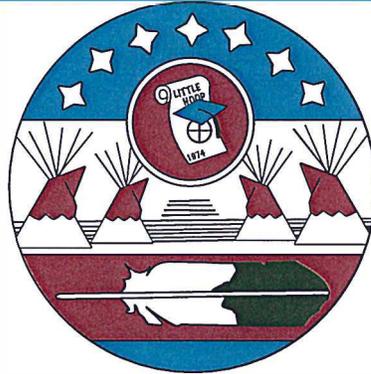

Early Childhood Education

PROGRAM REVIEW

Cankdeska Cikana Community College



**CANKDESKA CIKANA
COMMUNITY COLLEGE**

Spirit Lake Dakota Nation

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

Early Childhood Education providers serve an important community and cultural role regarding the education and care of our children. Although Early Childhood is seen as the foundation for education within our contemporary society; Cankdeska Cikana Community College believes in incorporating the curriculum standards into the traditional Dakota Culture. This curriculum was designed to provide students with the knowledge, skills, and training required to prepare educators to work with the diversity of young children today. This program of study includes both an academic base and methods courses that provide a balanced program for those wishing to pursue a four-year program or for those wishing to begin a career as an early childhood care provider. The Associate of Art (AA) in Early Childhood Education program is intended to endow students with the fundamental knowledge to enter careers in the early childhood field or to transfer on to a baccalaureate degree program in Early Childhood Education.

Early Childhood Education Program Mission Statement: The Early Childhood Education Program mission is to provide a comprehensive curriculum that enables students to become gainfully employed in the field of Early Childhood Education, work successfully with children from diverse backgrounds, increase their skills in working with young children, and enable them to transfer and continue their training in a bachelor degree program.

Students completing the AA in ECE will be trained as teachers who can create a developmentally appropriate environment, provide their students with a comprehensive curriculum using current and appropriate technology, demonstrate effective assessment strategies, and demonstrate their ability to maintain positive relationships.

Reflection

Strengths

- The 2-year degree offers students an opportunity for immediate employment such as HeadStart, EarlyHeadStart, FACE program, and daycares in the surrounding areas.
- The ECE program is set up for a smooth transition to a 4 year institution.

Concerns

- Nonattendance is a major concern of students not being able to finish their coursework in a timely manner.
- Recruitment and retention is a concern not only for the program, but for the college as a whole.

Progress on concerns from last previous program review

N/A

Recommendations

- Explore avenues to provide coursework on-line in order to recruit students to the program from Devils Lake and surrounding area.
- Work on agreements with other agencies to offer the program on-line to their employees.

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

- **Jacqueline Lampert** – full time instructor since summer 2015
- **MS** in Special Education Strategist; 18 core credits English
- **BS** in Elementary Education; Early Childhood minor; Kindergarten endorsement; Technology certification
- Taught Elementary education for 7 years and Paraprofessional for 3 years
- Teaches 15-23 credits per semester
- Working towards PhD in educational leadership at UND

The Early Childhood Education program has an advisory committee through North Dakota Department of Career and Technical Education that meets every fall and spring. The advisory committee's members change from year to year depending on commitment of individuals or changes in employment of community members. Fall of 2017 advisory committee consisted of individuals from the community, Eventide Heartland Child Care Center, Warwick Public School, Four Winds High School faculty, Head Start and Early Head Start directors, Sacred Children's Place director, CCCC EC students, and CCCC Early Childhood Education Director/Instructor. This advisory committee's recommendations were very helpful because these childcare businesses are where the majority of CCCC Early Childhood Education's graduates find work.

An Early Childhood Education Certificate was developed and approved in November of 2013 through the Tribal College Grant. The program is focused on providing the student with skills to begin their own business. Many of the courses may be applied toward a two or four-year degree program of study. Enrollment in the EC Certificate Program has been 0 for the 5 years that I have been here. I recommend that this certificate be furloughed due to no student interest.

Reflection

Strengths

- The majority of program students are currently working in their respective field of ECE.
- Eleven students are currently working on their 4-year degree at Mayville State University.

Concerns

- There are not enough students to fulfil all the occupational needs locally or statewide.
- Would be nice to offer the program online to reach more prospective students.

