain the effectiveness of its courses and programs. The Cankdeska Cikana Community College library maintains more than adequate library services to meet the needs of the Science Program. The community college administration supports professional development for faculty to improve their skills and knowledge in their respective fields. Transportation and housing availability remain barriers to student recruiting and increasing enrollment. The Science Program offers research opportunities to all enrolled students. These research experiences include the opportunity to participate in a ten week research internship focusing novel work in cancer biology. Enrollment for the program should reach five percent of the total enrolled students.

Part III. Program Planning Summary

The student enrollment at the community college is depressed from what it was in previous decades.

There appear to be no drastic upcoming changes in the region regarding the economic, social, or educational sectors. Brent Voels, Ph.D. was hired as the science instructor in August of 2014. His research background and collaborative ties allow CCCC to conduct student driven research and offer the appropriate STEM courses. The tribal college organizational structure has maintained a fairly steady state in the last five years. Federal grants have provided sufficient funding for the Science Program at Cankdeska Cikana Community College. There have been several new and revised goals and objectives for the Science Program that involve staff participation in student orientation and academic advising. Long term goals of the college include: identifying and developing internal employees with the potential to fill key leadership positions, adding student housing, and to offer “for credit” and “not for credit” educational opportunities to the public. New science laboratory equipment has been purchased to be utilized for class laboratory sections and in student research. The equipment allows for full scale molecular biology research to be conducted both inside and outside of the classroom.

COMPREHENSIVE ANALYSIS

Part I. Program Description

- The Cankdeska Cikana Community College Science Program facilitates educational experiences that encourage individual, social, and environmental sustainability and growth in the fields of biology and chemistry.

The Cankdeska Cikana Community College Science Program provides an academic program that leads to student scholarly attainment of the required knowledge and abilities to become economically and socially independent citizens while retaining the native culture and language of the Spirit Lake Dakota people.

Degrees and/or Certificates Offered:

- Associate of Science
Science

The Science Program Student Learning Outcomes:

1. Students will demonstrate a proficient understanding of the fundamentals of general biology.
2. Students will demonstrate a proficient understanding of the fundamentals of general chemistry.
3. Communicate effectively with others using oral, visual, and written methods.
4. Use the scientific method in hypothesis testing.
5. Students will demonstrate basic scientific skills.

Curriculum

Essential Study Requirements

Credits

Student Success: New Student Orientation (ENGL 100)	.1
College Composition I (ENGL110)	3
College Composition II (ENGL120)	3
Fundamentals of Public Speaking (COMM110)	3
Dakota Language I (ENGL 161)	3
Dakota Thought, Philosophy, & Culture (DS110)	3
Social Studies or History Course (ND: SS or HIST)	3
Introduction to Computers (CSCI 101)	3
Personal and Community Health (HPER217)	2
General Biology I (BIOL 150/L)	4
Physical Education Activity (HPER 101-104)	1
Introduction to Natural Resource Mgt (NAT 102)	3
College Algebra (MATH 103)	3

- TOTAL 35

Core Classes

Credits

General Biology II (BIOL 151/L).....	4
Environmental Science (BIOL 124/L).....	4
General Chemistry I (CHEM 121/L).....	4
General Chemistry II (CHEM 122/L).....	4

Electives

Choose 6 to 8 credits worth or courses from the following:

Anatomy and Physiology I (BIOL 220/L).....	4
Anatomy and Physiology II (BIOL 221/L).....	4
Intro to Microbiology (BIOL 202/L).....	4
Elementary Statistics (MATH 210/L).....	3
Physical Geology (GEOG 105/L).....	3
Intro to Geographical Information Systems (GEOG 124).....	4

TOTAL 22-24

TOTAL CURRICULUM CREDITS = 57-59

General Education Requirements	CORE PROGRAM REQUIREMENTS	PROGRAM ELECTIVES
ENGL 100 Student Success New Student Orientation	BIOL 151/L General Biology II	BIOL 220/L Anatomy and Physiology I
ENGL 110 College Composition I	BIOL 124 Environmental Science	BIOL 221/L Anatomy and Physiology II
ENGL 120 College Composition II	CHEM 121/L General Chemistry I	BIOL 202/L Introduction to Microbiology
COMM 110 Fundamentals of Public Speaking	CHEM 122/L General Chemistry II	MATH 210 Elementary Statistics
ENGL 161 Dakota Language I		GEOL 105/L Physical Geology
HPER 217 Personal and Community Health		GEOG 124 Intro to Geographical Information Systems
BIOL 150 General Biology I		
CSCI 101 Introduction to Computers		
DS 110 Dakota Thought, Philosophy, and Culture		
MATH 103 College Algebra		