Progress on concerns from last previous program review

N/A

Recommendations

- Continue networking through the advisory council and serving as liaison for the area schools, HeadStart, and the FACE program.

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

All courses in the Early Childhood Education program were re-evaluated and changes were made where necessary. This was done so the coursework would be aligned with the North Dakota University Systems Early Childhood common course name and numbering. Outcomes were aligned with the consortium to establish that continuity and transferability between CCCC and the other institutions of higher education within the state.

The ECE program uses experiential, project based, and hands-on learning which is critical to student success in the field of education. Head Start and Early Head Start program centers, which are also under the umbrella of CCCC, allow the opportunity for students to experience real life experiences and hands-on training. The facilities are also available for students to complete their observations during coursework and to perform their internships upon completion of the coursework.

Different methods of teaching and assessment are used to determine the success of the teaching methodology used by the instructor and the success of student learning. Informal instruction, lecture, modeling, differentiated instruction, information processing strategies, cooperative learning, inquiry-based methods, direct instruction, and mastery learning are some of the different methodologies used by the ECE instructor.

Assessment of student learning is fundamental to effective teaching. Students' skills and knowledge in the ECE program are evaluated constantly using multiple methods and assessment techniques so that the instructor has a portfolio of information to assess on each student. This impacts the program and changes are made due to the results of this process.

Reflection

Strengths

Courses are structured to be offered in a variety of instructional modes to meet the needs of students on the reservation and in surrounding communities by focusing on best practices for successfully recruiting and retaining students. The modes include:

- Face-to-face (daytime and evening classes)
- Accelerated (8-week course)
- Hybrid (mixture of face-to-face and online)
- Distance learning (internet and interactive video)
- Independent study

Concerns

Nonattendance, no daycare in evening, and no transportation are big factors in students not meeting the program's assessment goals.

Progress on concerns from last previous program review

N/A

Recommendations

- None at this time.

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

The Bureau of Labor Statistics (2016) reported that employment of preschool teachers

- Expected to grow by seven percent from 2016 to 2026, as fast as average for all occupations.
- Because children between the ages of three to five years are typically enrolled in preschool, this will increase the demand for preschool teachers.
- The median wage earned in 2016 according to the Bureau of Labor Statistics for North Dakota was \$28,670.00. Growth is expected due to a continued focus on the importance of early childhood education.

With the critical shortage of early childhood care providers across the state and in our immediate area, the need for ECE programs should be growing.

Strategies to increase retention/recruitment:

- Participated in a Non-traditional roles workshop where area communities send their freshman through senior males to participate in activities relating to Early Childhood Education.
- Advertise continually on KABU radio station which is our local community radio station
- Attending surrounding area high schools and college fairs

Reflection

Strengths

- There is a critical local and statewide need for qualified teachers who are culturally sensitive and responsive within the local community
- The program provides an avenue to complete the first two years of the degree program locally, with culturally appropriate curricular offerings.

Concerns

- There are not enough students to fulfil all the occupational needs locally or statewide
- Would be nice to be able to offer the program online to reach more prospective students

Progress on concerns from last previous program review

N/A

Recommendations

- Continue outreach to attract students to the field in order to help fill the high need for employees in these occupations.

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

Cankdeska Cikana Community College became the grantee of the Head Start and Early Head Start Programs. Our ECE program is fulfilling a need that these federally funded programs have in the training of their staff. Head Start and Early Head Start have mandates on teacher credentials and our ECE program is helping their teachers and assistant teachers become the qualified staff that is needed in those programs. The current ECE instructor provides quality training as needed for employees at Head Start, Early Head Start, and FACE Program. She also participates as a current member in the North Dakota Early Childhood Higher Education Consortium and the North Dakota Early Childhood Advocates in advocating for ECE.

The Early Childhood Education program has an articulation agreement with Mayville State University for students that want to transfer to a four-year university to pursue their bachelor's degree. Ms. Lampert also collaborates and has a working relationship with Mayville State professionals, so that the transition is smooth and students are provided with the background knowledge needed to help them succeed.