Sample 2 -YEAR COMPLETION		
Fall Term 1		
ENGL 100	Student Success	1 credit hours
ENG 110	Composition I	3 credit hours
MATH 103	College Algebra	3 credit hours
BIOL 150	General Biology I	4 credit hours
CSCI	Introduction to Computers	3 credit hours
		14 credit hours
Spring Term 2		
ENGL120	Composition II	3 credit hours
ENGL 161	Dakota Language I	3 credit hours
BIOL 151	General Biology II	4 credit hours
BIOL 124	Environmental Science	4 credit hours
HPER 101-104	Physical Education Activity	1 credit hours
		15 credit hours
Fall Term 3		
CHEM 121	General Chemistry I	4 credit hours
COMM 110	Fundamentals of Public Speaking	3 credits hours
ART 124B	Beading	3 credit hour
BIOL 220	Anatomy and Physiology I	4 credit hours
		14 credit hours
Spring Term 4		
CHEM 122	General Chemistry II	4 credit hours
HPER 217	Personal and Community Health	2 credit hours
PSYC 250	Developmental Physcology	3 credits hours
BIOL 221	Anatomy and Physiology II	4 credit hours
		13 credit hours
TOTAL DEGREE REQUIREMENTS		56 credits

2. Describe the current Staff of the Program, as follows:

Name: Brent Voels

Title/Position: Science Instructor

Classification: Full Time

Numbers of Credits Taught Each Semester: 12

Degrees held: Doctor of Philosophy degree in Biochemistry and Molecular Biology from the University of North Dakota. Bachelor of Arts degrees from Minnesota State University of Moorhead in Biology and Chemistry.

- Brent Voels was hired as a Science Instructor at Cankdeska Cikana Community College in August of 2014 and has held that position continuously to the present time.

3. Program Productivity Summary: (Past Five Years) (See Website)

The Science Program at Cankdeska Cikana Community College was established in 2014. The Science Program serves to educate and support all students in their social, cultural, and academic development in the fields of biology and chemistry. The geographic scope of the Cankdeska Cikana Community College is generally to serve students within the borders of the Spirit Lake Reservation but has the potential to expand beyond the borders of the reservation. If and when the Cankdeska Cikana Community College administration and associated entities decide to invest in campus housing for the faculty and students, there exists great potential to increase the size and scope of the college's mission. The Science program has not been fully established for five years, and is in the process of engaging area high school students in a recruitment effort. To date there have been no students enrolled in or graduated from the program.

The optimal student enrollment for Cankdeska Cikana Community College would be around 400 students. That level of student enrollment would create classes of about 20 to 25 students per class. For the last twelve years of data that was taken for the college, from 2005 to 2016, the average persistence rate was 68 %. For the last ten years of data that was recorded for the college, the average retention rate was 42 %. The Cankdeska Cikana Community College has been in existence for over 40 years, therefore many individuals have their four year degrees. Many indigenous Native individuals have established homes and do not want to move out of the region. In addition, if a four-year institution could be developed, a large increase in student enrollment could be realized.

The data indicate that there does not exist a great deal of interest the fields of biology and chemistry. The young people of the community tend to view accounting and business studies their path to economic stability near their neighborhoods where they developed into young adults. There are several students enrolled in nursing and engineering degrees that enroll in Science Program courses as part of their associate's degree.

National Employment Projections, 2014 – 2024 Bureau of Labor Statistics	
Occupational Category	Projected Increase
Biological Science Teachers (Postsecondary)	16.2 %
Biological Technicians	5.2 %
Forestry	7.0 %
Medical and Clinical Laboratory Technologists	14.0 %
Healthcare Industry	22.0 %

4. Program Revenue:

The Science Program has just been recently implemented and to date has had no students enrolled in the program. Courses offered through the program have students enrolled in them since they are utilized to meet the needs of other degrees. The program itself is fully funded from two different grants and has allowed a third grant that provides summer research opportunities to students. The research grants cover all the costs of faculty salaries and fringe, and also bring indirect funds to CCCC that are utilized for the general fund. Grants include: Instructional Capacity Excellence in TCUP Institutions (ICE-TI), North Dakota IDeA Network of Biomedical Research Excellence (INBRE), and Native American Research Centers for Health (NARCH).

Current Five Year Budget with a Two Year Projection					
Grants Include: ICE-TI, INBRE, and NARCH.					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Salary	\$95,000.00	\$96,500.00	\$98,000.00	\$100,940.00	\$103,968.00
Fringe Benefits	\$28,500.00	\$28,950.00	\$29,400.00	\$30,282.00	\$31,191.00
Supplies	\$56,000.00	\$56,000.00	\$56,000.00	\$56,000.00	\$56,000.00
Internships	\$61,250.00	\$61,250.00	\$61,250.00	\$61,250.00	\$61,250.00
Travel	\$17,667.00	\$17,667.00	\$17,667.00	\$17,667.00	\$17,667.00
Indirect	\$39,321.00	\$39,321.00	\$39,321.00	\$39,321.00	\$39,321.00
Total	\$297,738.00	\$299,688.00	\$319,138.00	\$322,960.00	\$309,397.00

The presented revenue and program budget indicate that the Science Program is quite healthy and has a positive general outlook. Salary projections are based on a 3% annual increase. The grant funding is not completely secure, and since the program is run entirely on grants, there exist few alternatives. The travel, supply, and internship funds all support student research that occurs at CCCC.

6. Does the program have an advisory Team? ____ Yes X No

Part II. Program Self-Evaluation

A. Faculty

1. The Cankdeska Cikana Community College faculty has collaborated at a high level concerning curriculum design and review, state-of –the art content, professional development activities, and program delivery. The Curriculum Committee meets with the faculty on a regular basis to discuss course content and curriculum design. This faculty has performed in an exemplary manner in conducting conferences out of state for the collective faculty professional development goals. The Science Faculty the last three annual INBRE conferences, SACNAS conferences. Cankdeska Cikana Community College is a small college with smaller departments so it is quite easy for the faculty to have daily discussions and make decisions on currently

pressing matters. The Natural Program instructors do meet on a regular basis to discuss program content. There are no adjunct professors at Cankdeska Cikana Community College that fit the accepted definition of adjunct professors or instructors, unless the online instructors are considered to be adjunct instructors. The Cankdeska Cikana Community College connections to the Internet in multiple locations throughout the campus make the college a state of the art institution. The many computer clusters located throughout the campus allow the faculty to keep abreast of the most current seminars being conducted in their respective fields in the region.

2. Faculty Performance Evaluation

The Cankdeska Cikana Community College administration observes and evaluates the faculty in a minimum of twice per academic year. Evaluation is performed by one peer observer and by the Dean of Academics. As a result of the college administration observation efforts concerning the faculty there exists a continual improvement of teaching methods by the faculty. Brent Voels and Lori Gourneau were observed, and both received a satisfactory peer and administration evaluations. Assessment at CCCC also gives the faculty another opportunity to reflect on their teaching methods and to adjust to feedback from students.

B. Student Relations

1. Communication and Availability

The Science Program faculty prominently makes their schedules known to the current students. About 30 % percent of the students visit instructors during the posted office hours. The faculty members or instructors are in possession of all the email addresses of all the students and the students have the email addresses of the entire faculty. It's estimated that the majority of the students respond to emails directed to them concerning class scheduling and other pertinent matters. Adequate telephones are installed in the offices of faculty in order to be better accessible to students during business hours. The class schedule offers several evening courses to better meet the work schedules of single parent adults requiring or interested in advanced education. About 75 % of the student body at Cankdeska Cikana Community College are single parents. Cankdeska Cikana Community College submits instructor evaluations forms to the students at the end of the semesters to determine student satisfaction with the content and quality of the instruction. The student satisfaction inventory utilized at Cankdeska Cikana Community College includes the Noel Levitz student satisfaction inventory. The implementation of the student satisfaction inventories has reassured the instructors that they are performing at optimal levels of educational excellence.