Reflection

Strengths

- The college has the facilities to provide the classroom space, technology, and convenience of location in order to offer students the opportunity to remain in their home community for the first two years of their education.
- The curriculum designed for the program has a rich, culturally relevant structure with a solid foundation of first- and second-year courses to prepare highly-qualified future teachers in an area of critical local need.
- Students who transfer on to a four-year university to pursue their bachelor's degree and teaching credential are well prepared.

Concerns

Not enough funding source for professional development needed to stay current in profession.

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

N/A

Recommendations

- Explore 4-year degree options that could be offered here locally at the college.

VI. Program Analysis and Reflection Narrative

All ECE courses reflect and integrate the Dakota Culture of the surrounding area. The addition of this component in all coursework makes it more meaningful and relevant to the students along with showing respect for all and caring. While individual course design and delivery is the responsibility of instructors based on training and expertise, texts and audio/video/internet educational resources are reviewed and assessed on an ongoing basis by the primary instructor to select the most current and appropriate instructional materials. All courses are selected and designed to contribute to a rigorous, integrated program that will best address educational standards, requirements, and student needs and interests. Core requirements of the AA in ECE program have been formulated, reviewed, and implemented to address all of the fundamental areas of knowledge required for educational teachers in North Dakota according to the Department of Public Instruction.

Cankdeska Cikana Community College knows that student numbers overall have declined, as it has in other tribal colleges, yet the Early Childhood Education Department has remained consistent in the number of graduates and enrollment is consistent and growing.

All course syllabi and coursework have been updated and are in alignment with state Early Childhood Education Higher Ed Consortium and state matrix. Articulation agreement for transfer to Mayville State University is ongoing and may look at agreement with UND also in the future.

There are four main external factors that influence the ECE program

- HeadStart employees terminating
- Family/medical issues
- Transportation issues
- No daycare in evening

The proposed new program of study for ECE has removed some of the general education coursework that are not required by the state to include more core coursework requirements. The ECE program instructor recommends updating the program of study to include EC235 Art, Music, and Play and EC 237 Children with Special Needs. The inclusion of these two courses will provide a better-rounded student to enter the workforce or to transfer on to a 4-year institution.

Appendix A



Suggested Course Rotation

AA in EARLY CHILDHOOD EDUCATION

Semester 1			Fall	
CSCI	101	ND:COMPSC	Introduction to Computers	3
DS	110	ND:HUM	Dakota Thought, Philosophy, & Culture	3
EC	210		Introduction to Early Childhood Education	3
ENGL	100		Student Success	1
ENGL	110	ND:ENGL	College Composition I	3
		ND:MATH	Math Elective	3
				<hr/>
				16
Semester 2			Spring	
EC	213		Language and Literacy in Early Childhood	3
EC	237		Children with Special Needs	3
ENGL	120	ND:ENGL	College Composition II	3
ENGL	161	ND:HUM	Dakota Language I	3
		ND:FA or ND:HUM	Art or Humanities Elective	3
				<hr/>
				15
Summer Term				
EC	220/236		Infants and Toddlers/Social Emotional Dev (Rotating)	3
EC	235		Art, Music, and Play	3
				<hr/>
				6
Semester 3			Fall	
EC	211		Observation, Assessment, Interpretation	3
EC	233		Pre-K Methods and Materials	3
SOC	110	ND:SS	Introduction to Sociology	3
		ND:LABSC	Laboratory Science Elective	4
				<hr/>
				13
Semester 4			Spring	
COMM	110		Fundamentals of Public Speaking	3
EC	297		Early Childhood Student Internship	4
PSYC	111	ND:SS	Introduction to Psychology	3
		ND:FA or ND:HUM	Art or Humanities Elective	3
				<hr/>
				13
Total				63

Appendix B – Program Background Information, Enrollment, and Breadth

Faculty Program Staff and Credit Hour Loads (double-click to enter data)

Name	Title/Position	FT/PT/T EMP	Credit Load/ Semester
Jacqueline Lampert	Early Childhood Education/English	FT	15-23

Enrollment and Graduation Data (double-click to modify with data applicable for a specific program)