2. Instructional Delivery

Faculty of the Science Program evaluate textbooks as needed. Selected texts are chosen based on up to date content and student resources that are included. The appropriate textbooks are generally chosen from the Cengage and Pearson Learning websites with a strong regard to the depth of information.

The projection systems used for the classrooms are in the form of smart board projectors. The required core curriculum classes are generally the classes that are offered in both evening and daytime formats. Laboratory classes are held for two hours with the goal of conferring a hands on learning environment relevant to the course. No online classes are being taught at the present time.

3. Learning and Employment Needs of Students

At the present time there exists no graduate tracking system at Cankdeska Cikana Community College. Since this program has only recently begun to be offered there is no data pertaining to the employment of recent graduates. The college has a strong collaboration with the University of North Dakota, Lake Region State College, and Mayville University with the overall intent of students transferring to these larger four year institutions. The aforementioned colleges provide with guidance on the needs for future students to succeed.

C. Curriculum

1. Curriculum Review

The Curriculum Committee reviews on a timely basis the Science Program curriculum. The Academic Dean maintains current copies of the course syllabi. Changes in course requirement of the Science Program degree are submitted to the Curriculum Committee for approval and review. The course content, design, and delivery are the responsibility of the instructors. The instructors have always maintained course content that is at the collegiate level.

2. Course Materials and Dissemination

The Cankdeska Cikana Community College Science Program conforms in content, textbooks, and instructional methods. Selected textbooks contain relevant illustrations to the subject under discussion, a glossary, chapter summaries, and review questions. Educational material is discussed in the classroom using the latest technological mechanisms. The Science Program faculty maintain professional relationships faculty in their fields. These relationships include research collaboration with several faculty at the University of North Dakota and North Dakota State University. These types of professional relationships allow the faculty of the Science Program to maintain relevant and up to date in the instruction of their respective fields.

3. Course Assessment

Formerly, at the end of every fall and spring semester each instructor would complete a formative and summative evaluation of one of his or her classes. These evaluations would be electronically sent to the Assessment Team by the instructors and the Assessment Team would advise the administration on how to instruct the teachers in improving achievement. This system has been updated and improved and now is currently being implemented. The new system of

assessment utilizes a system of program and course outcomes that are evaluated throughout the semester. The data is reviewed, evaluated, and approved/disapproved by the Assessment Team annually. This ensures that course and program outcomes are being met. The formative and summative assessment evaluations have been replaced with a more individually reflective free-form evaluation by the instructor on what was effective instruction in the class and what was not effective. This evaluation process has become more of a qualitative method of evaluation than quantitative.

4. Native American Culture

The Science Program incorporates information of traditional foods and medical practices in how they relate to human biology. Each course in the program requires the student to complete an essay with references on a topic pertaining to Native American Culture and some aspect of human biology.

D. Institutional Support

The Science Program at Cankdeska Cikana Community College possesses adequate facilities, equipment, and technology to maintain the effectiveness of its courses and programs. All computer workstations were updated recently. Most of the computer workstations have been updated with Windows 10 software. Each classroom has Smart board technology and computer monitor projection capability. There are laptops available for in class use when appropriate as well. There are several different pieces of lab equipment that can be utilized for laboratory exercises and for research use. A room dedicated for research only is utilized by the students of CCCC.

Cankdeska Cikana Community College certainly maintains adequate library services to students to maintain the effectiveness of the Science Program courses. The library maintains an extensive inventory of current periodicals to sustain students in completion of related assignments. The Cankdeska Cikana Community College library carries the National Geographic magazine, Arc User, Time magazine, Audubon, and the major North Dakota city newspapers for instructor and student use. A mathematics tutor has now been hired to assist students in mathematics classes. Additional resources for writing and career advising are being developed. Faculty, staff, and students also have access to all of the library resources of the University of North Dakota as part of our collaboration. A majority of the students utilize the services of the community college library and computer stations.

Cankdeska Cikana Community College supports their faculty to attend national conventions to maintain and upgrade their knowledge and skills in their discipline. There are not a set number of national conventions a faculty member must or is allowed to attend. On average the Science Program faculty attend one national, one regional, and one local conference annually. Educational classes for continuing education for the faculty and staff conducted during institutional business hours must be approved for by the President of Cankdeska Cikana Community College. Additional academic coursework arranged for on an individual basis out of the business day of the community college is of personal choice. Cankdeska Cikana Community College sent one member of the Science Program faculty to the SACNAS Conference in 2015 and 2016. In March of 2016 faculty attended the Society of Toxicology conference. These

conferences further the faculty member's understanding in their respective field and aid in collaborative efforts. Faculty from CCCC have attended the North Dakota INBRE conference for the past five years, and research students have presented their work at the conference during the past two years. An annual Tribal Research Symposium is coordinated by faculty at CCCC and is also the location of the conference for the past five years. This symposium showcases research conducted at regional Tribal Colleges.

E. Other

Transportation availability to the students living in remote sparsely populated regions of a large Native American reservation is a constant barrier to recruiting and maintaining large numbers of students. Housing availability to students and faculty is also a further barrier to recruiting and maintaining large student enrollments.

Part III. Program Planning

All courses taught at CCCC are continually updated. Hands of laboratory activities and research are continually growing and being refined as additional equipment is purchased. Additional computer resources have allowed for some online activities to occur during lecture supervised and guided by the instructor. A research component for credit hours is being considered for addition to the Science Program.

A. Demographic and Population Considerations

1. Changes within the student population.

The student population of Cankdeska Cikana Community College has stayed at a fairly steady state in the past five years. Now, the student enrollment is down from what it has been historically over the years. Cankdeska Cikana Community College is now employing an Outreach Coordinator to increase student enrollment.

2. Changes within the educational, social, or economic sector served by the program.

The educational, social, and economic sectors of Cankdeska Cikana Community College have also stayed at a steady state in the past five years. There appear to be no drastic changes approaching the region in terms of the economic, social, or educational sectors.

3. Changes within the organizational structure and direction of the institution.

Minor changes were made in the organization structure of the institution in the past two years. The employee handbook has been updated to reflect these changes. The updates have simplified the structure here at CCCC reflecting its small size, and allow the college to operate more efficiently.

4. Changes within tribal colleges.

The tribal college organizational structure has maintained a fairly steady state in the recent five years. No major alterations are expected.

6. Changes in federal or state laws that have an effect on program functions.

Federal and state regulations have provided fairly adequate funding for the Cankdeska Cikana Community College Science Program in the past five years. During the past five years funding for the Cankdeska Cikana Community College Science Program has been adequate because no employee has received their salary payment late or been denied their salary payment.

B. New and revised goals and objectives for program improvement.

1. Enhance recruitment and retention.

Efforts through collective staff involvement that include student orientation and academic advising. These are both short term and long term goals involving detailed presentations during orientation days and designated faculty members who are experienced and knowledgeable in a range of academic fields that would serve as student advisors to best meet the needs of the developing student.

2. Establish, erect, and maintain student dormitories and housing.

This is a long term goal. The Science Program will surely assist in this endeavor by securing specialist personnel to locate the most suitable locations for the necessary housing facilities.

3. Identify and develop internal employees with potential to fill key leadership positions.

This is in the form of succession planning. It is certain that specific employees will profile themselves with significant accomplishments and leadership qualities in performing their assigned duties. This could be a long term goal by selecting key personnel with significant talents.

4. Give community a broad base of educational opportunities.

Through “not for” and “for” credit opportunities. Each semester instructors are encouraged to offer educational opportunities to the public. This could be both a long term and short term goal by the Science Program holding planning sessions to determine just what classes specifically the community is in need for and what would be popular classes.

C. Identify additional resources needed to maintain and improve program quality.

Since the Science Program is new there are very few additional resources needed. At the time of this review the program is well funded and covers the needs for equipment and supplies. A dedicated space for research has also been made available. As research at CCCC expands the addition of more research space will be considered. As enrollment expands additional equipment for students will be needed. As long as funding continues at the current levels there will be no issue in maintaining and expanded resources at CCCC as needed. The Cankdeska Cikana Community College Faculty Satisfaction Survey found in Appendix B addresses additional resources required to improve program quality.

APPENDIX A

Required Minimum Data for Instructional Program Review

A. Program Demographics:

1. Program Faculty – Full Time and Part Time

Brent Voels Ph.D, Science/Instructor, Full Time

2. Program Staff – Full Time and Part Time

None.