	# Enrolled in Program	Total Enrollment	Program % of Total Enrollment
Fall 2012	13	247	5.3%
Spring 2013	9	237	3.8%
Summer 2013	3	84	3.6%
Fall 2013	9	251	3.6%
Spring 2014	8	196	4.1%
Summer 2014	12	86	14.0%
Fall 2014	20	189	10.6%
Spring 2015	11	186	5.9%
Summer 2015	10	61	16.4%
Fall 2015	12	212	5.7%
Spring 2016	12	177	6.8%
Summer 2016	2	54	3.7%
Fall 2016	9	180	5.0%
Spring 2017	11	178	6.2%
Summer 2017	2	28	7.1%

Program Graduates				
2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
1	2	1	1	2
Percentage of Program Graduates to CCCC Graduates				
2.9%	5.4%	4.2%	4.2%	9.5%

Appendix C – Program Quality and Assessment

FA17 Semester

D-Direct I-Indirect List activity(ies) used to measure student success	Goal	Findings - Results (Refer to LEGEND)	Analysis (Contributing factors - Internal and External - resulting in not meeting goal)	Recommendations	Identify Course Outcome(s) being demonstrated	Identify Program Outcome(s) being demonstrated	Identify Essential Studies Outcome(s) being demonstrated
D – Philosophy of Education I – Self-survey	>70	N = 10 NP = 7 SR = 3 Avg. = 90 Range = 83 - 97	Job termination No daycare No transportation Family/Medical issues	n/a There is no daycare or transportation for evening classes so this is an ongoing problem	1 - 5	1 - 4	1 - 4
D – Developmental Domain Culminating Paper I – Self-survey	>70	N = 1 NP = 0 SR = 1 Avg. = 93 Range = 93	Goal met	No factors	1 - 6	1 - 4	1 - 4
D – Thematic Unit I – Self-survey	>70	N = 8 NP = 3 SR = 5 Avg. = 97 Range = 93 - 100	No daycare No transportation Family/Medical issues	There is no daycare or transportation for evening classes so this is an ongoing problem	1 - 5	1 - 4	1 - 4
D – Research Paper I – Self-survey	>70	N = 12 NP = 2 SR = 10 Avg. = 91 Range = 70 - 100	No daycare No transportation Family/Medical issues	There is no daycare or transportation for evening classes so this is an ongoing problem	1 - 8	1 - 4	1 - 4
D – Internship I – Self-Survey	>B	N = 1 NP = 0 SR = 1 Avg. = A Range = A	Goal met	No factors	1 - 3	1 - 4	1 - 4

SP18 Semester

D-Direct I-Indirect List activity(ies) used to measure student success	Goal	Findings - Results (N = number students) (Avg. = average grade) Range = lowest to highest grade recorded)	Analysis (Contributing factors resulting in not meeting goal)	Recommendations	Identify Course Outcome(s) being demonstrated	Identify Program Outcome(s) being demonstrated	Identify Essential Studies Outcome(s) being demonstrated
D - Philosophy of Education I – self eval	>70	N = 6 /7 Avg. = 80% Range = 0 - 300	Poor attendance No childcare Job conflict No transportation	Discuss attendance Night classes so no childcare available Gave transportation schedule	1 - 5	1 - 4	1 - 4
D - Case Study I – self eval	>70	N = 10/12 Avg. = 83% Range = 0 - 300	Poor attendance No childcare Job conflict No transportation	Discuss attendance Night classes so no childcare available Gave transportation schedule	1,2,4, 5	1 - 4	1 - 4
D - Culminating Project I – self eval	>70	N = 6 /6 Avg. = 100% Range = 300 - 300	Poor attendance No childcare Job conflict No transportation	Discuss attendance Night classes so no childcare available Gave transportation schedule	1 - 4	1 - 4	1 - 4

Appendix D – Cost Effectiveness and Ability to Meet Occupational Needs

Occupational Needs

(double-click to insert data in table format from national trend data; also insert data in table format from Indian Employment and Training – U.S. Dept. of Labor; cite all source(s) using APA Format)

National Employment Projections, 2014 - 2024 Bureau of Labor Statistics	
Occupational Category	Projected Increase
Preschool Teachers	10.0%
Childcare Center Directors	11.0%
Childcare Workers	7.0%