3. Total Program Student Enrollment per Semester (5 years) (See Website)

Due to the recent the implementation of the Science program data in unavailable.

4. Ratio of graduates to majors (5 years) (See Website)

Due to the recent the implementation of the Science program data in unavailable.

5. Total Number of Courses and Sections Offered per Semester (data available, up to 5years) *

Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
6	6	6	6	6	6	6	6	6	6

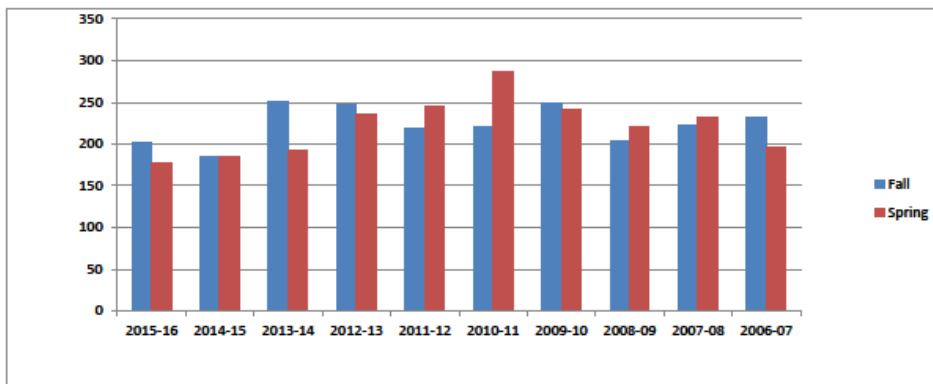
Even though the Science Program has only recently been implemented courses pertaining to the degree have been offered on a regular basis at CCCC during the past 5 years. Only one section per course is generally offered, courses are not offered during the summer semester, and courses often are required for other degree programs.

6. Comparative Total Enrollment Rate of Growth/Decline: Program vs. Institution (5 years).

Due to the recent the implementation of the Science program data in unavailable. Data for CCCC total enrollment is provided in the table below.

**Cankdeska Cikana Community College
Enrollment Data**

Semester	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07
Fall	201	185	251	247	219	220	250	203	223	233
Spring	177	184	192	235	246	287	242	220	233	196



APPENDIX B
Cankdeska Cikana Community College
Faculty Satisfaction Survey

1. All faculty have the opportunity to participate in curriculum development and revision for this program.
Strongly Agree Agree Neutral Disagree Strongly Disagree Not Applicable
2. All faculty have the opportunity to participate in program planning.
Strongly Agree Agree Neutral Disagree Strongly Disagree Not Applicable
3. Faculty in this program are concerned about student success.
Strongly Agree Agree Neutral Disagree Strongly Disagree Not Applicable
4. The variety of faculty expertise is sufficient to provide effective instruction within this program.
Strongly Agree Agree Neutral Disagree Strongly Disagree Not Applicable
5. Faculty in this program are given the opportunity to participate in the program review process.
Strongly Agree Agree Neutral Disagree Strongly Disagree Not Applicable
6. The program review process is effective in evaluation the strengths and weaknesses of this program.
Strongly Agree Agree Neutral Disagree Strongly Disagree Not Applicable
7. Information gathered during program review is integrated into the program's planning process.
Strongly Agree Agree Neutral Disagree Strongly Disagree Not Applicable
8. Communication among faculty in the program is frequent, interactive, and effective.
Strongly Agree Agree Neutral Disagree Strongly Disagree Not Applicable
9. I am satisfied with the quality of educational planning in this program.
Strongly Agree Agree Neutral Disagree Strongly Disagree Not Applicable
10. The required textbook(s) are selected by all faculty teaching a particular course in this program.
Strongly Agree Agree Neutral Disagree Strongly Disagree Not Applicable