Source: Bureau of Labor and Statistics

Indian Employment Projections, 2014 - 2024 U.S. Dept. of Labor	
Occupational Category	Projected Increase
Preschool Teachers	No Data Found
Childcare Center Directors	No Data Found
Childcare Workers	No Data Found

Source:

Annual Revenue and Expenditures (double-click table to modify)

Term	Enrollment	Tuition	ISC per FTE	ISC Revenue	Total Revenue
Fall 2012	13	\$19,500.00	\$5,664.00	\$36,816.00	\$56,316.00
Spring 2013	9	\$13,500.00	\$5,664.00	\$25,488.00	\$38,988.00
Summer 2013	3	\$2,250.00	\$5,664.00	\$8,496.00	\$10,746.00
AY 2012-13		\$35,250.00		\$70,800.00	\$106,050.00
Fall 2013	9	\$13,500.00	\$5,850.00	\$26,325.00	\$39,825.00
Spring 2014	8	\$12,000.00	\$5,850.00	\$23,400.00	\$35,400.00
Summer 2014	12	\$9,000.00	\$5,850.00	\$35,100.00	\$44,100.00
AY 2013-14		\$34,500.00		\$84,825.00	\$119,325.00
Fall 2014	20	\$30,000.00	\$6,344.90	\$63,449.00	\$93,449.00
Spring 2015	11	\$16,500.00	\$6,344.90	\$34,896.95	\$51,396.95
Summer 2015	10	\$7,500.00	\$6,344.90	\$31,724.50	\$39,224.50
AY 2014-15		\$54,000.00		\$130,070.45	\$184,070.45
Fall 2015	12	\$18,000.00	\$6,717.82	\$40,306.92	\$58,306.92
Spring 2016	12	\$18,000.00	\$6,717.82	\$40,306.92	\$58,306.92
Summer 2016	2	\$1,500.00	\$6,717.82	\$6,717.82	\$8,217.82
AY 2015-16		\$37,500.00		\$87,331.66	\$124,831.66
Fall 2016	9	\$13,500.00	\$7,285.28	\$32,783.76	\$46,283.76
Spring 2017	11	\$16,500.00	\$7,285.28	\$40,069.04	\$56,569.04
Summer 2017	2	\$1,500.00	\$7,285.28	\$7,285.28	\$8,785.28
AY 2016-17		\$31,500.00		\$80,138.08	\$111,638.08

Term	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017
Salary	\$45,121.00	\$42,382.00	\$49,920.00	\$48,227.00	\$47,733.00
Fringe	30%	30%	30%	35%	35%
# of Faculty	1	1	1	1	1
Total Salaries	\$45,121.00	\$42,382.00	\$49,920.00	\$48,227.00	\$47,733.00
Total Fringe	\$13,536.30	\$12,714.60	\$14,976.00	\$16,879.45	\$16,706.55
Total Expenses	\$58,657.30	\$55,096.60	\$64,896.00	\$65,106.45	\$64,439.55
Total Revenue	\$106,050.00	\$119,325.00	\$184,070.45	\$124,831.66	\$111,638.08
Net Gain/Loss	\$47,392.70	\$64,228.40	\$119,174.45	\$59,725.21	\$47,198.53

Program Evaluation and Review

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

The Curriculum Committee makes the following recommendation:

The committee recommends that the Certificate program be furloughed, as no students have completed it in the past, and there is no student interest.

Follow up actions and timeline:

Continue looking into on-line course offering options and creation of a 4-year degree program.



CANKDESKA CIKANA COMMUNITY COLLEGE

Spirit Lake Dakota Nation

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Completed Program Reviews Verification

Name of Program Reviewed: Early Childhood Ed.

Director or Faculty of Record Jacqueline Ampus Date of Review 10-31-18

Curriculum Committee Chair El Dahl Date of Review 10-31-18

Academic Dean Karen Saari Date of Review 10/31/18

President (as appropriate) Cynthia P. O'Connell Date of Review 11-20-18

Chair CCCC Board of Regents (as appropriate) Patricia Date of Review 11/20/18