11. The program's courses conform in content, textbooks, and instruction methods to current disciplinary standards.
Strongly Agree Agree Neutral Disagree Strongly Disagree Not Applicable
12. Adjunct faculty communicate with the program full-time faculty regarding grading policies.
Strongly Agree Agree Neutral Disagree Strongly Disagree Not Applicable
13. Faculty in this program both assess and base grades and course credit on student achievement of learning outcomes.
Strongly Agree Agree Neutral Disagree Strongly Disagree Not Applicable
14. The faculty in this program are sufficient in number to provide effective instruction within the discipline.
Strongly Agree Agree Neutral Disagree Strongly Disagree Not Applicable
15. Faculty in this program stay current in their area of expertise.
Strongly Agree Agree Neutral Disagree Strongly Disagree Not Applicable
16. The faculty in this program are actively involved in staff development activities.
Strongly Agree Agree Neutral Disagree Strongly Disagree Not Applicable
17. The availability of classroom supplies is sufficient to maintain the effectiveness of this program's courses.
Strongly Agree Agree Neutral Disagree Strongly Disagree Not Applicable
18. Class schedules for this program conform to student's demand and educational needs.
Strongly Agree Agree Neutral Disagree Strongly Disagree Not Applicable
19. Faculty in this program distinguish between personal conviction and professionally accepted views in the discipline.
Strongly Agree Agree Neutral Disagree Strongly Disagree Not Applicable
20. Faculty in this program are committed to high standards of teaching.
Strongly Agree Agree Neutral Disagree Strongly Disagree Not Applicable

21. Adequate facilities and equipment are available to maintain the effectiveness of this program's courses.

Strongly Agree Agree Neutral Disagree Strongly Disagree Not Applicable

22. Library services and collections are adequate to maintain the effectiveness of this program's courses.

Strongly Agree Agree Neutral Disagree Strongly Disagree Not Applicable

23. Tutoring and writing center facilities are adequate to maintain the effectiveness of this program's courses.

Strongly Agree Agree Neutral Disagree Strongly Disagree Not Applicable

24. Clerical support is available and adequate to maintain the effectiveness of this program's courses.

Strongly Agree Agree Neutral Disagree Strongly Disagree Not Applicable

25. I have been provided a copy of the CCCC Policies and Procedures and the CCCC Faculty Handbook.

Strongly Agree Agree Neutral Disagree Strongly Disagree Not Applicable

BACKGROUND

26. At CCCC, are you: full-time faculty part-time faculty adjunct faculty

27. How many years have you taught at least one course in this program?

Less than 1 4 – 6 years 1 – 3 years more than 6 years

28. How many different courses per semester are you teaching in this program?

2 courses 4 courses 3 courses I only teach one course per semester

29. How many credits do you teach in this program (per semester)?

5 or less 6-12 credits 12-15 credits 15 or more

Please provide any additional comments (greatly encouraged):

APPENDIX C

Checklists for Program Reports Checklist for Existing Program Review Report

Executive Summary

_____ Program Description Summary

_____ Program Self-Evaluation Summary

_____ Program Planning Summary

Comprehensive Analysis

Part I. Program Description

_____ Role of the Program

_____ Staff

_____ Productivity Summary (Appendix A) for past 5 years

_____ Program Revenue (Past 5 years)

_____ Program Budget (Past 5 years)

_____ Advisory Team

Part II. Program Self-Evaluation

_____ Faculty (include results of Appendix B)

_____ Student Relations

_____ Curriculum Content, Design, Delivery

_____ Institutional Support

_____ Other

Part III. Program Planning

_____ Trends affecting program goals

_____ Goals and objectives for program improvement (1 year and 5 year)

_____ Identify additional resources needed

Checklist for New (Potential) Program Review Report

Executive Summary

_____ Overview of Proposed Program

Feasibility Report

_____ Rationale

_____ Role of Program

_____ Target Audience

_____ Staff Needed

_____ Resources Needed

_____ Budget

Program Development

_____ Development Time Line

_____ Degree Plan

_____ Curriculum Outline

_____ Completed Syllabi for each course

Program Planning

_____ Student Outcomes

_____ Overview of Assessment

APPENDIX D
Signature Pages for Completed Program Reviews

Name of Program Reviewed: _____

Director or Faculty of Record

Date of Review

Curriculum Team Chair

Date of Review

Dean of Academics

Date of R

COMPLETED ELECTRONIC COPY SUBMITTED: (Date) _____

Completed New (Potential) Program Review Signature Page

Name of Program Reviewed: _____

Director or Faculty of Record

Date of Review

Curriculum Team Chair

Date of Review

Dean of Academics

Date of Review

